



ПОСІБНИК

для підготовки
до ЄВІ
з англійської мови
до магістратури



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- 11 ТЕСТІВ У ФОРМАТІ ЄВІ за темами
- Тренувальні завдання з лексики за темами
- Граматичні таблиці
- Тестові завдання з граматики
- Відповіді до всіх тестових завдань

За загальною редакцією професора *В. П. Сімонок*

Харків
«Право»
2021

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Посібник для підготовки до ЄВІ з англійської мови до магістратури / [уклад.: О. П. Лисицька, П61 С. С. Микитюк, Т. В. Мельнікова та ін.] ; за заг. ред. В. П. Сімонок. – Харків : Право, 2021. – 236 с.
ISBN 978-966-998-188-2

Посібник містить практичний матеріал для підготовки до Єдиного вступного іспиту з англійської мови до магістратури: тести у форматі ЄВІ за темами, лексичні завдання за темами, граматичні таблиці та тестові завдання з граматики, відповіді до тестових завдань. Формат, тематика та послідовність матеріалу сприяють формуванню вмінь та навичок, які необхідні для успішного виконання екзаменаційних завдань.

Для студентів закладів вищої освіти, викладачів та широкого читацького загалу.

УДК 811.111:37.09.64

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Посібник містить завдання тестів ЄБІ з блоку «Іноземна мова», лексичні вправи, граматичні таблиці та тестові завдання. Посібник включає 11 модулів (**Module**) за темами *People (Appearance. Character); Family & Social Life; Natural World; Environment; Education; Work. Jobs. Employment; Food. Culture (Art. Music); Shops & Services; Travelling & Tourism; Sports. Health; Science & Technology; State & Society; Houses & Homes*. Кожен **Module** містить **Test** у форматі ЄБІ за однією з тем та **Vocabulary Focus** з тренувальними лексичними завданнями. До **Grammar Focus** входять граматичні таблиці та тренувальні граматичні завдання.

У збірнику наведені правильні відповіді до кожного завдання.

Загальна кількість завдань кожного тесту – 42.

Test складається з двох частин: «Читання» та «Використання мови», та містить 6 завдань, серед яких:

1. Завдання на встановлення відповідності (№ 1–5, 11–16). У завданнях пропонується підібрати заголовки до текстів/частин текстів із наведених варіантів; твердження/ситуації до оголошень/текстів; запитання до відповідей або відповіді до запитань. Завдання вважається виконаним, якщо учасник зовнішнього незалежного оцінювання встановив правильну відповідність і позначив правильний варіант відповіді у бланку відповідей А.

2. Завдання з вибором однієї правильної відповіді (№ 6–10). До кожного завдання наведено чотири варіанти відповіді, з яких лише один правильний. Завдання вважається виконаним, якщо учасник зовнішнього незалежного оцінювання вибрав і позначив правильну відповідь в бланку відповідей А.

3. Завдання на заповнення пропусків у тексті (№ 17–42). У завданнях пропонується доповнити абзаци/речення в тексті реченнями/частинами речень, словосполученнями/словами із наведених варіантів. Завдання вважається виконаним, якщо учасник зовнішнього незалежного оцінювання вибрав і позначив правильний варіант відповіді в бланку відповідей А.

Схеми оцінювання завдань сертифікаційної роботи з іноземної мови:

1. Завдання на встановлення відповідності оцінюється в 0 або 1 бал: 1 бал за правильно встановлену відповідність; 0 балів, якщо правильною відповідністю не встановлено або відповіді не надано.

2. Завдання з вибором однієї правильної відповіді оцінюється в 0 або 1 бал: 1 бал, якщо вказано правильну відповідь; 0 балів, якщо вказано неправильну відповідь, або вказано більше однієї відповіді, або відповіді не надано.

Завдання на заповнення пропусків у тексті оцінюється в 0 або 1 бал: 1 бал, якщо вказано правильну відповідь; 0 балів, якщо вказано неправильну відповідь, або вказано більше однієї відповіді, або відповіді не надано.

Максимальна кількість тестових балів, яку можна набрати, правильно виконавши всі завдання тесту – **42** тестових бали.

Module 1

People (Appearance and Character). Family & Social Life

Part I TEST
Частина «Читання»
Reading

Task 1

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

You Are What You Think You Are

1. _____

It is very common for teenagers to have a negative image of their own bodies. They insist they are hopelessly ugly, no matter how much their parents and friends tell them otherwise! Magazine problem pages and Internet blogs are full of agonised accounts. The young people who write them are convinced they are unattractive and therefore unloved and rejected by others.

2. _____

Why do teenagers see themselves in an unflattering way? The fact is, puberty has a lot to do with it. During your early teens, the body is preparing itself for adulthood. New chemicals are moving around the body as it adjusts to adult hormone levels. The body alters its shape, sometimes resulting in puppy fat. Skin problems such as acne are also common. Teens are affected psychologically too. They become confused and anxious about their changing appearance. This in turn can lead to feelings of insecurity and low self-esteem.

3. _____

Nor is the situation helped by the media. Young people are bombarded with images of the ideal body. Top fashion models in glossy magazines are all far taller and skinnier than the average woman. They have their hair and make-up done professionally. After a fashion shoot, magazine editors have the photographs airbrushed before they are published to give the models a flawless complexion. Male actors in epic films flex beautifully toned rippling muscles. But more than likely, they have had them digitally enhanced, or “photoshopped”, as they call it in the trade. Not to mention the fact that many celebrities choose to have cosmetic surgery done to enhance their appearance. None of this reflects a realistic body image, so it’s no wonder adolescents are made to feel inadequate and unsure of themselves.

4. _____

The good news is that, however dissatisfied you are with your looks, the chances are it’s only temporary! Those extra kilos and that spotty skin usually disappear by themselves in time. While your body is sorting itself out and “settling into” its final form, you need to ride out the change! Resist the temptation to compare yourself with your peers. This is easier said than done when you are the tallest girl in your class or the only boy who has started growing a beard. You tend to feel the odd one out and may even get teased or bullied. Just remember that although teens’ bodies change at different speeds, everyone ends up at more or less the same place in the end!

5. _____

It’s important to realise what things you can change about yourself and what things you can’t. Correct diet and exercise can do wonders for your appearance. Having your hair restyled, your nails manicured or your teeth whitened will also help boost your self-confidence. The things you can’t alter, like your height or your shoe size, should be seen as strengths and not weaknesses. They are, after all, the features that make you a unique individual!

(Adapted from: Virginia Evans, Jenny Dooley (Eds.). (2016). Prime Time 4. Student’s Book. Express Publishing. P.108)

- A. Physical traits can reveal your personality
- B. Many teenagers worry about their appearance
- C. Adolescence is the time that influences your mental well-being
- D. People who post selfies are more open to new experiences
- E. Teens develop at a different rate
- F. Fashion models have their appearance improved artificially
- G. An increasing number of teens change their image through plastic surgery
- H. Social media use has no impact on self-esteem, body image and body dissatisfaction

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.

Why Fathers Want to Look after the Baby

One of the most extensive surveys of fathers has now shown that, far from the stereotype, most men would like to share childcare duties with their partners or wives.

The survey made by the Equal Opportunities Commission shows a modern type of father: the New Dad. He takes part in day-to-day childcare and does not mind helping with the vacuuming and washing-up – if only when his partner asks him to. The EOC interviewed sixty-four fathers and their partners about their home and work life. Most fathers agreed that it was important to ‘be there’ for their children for key events such as school sports day, their first appearance in the school play and for at least one meal a day. Many agreed that parenting classes would be a good way to give them more confidence around the home.

Based on the survey results, four types of fathers were defined, from the traditional type of dad to the perfect New Dad, who is as much involved in taking care of the children as the mother. The survey found that the majority of men were somewhere between these two types.

In the first category comes Enforcer Dad, the old-fashioned disciplinarian who does not see himself as involved in the day-to-day care of his children. He sees his responsibilities as setting clear limits for them and being a role model. Most fathers do not see this as their only role.

The two biggest categories are Entertainer Dad and Useful Dad. Entertainer Dad is at his best keeping his children laughing while his partner gets on with household chores and arranging the children’s school and extra activities. Useful Dad is willing to help out around the house, even though he expects the mother to be the “team leader” in all things domestic.

Finally, and probably every woman’s dream, is Fully Involved Dad. He is equally engaged in running the home and the family, and sees the role of the father and the mother as practically identical. Fully Involved Dads adjust their work arrangements to their partners’ professional duties. “I do have definite childcare commitments,” said one father in this category. “There are certain times or occasions where it is non-negotiable and I just leave the office on time.”

Julie Melior, chairwoman of the EOC, said that fathers were still not given enough flexibility at work and mothers would feel fully supported only if employers treated (and paid) both sexes equally. “Mums and dads should be able to choose how they want to share the responsibilities of bringing up children and working outside the home,” she said. “But until we have equal pay, decent childcare and more opportunities to work flexible hours, many fathers will continue to find it hard to be there for their children and many women will continue to be disadvantaged at work. This is not necessarily the best solution for parents, children or employers. Equality at work or home depends on both mums’ and dads’ family responsibilities being acknowledged,” Melior said.

(Adapted from: Exam Excellence (2006). Oxford University Press. P.15)

6. Which of the following topics does the headline of the article reflect?

- A Fathers can choose how they want to share the responsibilities of bringing up children
- B Fathers should be encouraged to participate in childcare more actively
- C Fathers are ready to participate in taking care of children
- D Working women want their partners to take over some childcare responsibilities

7. Why would many fathers like to attend parenting classes?

- A So they can be more confident in dealing with domestic issues
- B So they can learn how to do day-to-day childcare
- C Because they think it's important to be involved in the day-to-day care of children
- D Because they want to attend important school events

8. How do Enforcer Dads view their role in childcare?

- A They don't see childcare as their responsibility
- B They teach their children discipline by setting an example for them
- C They keep children amused while their partner gets on with housework
- D It's important for them to be involved in the day-to-day care of their children

9. How do Fully Involved Dads find time to share childcare responsibilities with their partners?

- A They fit their work commitments to their partner's arrangements
- B They often leave the office early
- C They run the home and the family, so their partners can focus on their professional duties
- D They think it's their partner's responsibility to negotiate flexibility at their workplace

10. What does Julie Mellor think employers should do?

- A They should give women more support so they can take on more of the childcare responsibilities at home
- B They should allow parents to work from home so they can look after their children
- C They should pay women more because they are often disadvantaged in the workplace
- D Employers should provide both parents with equal pay and flexible working hours

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.

Dealing with Difficult People

11. Gossips might seem harmless, but when they're talking about you, it can be extremely upsetting and embarrassing. Gossips take great delight in passing on bad news: "Did you hear about poor ...?" They are not that worried about the truth either. As long as it sounds good, they're more than willing to pass the story on, usually exaggerating it in the process. The gossip will often try to find out what you know in order to tell someone else later on, but avoid getting involved. If necessary, be direct: "Sorry. I'm just not interested in gossip!" Gossip usually dies down quickly when no one wants to listen or contribute.

12. The steamroller can be very hostile and aggressive and will walk all over you without a second thought. They may shout, make threats and even physically intimidate their victims to get what they want. It is essential to be calm when dealing with a steamroller so that they don't get even angrier. Don't shout back or appear scared or nervous as this is what they want – for you to be afraid of them. Let the steamroller see that you take them seriously, even admit they may have a point, but be assertive and firmly state your case. Sometimes you have to stand up for yourself and not back down.

13. The know-it-all thinks they know it all! They can have valuable opinions to offer, but the problem is, they can't stand being wrong. The know-it-all tends to dominate conversations and often tries to make other people feel small because of their lack of knowledge. One way to deal with these kinds of people is not to get involved in whatever they are talking about: stay neutral or admit to seeing both sides of an issue. Don't forget that the most important thing for know-it-alls is winning an argument. If they try to drag you into one, let them know that you couldn't care less about winning. They'll soon get bored if they can't show off!

14. The whinger complains about absolutely everything! It doesn't matter how trivial or bizarre the complaint ("The ice cream was far too cold!"), the whinger will go on and on about it as if it's the end of the world. They see the downside of everything and dismiss solution you come up with. The problem is that deep

down they love moaning. One way to handle a whinger is to agree with them completely: “You’re absolutely right. I don’t know how you put up with it all.” Whingers often just want a little bit of sympathy; once they get it, they should complain less.

15. No matter what you do, you cannot get a word in edgeways; the **chatterbox** talks on and on ... and on! These people are sociable and often have big hearts, but they don’t listen to what you have to say and as a result it’s impossible to get anything done around them! Try taking control by interrupting them firmly and saying something like “Wait a minute, let me ask you a question about that.” You can also try listening to these people for a while – after all, they may just be lonely – and then say, with a smile, ‘Ok, well nice talking to you but I really have to get back to this now,’ and hope they get the message!

16. When a **drama queen** stubs a toe, it’s a life-threatening injury, but when they find a plaster it’s as if they’ve won an Oscar! They exaggerate everything that happens to them and share it with the world through tears of pain and joy. The thing to do is react as little as possible. By taking an interest in their latest triumph or tragedy, you are just encouraging them to keep blowing things out of proportion.

(Adapted from: Virginia Evans, Jenny Dooley (Eds.). (2016). *Prime Time 4. Student’s Book*. Express Publishing. P.110–111)

Which person/ people...

- A loves/love having a good time?
- B does/do not let you take part in the conversation?
- C is/are easily disorganized, unable to concentrate?
- D grumbles/grumble about everything and makes/make things seem worse?
- E could be made worse by your behaviour?
- F wants/want you to feel less important?
- G should you refuse to listen to?
- H gives/give excessively emotional performances or reactions?

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.

Just the Four of Us

If we are all so unique, why is it that we are always trying to sort people by personality type? From the beginning of time, man has been putting people into categories by analysing their similarities and differences; and the number and variety of classifications of personality types is impressive to say the least.

One of the most commonly followed methods of classification divides humans into four groups. The theory has its roots in antiquity and is based on the four natural elements: earth, air, fire and water. Over time, various forms of this basic theory developed. The ancient Greek physician Hippocrates believed that human emotions were caused by fluids in the body, which he called “humours”. According to him these humours were responsible for the health and personality of an individual. He (17) _____. He suggested the sanguines, for example, had an excess of blood, were extrovert and made friends easily, but were often late, forgetful, and sometimes sarcastic.

This theory achieved great success and dominated Western thinking for over two thousand years until the 1700s, when physicians proposed the idea that people’s moods were affected by chemicals in the blood. Despite the decline in popularity of the theory of fluids, a large number of modern-day experts believe in the idea of four types of personality.

In fact, to a large extent, only the names (18) _____ have changed. Nowadays, the sanguines are known as extroverts, but they actually retain much of the same characteristics described by Hippocrates. They are outgoing and energetic and love to party, but are not punctual, can be messy or disorganised, and prone to carelessness.

Another modern-day category that many psychologists use is the analytical type, or what some of us refer to as the “gadget-man”. The analytical personality is the one who likes to have every “I” dotted and every “t” crossed. Punctuality and order is of prime importance to them. They are neat and (19) _____. However, they tend to think too much and can be gloomy and irritable at times.

A very common label given to another group of people is the dominant or pragmatic type. As the name suggests, the dominant personality type (20) _____. They might listen to others’ opinions out of courtesy but they like to do things their own way. They are hands-on people and like to get the job done.

Finally, there is the amiable type (21) _____ and will do anything to avoid conflict and arguments. They are rarely ambitious because they tend to put others first far too often. They are loyal, trustworthy and helpful and find it very hard to say no.

Studying personality types may not be a pure science. However, it may help to applicate our differences. We all have various strengths and qualities and are valuable members of society. (22) _____ may not always seem very wise but at the same time it does develop an understanding of different characters and shows that everyone should be treated with care and respect.

(Adapted from: Virginia Evans, Jenny Dooley (Eds.). Exam Booster. Preparation for B2+ Level Exams. Student's Book. Express Publishing. P.12)

- A organized and have enormous self-discipline
- B who loves peace and quiet
- C divided them into four categories: choleric, sanguine, melancholic and phlegmatic
- D is not the easiest of tasks
- E is self-confident and authoritarian
- F given to the categories
- G that moods were caused by fluids in the body
- H putting people into categories

Частина «Використання мови» Use of English

Task 5

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

Many people claim to be able to know when someone is lying. According (23) _____, popular belief, all you have to do is look at a person’s body language; when a person is lying he becomes nervous and fidgety, touches his nose, and bites his nails. However, a researcher at Portsmouth University, England, has arrived at an entirely (24) _____ conclusion. Dr Samantha Mann carried (25) _____ research on the behaviour of suspects who had given (26) _____ statements in police interviews. Mann discovered that liars actually stay quite (27) _____. This is because they are aware that people are looking for body language that could suggest they are lying. Therefore, liars actually touch their noses 20% less than people who tell the truth. The same (28) _____ for eye contact. While it is generally thought that liars (29) _____ eye contact and blink rapidly, in reality, people who are lying (30) _____ sure to maintain eye contact and control their blinking. With the findings of her research in mind, Mann claims that the best way to (31) _____ a liar is to look for people who are trying too hard to (32) _____ truthful.

(Adapted from: Virginia Evans, Jenny Dooley (Eds.). Exam Booster. Preparation for B2+ Level Exams. Student's Book. Express Publishing. P.9)

23	A	from	B	by	C	to	D	with
24	A	another	B	different	C	other	D	the other
25	A	up	B	down	C	in	D	out
26	A	closing	B	false	C	mistaken	D	open
27	A	stationary	B	at rest	C	still	D	slow
28	A	goes	B	comes	C	stays	D	moves
29	A	avoid	B	run	C	prevent	D	escape
30	A	keep	B	make	C	take	D	do
31	A	exhibit	B	develop	C	emerge	D	spot
32	A	view	B	display	C	show	D	appear

Task 6

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

Teens Going Under the Knife

Most teens love mirrors and spend hours in front them (33) _____ with hairstyles, makeup and fashion. An increasing number of them each year (34) _____ trying to change the image they see through plastic surgery. In (35) _____ United States alone, the number of teenagers undergoing plastic surgery (36) _____ since 2002 with the most popular procedures being rhinoplasty, also known as a “nose job”, and breast enlargements.

(37) _____ openly discuss what procedures they have done and (38) _____ even proud of it. They are actually famous just for how good they look or for their number of plastic surgeries. Parents are more accepting of such procedures as many of them or their friends have undergone cosmetic improvements. For those parents who can’t afford it, many go into debt to finance the surgery by taking a loan.

(39) _____ most adults have plastic surgery to improve their looks, young people tend to have surgery to fit in with their peers. When they don’t and have a body part that is different such as a large or unusual shaped nose, they are often (40) _____ and even bullied for (41) _____ different. Usually the social problems come from their low self-esteem and how they feel about themselves than how they look. In pursuit of happiness many young people are prepared to go under the knife and put (42) _____ with often terrible pain, not to mention the risks associated with surgery.

(Adapted from: Virginia Evans, Jenny Dooley (Eds.). (2016). Prime Time 4. Workbook and Grammar Book. Express Publishing.P.158)

33	A	to experiment	B	experimenting	C	experiment	D	have experimented
34	A	are	B	is	C	was	D	were
35	A	-	B	a	C	the	D	an
36	A	doubled	B	has been doubled	C	have doubled	D	has doubled
37	A	celebrations	B	celebrants	C	celebrities	D	celebrity
38	A	are	B	have	C	be	D	is
39	A	throughout	B	during	C	notwithstanding	D	while
40	A	teasing	B	teased	C	to tease	D	tease
41	A	have been	B	to be	C	be	D	being
42	A	on	B	into	C	up	D	under

PART II VOCABULARY FOCUS

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

tie the knot	split up	engagement	got engaged	courting
living in sin	got on	wined and dined	attracted to	proposed
chatted her up	fallen in love	asked her out	drift apart	cohabiting
				go out

George first met Alison at a party and was immediately 1. _____ her. He 2. _____ and at the end of the evening 3. _____ to dinner at a nearby restaurant. She accepted his offer and the next evening he 4. _____ her in style, with champagne and delicious, exotic foods. They 5. _____ well with each other, decided to meet again and then started to 6. _____ on a regular basis. George's granny was delighted that he was 7. _____ at last. It wasn't long before they realised that they had 8. _____ with each other. A few months later, they bought a flat and moved in together. George's granny disapproved of them 9. _____, but George explained that 10. _____ was quite normal these days. One day, George decided to ask Alison to marry him, so after a romantic meal, he got down on one knee and 11. _____ to her. They 12. _____ and the next day announced their 13. _____ to their friends and family. Their parents were delighted that they had decided to 14. _____. George's friends weren't so sure, however, and all agreed that they would 15. _____ and 16. _____ long before the wedding.

2. Choose the best word which completes each of these sentences.

A. Appearance

- She has _____ eyebrows.
a. plucked b. curly c. raised d. stamped
- John has brown hair and _____ cheeks.
a. thick b. tanned c. long d. chubby
- 'He looked _____ with an unshaven face and red, watery eyes.'
a. clean b. tidy c. flat d. scruffy
- He couldn't deny that he was a _____ man, with fine features and light hair that waved over his forehead.
a. handsome b. beautiful c. ugly d. scruffy
- If you are _____, losing weight may help you feel better.
a. slim b. skinny c. overweight d. thin
- Her young skin was creamy white with a scattering of light _____ on her high cheekbones.
a. nostrils b. freckles c. plaits d. wrinkles
- She had long, light brown hair with bright reddish-blond _____.
a. ponytails b. plaits c. parting d. highlights
- Her long hazelnut coloured hair was tied back into a _____ which hung down to her lower back.
a. fringe b. haircut c. ponytail d. highlights
- They both had similar figures and skin _____, courtesy of their father's side of the family.
a. patterns b. complexions c. bodies d. noses
- It is very easy to disguise most _____ and freckles with makeup; there is an endless supply on sale.
a. lips b. cheeks c. eyelashes d. birthmarks
- To keep your _____ trimmed, an electric razor would be most effective.
a. fingernails b. sideburns c. parting d. eyelashes

12. She had short, dark brown hair that reached her neck, and her _____ was at the left side, so more hair curved over the right.
a. shoulder *b. parting* *c. ear* *d. head*
13. My face is small and sharp, like an elf, with a _____ nose and chin.
a. puffy *b. curly* *c. hollow* *d. pointed*
14. Her _____ gracefully curved over her eyes.
a. elbows *b. eyelashes* *c. sideburns* *d. plaits*

B. Character

1. Andrew is a/an _____ man – he is determined to become a famous businessman.
a. ambitious *b. sensible* *c. narrow-minded* *d. gentle*
2. He is so _____. He doesn't care about anyone's feelings except his own.
a. kind-hearted *b. reliable* *c. selfish* *d. neutral*
3. Mark is very _____. He never tells anyone he is a self-made millionaire.
a. boastful *b. modest* *c. moody* *d. talkative*
4. I told Frank that the plan wouldn't work, but he's so _____ that he just wouldn't listen.
a. stubborn *b. polite* *c. patient* *d. miserable*
5. My mother's very _____; she's always buying little gifts for her friends.
a. careless *b. hardworking* *c. tolerant* *d. generous*
6. Leo was too _____ to ask Mandy out on a date.
a. responsible *b. shy* *c. gullible* *d. funny*
7. Fred always gets the best marks in class. He is the most _____ person I know.
a. self-assured *b. short-tempered* *c. intelligent* *d. two-faced*
8. She was a _____ girl – always smiling and singing.
a. sympathetic *b. nasty* *c. adventurous* *d. cheerful*
9. The children at my new school are _____ and made me feel welcome immediately.
a. friendly *b. conceited* *c. cruel* *d. ill-mannered*
10. He was _____ of his musical abilities and knew that he'd win the talent contest.
a. scared *b. broad-minded* *c. confident* *d. arrogant*
11. Jane tends to be a bit _____. She is always running late and losing things.
a. charming *b. bossy* *c. dull* *d. disorganised*
12. Since Gayle is so _____, I sometimes can't tell how she feels.
a. supportive *b. lively* *c. reserved* *d. honest*
13. Alice may be smart, but she tends to be a little _____ and is always forgetting where she puts things.
a. obedient *b. outgoing* *c. chatty* *d. absent-minded*
14. Joanne is the life and soul of the party. She is such a _____ girl.
a. bad-tempered *b. careless* *c. sociable* *d. defensive*

3. Choose the correct word.

- We are a pretty **extended** / **close-knit** family, we tend to talk to each other every day.
- I get **on** / **out** especially well with my first cousin. We are only a year apart in age and have grown up together.
- Many parents find it hard to understand their **adolescent**/**senior** children.
- In fact, my parents are **divorced**/**married** and I was brought up by my mother.

- 5. I have **half-brothers/brothers-in-law** and **sisters-in-law/stepsisters** from my parents’ previous marriages, and they’re all much older than me.
- 6. To me this was pointless as I loved my **fiancé/fiancée** and he loved me so why not get out and see the world together as a **pair/couple**.
- 7. Friends say the **foster/adult** children are treated as members of the family, and go on holidays with them.
- 8. While at play, **adolescents/toddlers** and young children are usually in the care of older **siblings/spouses**.
- 9. She’d been a **bridesmaid/bride** at their wedding and was now a **godmother/mother-in-law** of their recently-born firstborn child Jacob.
- 10. The **newly-wed/newborn couple** are wished every happiness and joy in their married lives.
- 11. Traditional Japanese **brides/grooms** wear three wedding robes – a white kimono, a coloured kimono, and a white dress and veil.
- 12. The basic Croatian family unit is the **extended/nuclear** family of parents and children living in one home.
- 13. Charles said he and his **wife-to-be/ex-wife** were “absolutely delighted” at their engagement.
- 14. A young couple got married and left on their **engagement/honeymoon**.

SELF-CHECK

Describing people	Describing personality (character, feelings)
<i>appearance</i> attractive/ beautiful/ good-looking elegant/ scruffy handsome/ pretty ugly/ unattractive	adventurous aggressive ambitious amusing anxious arrogant bad-tempered biased boastful boring bossy (<i>informal</i>) broad-minded candid
<i>age</i> adolescent elderly in (his / her) early/ late/ mid- twenties/thirties middle-aged	carefree / careless characteristics (<i>pl</i>) charming chatterbox (<i>informal</i>) chatty cheerful conceited confident determined dull
<i>height</i> average/ medium height short/ tall	easy-going excited extrovert furious generous good-natured gullible hard-working honest/ dishonest idle (<i>formal</i>) ill-mannered
<i>build</i> (have a) paunch athletic broad shoulders chubby chunky (<i>informal</i>) fat fit obese overweight plump skinny (<i>informal</i>) slim stocky well-built	
<i>hair</i> bald	

blonde (*AmE* blond)

curly
dyed
fair
fringe
ginger
grey
have a haircut
highlights (*pl*)
medium-length
parting
plaits
pony-tail
shoulder-length
spiky
straight
wavy

face

beard
birthmark
bushy/plucked eyebrows
cheekbones
clean-shaven
clear / good / healthy complexion
dark/ fair/ pale/ tanned (skin, complexion)
distinguishing features (*formal*)
facial features
freckles (-d)
full lips
goatee
hollow/rosy cheeks
hooked / pointed / flat / snub/ upturned nose
moustache
nostrils
puffy eyes
scar
sideburns
spotty
tattoo
wear glasses / spectacles
wrinkles(-d)

Family life

Stages in life

adolescence / adolescent
adult / adulthood
elderly (person)
grow up / grown-up
infant
juvenile
marriage

immature
independent
intelligent
irresponsible
irritable
loyal/ disloyal
mature
mean
messy
miserable
modest
moody
narrow-minded
nasty
nervous
obedient
outgoing
passionate
personality
petrified
polite / impolite
quiet
reasonable
rebellious
relaxed
reliable
reserved
ruthless
scared
self- assured (confident/ conscious)
selfish / selfless
sensible
sentimental
short-tempered
sociable
sorrowful
strong-willed
stubborn
sympathetic
tactful / tactless
tender-hearted
tolerant / intolerant
trustworthy
two-faced
upset
vain

People in life

acquaintance
adopted / adoptive (parents)
biological (parents)
couple
~ -in-law (daughter-/ father-/ mother-/ sister-/ son-
in-law)
ex- ~ (husband/wife)
fiancé / fiancée
foster child / parents

<p>middle age / middle-aged</p> <p>newborn</p> <p>OAP (<i>BrE</i>) (Old Age Pensioner)</p> <p>pensioner</p> <p>senior citizen</p> <p>teenager</p> <p>toddler</p> <p>youngster</p> <p><i>Marital status</i></p> <p>divorced</p> <p>married / unmarried separated</p> <p>single</p> <p>widow / widower</p> <p><i>Weddings</i></p> <p>best man</p> <p>bride</p> <p>chief bridesmaid</p> <p>church wedding</p> <p>civil wedding</p> <p>cohabiting</p> <p>courting</p> <p>engagement</p> <p>groom</p> <p>honeymoon</p> <p>newly-weds</p> <p>wedding ceremony</p> <p><i>Families</i></p> <p>close-knit / extended / immediate / nuclear family</p> <p>Phrasal verbs</p> <p>ask out (on a date)</p> <p>break up</p> <p>bring up</p> <p> drift apart</p> <p> fall for</p> <p>fall out with</p> <p>get by</p> <p>get on/along with</p> <p>get together</p> <p>look after</p> <p>look down on</p> <p>look up to</p> <p>take after</p>	<p>godfather/godmother</p> <p>half sister</p> <p>husband-to-be</p> <p>nephew / niece</p> <p>offspring</p> <p>sibling</p> <p>spouse (<i>formal</i>)</p> <p>step~(father/mother /sister/ brother/ daughter/ son)</p> <p>twins / triplets</p> <p>wife-to-be</p> <p>Fixed phrases</p> <p>attracted to</p> <p>be on good terms with</p> <p>bear in mind</p> <p>brace yourself</p> <p>chat smb up</p> <p>fall in love with</p> <p>for some... for others</p> <p>get engaged</p> <p>have things in common</p> <p>live in sin</p> <p>pull yourself together</p> <p>quarrel/squabble with</p> <p>run away (from home)</p> <p>run in the family</p> <p>set an example</p> <p>split up (with smb)</p> <p>start a family</p> <p>Idioms</p> <p>a bimbo</p> <p>a brick</p> <p>a busybody</p> <p>a couch potato</p> <p>a fuddy-duddy</p> <p>a golden boy</p> <p>a gossip</p> <p>a high-flyer</p> <p>a jerk</p> <p>a layabout</p> <p>a moron</p> <p>a pain in the neck</p> <p>a slave driver</p> <p>a slob</p> <p>a sponger</p> <p>a stick-in-the-mud</p> <p>a troublemaker</p> <p>a wet blanket</p> <p>a windbag</p> <p>an early bird</p> <p>be an item</p> <p>be in the clouds</p> <p>be on cloud nine</p>
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	be over the moon have butterflies in your stomach jump for joy the life and soul of the party the salt of the earth tie the knot wine and dine
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Module 2

Natural World.

Environment

Part I TEST
Частина «Читання»
Reading

Task 1

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

The 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 night-time 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

(Adapted from:

<https://awionline.org/content/red-wolves>)

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

*(Adapted from: Osbourn Ch. Exam Essentials Practice Tests.
Cambridge English: First (FCE), 2015)*

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

*(Adapted from: Osbourn Ch. Exam Essentials Practice Tests.
Cambridge English: First (FCE), 2015)*

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 selfie 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

(Adapted from:

<https://www.nationalgeographic.com/animals/reference/safety-animals-wildlife-attacks-national-parks/>)

Частина «Використання мови»
Use of English

Task 5

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

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 (23) _____, causing heart disease, stroke, lung cancer, and infections, and (24) _____ every organ in our bodies. Air pollution is the new tobacco, causing as many deaths as cigarettes. And (25) _____ it (26) _____ us all, children, the elderly, pregnant women, and adults with weakened immune systems are the most (27) _____ 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 (28) _____ 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 (29) _____ our air and providing people (30) _____ clean energy sources, or we won’t. We either will decide to prevent four million childhood asthma cases per year (31) _____ traffic fumes, or we won’t. In any case, the lifetime health of a child born today will be (32) _____ 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.

23	A	breath	B	exhale	C	breathe	D	exhaust
24	A	affecting	B	effecting	C	causing	D	breaking
25	A	however	B	despite	C	besides	D	though
26	A	threats	B	threatens	C	extincts	D	frightens
27	A	in	B	under	C	at	D	of

28	A	taken	B	made	C	descended	D	climbed
29	A	cleaning out	B	cleaning up	C	cleaning after	D	cleaning away
30	A	for	B	with	C	against	D	to
31	A	by	B	against	C	from	D	for
32	A	superficially	B	slightly	C	profoundly	D	insignificantly

(Adapted from:
<https://breathelife2030.org/news/call-climate-change-like-global-health-crisis/>)

Task 6

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

Water Pollution

(33) _____ 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 (34) _____ 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 (35) _____ 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 (36) _____, life within the water starts to suffer. Lakes are especially vulnerable to pollution because they cannot cleanse themselves (37) _____ 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 (38) _____ 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 (39) _____ to decompose them. This creates an oxygen deficiency in the water, which causes (40) _____ death of many aquatic animals. Plant life soon reduces (41) _____ of open water. These events speed up the process of eutrophication, the aging and (42) _____ drying up of a lake.

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

(Adapted from:
Earth's Changing Environment: Compton's by Britannica
(Learn and Explore), 2008)

PART II VOCABULARY FOCUS

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

biodegrade	fossil fuel	rainforest	desertification	polluter
wildlife	global warming	sustainable	greenhouse effect	
natural resources	solar energy	greenhouse gas	recycle	extinction

1. A large international meeting was held with the aim of promoting _____ development in all countries.
2. Many species of plants and animals are threatened with _____.
3. We installed panels on the roof so that we can use _____ to make electricity.
4. If oil pollution occurs in the ocean, it remains; it does not _____ as quickly as it would in a warmer climate.
5. We need a global system for limiting _____ emissions.
6. Do you think that these higher-than-average temperatures are attributable to _____?
7. The region's third-largest industrial _____ reduced its emissions by about a third.
8. The Amazon river basin contains the world's largest tropical _____.
9. Their work involves restoring and recreating _____ habitats all across the country.
10. The law requires us to _____ paper products, glass bottles, soda cans, and some kinds of plastic.
11. Trees help to prevent _____, as well as providing shade and firewood.
12. Economists consider that the region is rich in _____ but has suffered from years of under investment.
13. The impression given is that _____ use will continue to rise, and that coal is still used for heating.
14. _____ is an increase in the amount of carbon dioxide and other gases in the atmosphere, that is believed to be the cause of a gradual warming of the surface of the earth.

2. Choose the best word which completes each of these sentences.

1. Haller Park in Kenya is a nature reserve, a place where _____ animals are protected.
a. dangerous b. under danger c. endangered d. precarious
2. Lots of fruit trees _____ in spring.
a. shrink b. blossom c. wither d. fade
3. This company has _____ friendly policies.
a. environmentalist b. environment c. globally d. environmentally
4. He was caught in a heavy _____ on the way home and got soaked to the bone.
a. downpour b. drizzle c. mist d. breeze
5. A tree's _____ go a long way underground.
a. trunks b. roots c. twigs d. branches
6. _____ trees have green flat leaves which come out in spring, and are generally shed in autumn.
a. bush b. shrub c. coniferous d. deciduous
7. How do some species of birds in _____ perform their wonderful, graceful, synchronized movements?
a. crowds b. flocks c. herds d. swarms
8. Animals fed when young on milk from the mother's body are _____.
a. mammals b. reptiles c. herbivorous d. crustaceans
9. Rabbits and mice are _____.
a. amphibians b. carnivores c. marsupials d. rodents
10. Oil spills are common, as is the dumping of toxic industrial _____.
a. litter b. wastes c. rubbish d. refuse

11. The city council aims to gradually _____ vehicle use in the city on high pollution days.
a. keep out b. put by c. cut down d. drop out
12. It is widely accepted that pollution _____ humans, the environment, and buildings.
a. injures b. hurts c. wounds d. harms
13. A long period when there is no rain and when the land is dry is called a _____.
a. flood b. drought c. hurricane d. earthquake
14. Every cloud has its silver _____.
a. lightning b. rainbow c. thunder d. lining

3. Choose the correct word.

1. Coral reefs and mangrove swamps provide invaluable **protection / conservation** from cyclones and tsunamis for those living on coasts, while trees can absorb air pollution in urban areas.
2. These dog **breeds / species** are known for watchful dogs who have excellent recall and obedience skills.
3. The largest surviving land-animals have an average **lifespan / age** of 70 years and a recent Zimbabwean study has found that female African elephants can potentially remain fertile until their death.
4. Birds may often cause severe damage **to / on** fruit or agricultural crops, and for several reasons the incidence of damage seems to be increasing.
5. Peacocks use their beautiful tails to attract **mates / males**.
6. Animals would produce more young **at / in** the wild than they do in captivity.
7. The environmental group is demanding a complete prohibition against the hunting **in / of** whales.
8. Poaching and trafficking of rhino horns still prevents the species from recovering to early 20th-century levels and put them **in / on** danger of extinction.
9. The impacts of pesticides **to / on** wildlife are extensive, and expose animals in urban, suburban, and rural areas to unnecessary risks.
10. Roughly 1 million species of animals and plants worldwide are **on / at** the verge of extinction, warns a new UN Report.
11. A **dark / black** hole is a region in space where the force of gravity is so strong that nothing, not even light, can escape from it.
12. Temperatures have **risen / raised** over the past few days. The temperature is almost 80 degrees, and the humidity 35%.
13. At night, adult scorpions prowl the **desert / dessert** for insects.
14. Human beings aim to reduce their carbon **footprint / foot-trace** by using less cars.

SELF-CHECK

<p>Natural world/ Environment Vocabulary</p> <p>animals – carnivore, herbivore, mammal, predator, prey, reptile; breed, species; herd, flock, litter, pack, school, swarm climate – weather, climate change/ global warming desert/ hill/ field/land/mountain/ plain develop/construct/build environmental damage – acid rain, carbon dioxide, deforestation, greenhouse effect, landfill, oil spill, ozone hole extinct/endangered/be in danger forecast/prediction green living – biodegradable, disposable, eco-friendly, energy- saving, environmentally friendly, ozone-friendly, sustainable development natural disasters – drought, earthquake, flood, hurricane, landslide, tornado, tsunami ocean/sea/lake/reservoir/pond/puddle plants – branch, leaf, petal, root, seed, thorn, trunk</p>	<p>Word patterns</p> <p>be aware of be considerate of be famous/known for be short of/on be similar to be worried about become extinct know about protect from take care of take into account the defence of worry about</p>
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<p>prevent/impede protect/defend recycle/reuse rubbish/trash/waste/refuse/litter/garbage weather – avalanche, blizzard, dew, downpour, drizzle, hail, lightning, raindrop, rainfall, thaw, thunder</p>	
<p>Phrasal verbs better/clean call for – require call off – cancel clear up – when the weather becomes cut down (on) – reduce cut down (trees) – chop trees down cut out – stop using/doing die out – when all of smth dies face up to – accept as true give off – emit (fumes etc.) look after – take care of put down to – suggest that smth is the result of smth stand for – represent smth stand up for – defend/protect throw away – get rid of/put in the bin</p>	<p>Word formation clear – clearly, clearance contaminate – contaminated, contamination danger – dangerous(ly), endanger(ed) defend – defence develop – developed, developing, development extinct – extinction famous – famously nature – (un)natural, naturally pollute – polluted, pollution prevent – prevention protect – protected, protection</p>
<p>Fixed phrases a means by which by accident by chance by no means in no time on purpose set a fire</p>	<p>Idioms be bucketing it down – rain a lot face the facts – accept reality rain cats and dogs – rain a lot to be a guinea pig turn a blind eye – not take notice of something</p>

Module 3

Education

Part I TEST
Частина «Читання»
Reading

Task 1

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

Different Types of Schools and Education Systems

1. _____

Boarding school students quickly learn how to perform many domestic chores and complete school assignments by themselves. They become experts at managing their time, money and resources. They can focus better on their studies because television, video games, phones and other distractors are limited. These young scholars usually perform better academically because they live in an environment that is conducive to learning. Boarding school students live and attend classes with people from a variety of cultures; therefore, they learn to appreciate and respect the differences in one another and live amicably.

2. _____

Charter schools have the flexibility to teach students what they might need in the real world, especially those who are in high school. Charter schools can specifically look at trends and offer more targeted coursework on topics such as science, computer engineering or environmental studies that wouldn't be offered at a traditional school. Other more holistic approaches to learning can be implemented as well, such as taking care of the environment and health-based curriculum to foster a child's whole self and not just traditional types of learning.

3. _____

Virtual Schools removed the limitation of time and location, a common challenge in a traditional classroom. With uplift of these limitations, learners have the freedom to study and finish the coursework anytime, anywhere. Learners also have the freedom to engage with other on classroom topics, do the assignment, absorb class content, or take exams at a time or duration that best fits their schedule. Another virtual classroom advantage that many students find to be very interesting is the sharpening of one's digital skills. While increasing your skills and knowledge in your area of study, you are the same time sharpening your digital skills on some of the most sophisticated online learning solutions.

4. _____

The unique quality of a *magnet school* is that they usually have a special curricular focus. Magnet schools give students the chance to attend schools that focus on themes or career areas of special interest to the student. Common themes include STEM (Science, Technology, Engineering, and Math), the arts, and vocational or career paths. Each magnet school offers a unique and challenging curriculum as well as the supports that students need to expand their interests, talents and passions. Magnet schools emphasize an area of study or a method of teaching.

5. _____

Montessori schools' approach to the education is unique in that it is based on the observation of the child and following his or her abilities and interests. The method is based on the freedom of the child to explore and learn, mostly, through self-direction. The Montessori philosophy recognizes that each child learns in a different way, so every learning style is accommodated. Students proceed through the curriculum in their own time when they are ready. All this learning occurs under the guidance of the teacher who develops an individualized learning plan for every student.

- A Innovative curriculum
- B Studying and living at school

- C Specialized education
- D Homeschooling
- E Individual approach
- F Distant online education
- G Faith schools
- H Language immersion schools

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.

Essential 21st Century Skills for Today's Students

Problem Solving

Students need the ability to solve complex problems in real time.

Why it is important: In the future, complex problems that we cannot even conceive right now will be everywhere. As society advances, so will the complexity of its manageable conflicts. The more students focus on their ability to devise effective solutions to real-world problems, the more successful they will become. Problem-solvers can work independently from higher supervision. They are initiative takers and enjoy risk, and they are not afraid to get their hands dirty and make mistakes. They also learn from those mistakes, and habitually debrief their processes to create more efficient and economical solutions.

Creativity

Students need to be able to think and work creatively in both digital and non-digital environments to develop unique and useful solutions in imaginative ways.

Why it is important: Digital students are in a constant state of stimulation and neural development with technology use. They are natural producers and consumers, or prosumers, of information.

Ask any student about what they like to create and you will get a myriad of different answers. They are constantly searching for ways to express themselves and their uniqueness. Through social media, they display this creative edge and are given constant and instantaneous feedback from their peers. This same level of creative power is used as they face interesting challenges and figure out how to meet them with ingenuity and vision. This is why Creativity is one of the Essential Fluency skills.

Analytic Thinking

Students need the ability to think analytically, which includes proficiency with comparing, contrasting, evaluating, synthesizing, and applying without instruction or supervision.

Why it is important: Analytic thinking means being able to use the higher end of Bloom's Digital Taxonomy or higher-order thinking skills (HOTS).

Analytic thinking is a significant part of what makes up Information Fluency.

Analytical thinkers see data and information in many different dimensions, and from multiple angles. They are adept at conceptualization, organization and classification, and knowledge synthesis. These types of skills are invaluable because they allow students to deal practically with problems of a social, mathematical, and scientific nature. It empowers them to make effective and levelheaded decisions in their lives and relationships. It is easy to see why critical and analytical thinking skills are important to success beyond school.

Collaboration

Students must possess the ability to collaborate seamlessly in both physical and virtual spaces, with real and virtual partners globally.

Why it is important: Students of the digital age are social by nature. They text, post, update, share, chat, and constantly co-create in technological environments with each other. When they are unable to do this in school, they become disengaged and unattached to their learning.

Connection and collaboration with others are essential not only to students' learning but to their mental and emotional health.

The work forces of the future (and even our present day) are globalizing due to the Internet. It is now the norm to communicate and market for global demographics instantaneously and effectively. An organization's business partners are now halfway across the world, and yet they meet and work with each other every day.

Communication

Students must be able to communicate not just with text or speech, but also in multiple multimedia formats. They must be able to communicate visually through video and imagery as effectively as they do with text and speech.

Why it is important: Communication is a broad term that incorporates multi-faceted levels of interaction and sharing information. Students love to communicate using technology. This is an essential part of Media Fluency. However, it is more than just being able to effectively use digital media. It is about personal interactions as well.

Responsible communication practice puts forth students' best representation of who they are as individuals in every relationship and alliance they make in their lives.

Whether talking face-to-face, blogging, texting, or creating a visual product, their values and beliefs are defined by how well they communicate with others.

(Adapted from: <https://wabisabilearning.com/blogs/literacy-numeracy/skills-every-student-needs>)

6. Solution Fluency _____.

- A focuses on to accurately assessment a situation and arrival at a positive solution without supervision
- B empowers students to see concepts in a different light, which leads to innovation
- C is an interaction that goes hand-in-hand with the mindset of global awareness
- D means getting students to work together, achieve compromises, and get the best possible results from solving a problem

7. Creativity means _____.

- A the ability to analyse, think independently, process information responsibly
- B the ability to come up with new solutions, using unfamiliar resources
- C the ability to communicate and work effectively together
- D the ability to raise awareness of global challenges

8. Analytical thinking is _____.

- A the ability to break out of stereotypes to face life situations by coming up with new solutions
- B willingness to accept behaviour and beliefs that are different from your own, although you might not agree with or approve of them
- C a critical component of visual thinking that gives one the ability to solve problems quickly and effectively
- D the ability to identify and study options and choose appropriate ones by considering personal and public interests

9. Collaboration is _____.

- A the various methods of sending information between people and places
- B a situation in which someone is responsible for things that happen
- C the ability to make something new or imaginative
- D the act of working together with other people to create or achieve something

10. According to the text communication does NOT presuppose _____.

- A the process of sharing information, especially when this increases understanding between people or groups
- B the various methods of sending information between people and places, especially phones, computers

- C a written or spoken message
- D ways of moving between one place and another

Task 3

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

Top 6 Universities in the World 2020

The *Times Higher Education World University Rankings 2020*, released on 11 September 2019, has revealed the world's top universities.

11. The **University of Oxford** is one of the oldest and the most prestigious university in the UK and one of the best known in the world. There are more than 20,000 students at Oxford, with an almost equal number of undergraduates and postgraduates. About 95 per cent of Oxford graduates are either employed or in postgraduate study within six months of completing their studies. The university employs staff from just under 100 different countries and foreign citizens make up about 40 per cent of the student and academic body.

12. One of the most striking features of **California Institute of Technology** is its unusually small size; only around 1,000 undergraduates and 1,250 postgraduates are enrolled there. Caltech aims to foster an interdisciplinary environment in which students learn about and tackle the most challenging and fundamental scientific or technological problems. Among the unusual features of the university are the customary cookie break taken every Thursday by physicists and their students, and the university's status as a distributor of olive oil.

13. The **University of Cambridge** operates a collegiate system, much like the University of Oxford. Almost all of the 18,000 students belong to a college or hall, where they have the option to live, study and sleep on site. There are 31 colleges and 150 academic departments at Cambridge. Every college has unique traditions and all students matriculate in a formal ceremony when arriving at the university. Many famous politicians, cultural figures and scientists spent time in Cambridge, including Isaac Newton and the founder of another the most prestigious and well-known universities in the whole world.

14. **Stanford University** has generated many start-ups and entrepreneurs and was partly responsible for the development of the surrounding Silicon Valley. The large campus is home to 97 per cent of undergraduates and nearly 700 university buildings, alongside museums, gardens and recreational centres. There are just under 7,000 undergraduates and 9,000 graduates at the university, with a 7:1 student-to-staff ratio. Research at Stanford has a \$1.22 billion budget and more than 5,000 of the projects are externally funded.

15. The **Massachusetts Institute of Technology** was founded mid-19th century and has always endeavoured to provide financial aid to students on a needs basis. The first female student, Ellen Swallow Richards, was admitted to the chemistry department in 1871. Just two years later, the first international student – from Canada – graduated from MIT. Admission to the university is extremely selective; only 8 per cent of applicants won a place in the graduating class of 2019. Graduates are employed by top companies, including Google, Amazon and Apple.

16. **Princeton University** is one of the world's foremost research universities with connections to more than 40 Nobel laureates, 17 winners of the National Medal of Science and five recipients of the National Humanities Medal. Princeton has also educated two US presidents, James Madison and Woodrow Wilson, who was also the university's president prior to entering the White House. Other distinguished graduates include Michelle Obama, actors Jimmy Stewart and Brooke Shields, Amazon founder Jeff Bezos and Apollo astronaut Pete Conrad.

(Adapted from: <https://www.timeshighereducation.com/student/best-universities/best-universities-world>)

According to the text which university _____ ?

- A did the founder of Harvard University study at
- B pays great attention to the development of science
- C is known for its notable alumni

- D has a tradition of weekly informal communication between undergraduates and their lecturers
- E mascot is a beaver, "nature's engineer"
- F is also home to the largest academic library in the world
- G enrolment is highly competitive
- H is extremely popular among international students

Task 4

Read the text below. Match choices (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.

What is the Difference between Scholarship and Grants?

People often wonder about the difference between scholarships and grants. Both are student financial aid that (17) _____ associated with higher education such as tuition, room, board, and textbooks. Though people sometimes confuse the terms or use them interchangeably, each has their (18) _____.

Scholarships are usually merit based. This means that they are given to prospective recipients based on desired qualities such as athletic ability, academic achievement or (19) _____. They require an application outlining why an applicant feels he or she is deserving of the award. Grants often take financial need into account in determining one's merit for receiving funding aid. Both grants and scholarships usually have some sort of requirements in order to continue to receive funding, such as maintaining a certain *Grade Point Average* (GPA).

Scholarships are awarded by (20) _____. These can include businesses, religious groups, individuals, community organizations, college departments or alumni. Grants are different in that they usually come from state or federal financial aid that is given to the college or university itself.

As long as they have applied to or are enrolled in an accredited college, university or other institution of higher education, students can usually be eligible for both grants and scholarships. In order to receive federal or state grants, applicants (21) _____. Scholarships usually go to undergraduate students. Once the graduate level is reached, private financial aid comes in the form of what is known as fellowships. These fund advanced studies and research. Grants, however, can be awarded to those pursuing either undergraduate or graduate degrees.

As you can see, there are numerous differences in grants versus scholarships. One similarity (22) _____ is that they don't need to be repaid, unlike college loans. There are a variety of scholarships and grants to be had, and most students are eligible for at least partial aid in some form.

(Adapted from: <https://www.bestvalueschools.com/faq/what-is-the-difference-between-scholarships-and-grants/>)

- A must be U. S. citizens
- B own eligibility requirements and guidelines
- C take a look at the various characteristics
- D helps to pay for the necessities
- E a number of funding sources
- F involvement in a certain extra-curricular activity
- G ambitions and preferences
- H grants and scholarships have

Частина «Використання мови»
Use of English

Task 5

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

Desperate to Go to School

Truancy has become a serious problem in many schools in recent years. In an attempt to tackle this problem one school introduced a new scheme to (23) _____ students to attend as many classes as possible. Pupils who (24) _____ a 100% attendance record throughout the whole academic year were (25) _____ with an all-inclusive weekend school trip to an activity centre where they would be able to have a go at (26) _____ activities such as climbing, abseiling and white water rafting.

One student was so (27) _____ to qualify for this free weekend away that he even went to school with a broken wrist. He hurt his wrist when he fell off his bike on the way to school but he was so worried about (28) _____ his 100% attendance that he didn't (29) _____ his teachers or parents until the school day had finished. He (30) _____ admitted to his mother what had happened when she (31) _____ that he was having difficulty eating his dinner and asked him what was wrong. She took him to hospital that night, where they put his arm in plaster and he was able to go back to school the 5 next day.

Fortunately, he was fully (32) _____ from his accident in time to go on the trip.
(Adapted from: Karen Dyer Dave Harwood "Practice Tests with key. Eight Complete Practice Tests for the Cambridge ESOL First Certificate in English")

23	A	suggest	B	force	C	encourage	D	make
24	A	succeeded	B	made	C	achieved	D	realized
25	A	rewarded	B	given	C	won	D	compensated
26	A	outside	B	outdoor	C	internal	D	external
27	A	interested	B	happy	C	excited	D	keen
28	A	filling	B	maintaining	C	guarding	D	succeeding
29	A	tell	B	say	C	admit	D	explain
30	A	lately	B	actually	C	fortunately	D	eventually
31	A	knew	B	was aware	C	looked	D	noticed
32	A	recovered	B	improved	C	repaired	D	fixed

Task 6

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

A Career in Teaching

I first got into teaching 4 years ago when I decided to quit my office job and do a bit of travelling. I had heard of the CELTA qualification to teach English to adults and thought it (33) _____ a great way to see

the world. I (34) _____ in teaching since I was at school and with the CELTA thought it would be a perfect combination – teaching and travel.

Since completing the course, I (35) _____ time teaching in the UK, Austria, Poland and Spain and have loved every minute. I have taught people of all ages and levels. I would say the main thing I enjoy about teaching is the fact that you (36) _____ to engage with people from different countries, all of whom (37) _____ different backgrounds and experiences, and I feel that this therefore makes teaching an interesting, varied profession.

I (38) _____ the thing I found the most frustrating was probably going into different schools and trying to teach children and teenagers who were not interested in learning English and only there because their parents (39) _____ them. However, this meant there (40) _____ always a challenge in trying (41) _____ material that these students would be interested in and a job where you do not have challenges, I imagine would be rather boring.

I have recently started working as a primary school teacher, which I am really enjoying. I look back on my time (42) _____ abroad with a lot of fondness and for this reason it is something I would definitely like to do again in the future.

(Adapted from: Karen Dyer Dave Harwood “Practice Tests with key. Eight Complete Practice Tests for the Cambridge ESOL First Certificate in English”)

33	A	would be	B	have been	C	were	D	will be
34	A	have been interested	B	had been interested	C	would be interested	D	has been interested
35	A	is spending	B	spent	C	have spent	D	will spend
36	A	are able	B	must	C	can	D	should
37	A	has	B	have	C	would have	D	is having
38	A	think	B	am thinking	C	is thinking	D	thinks
39	A	had made	B	made	C	has made	D	make
40	A	will be	B	has been	C	is	D	was
41	A	find	B	to find	C	finding	D	found
42	A	teach	B	is teaching	C	teaching	D	to teach

PART II VOCABULARY FOCUS

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

timetable	tuition fee	assessment	cheating	compulsory		
assignments	grade	point	average	certificate	to hand out	monitor
postgraduate	extra-curriculum activities	bursary	cramming			

1. British universities can charge _____ of up to £9,000 per year.
2. I’ve just been given my _____ I can’t believe I’ve got a double Law period on Friday afternoon!
3. A _____ is a student who has successfully completed a degree level course at a college or university and is undertaking further study at a more advanced level.
4. It is your responsibility to make sensible choices of options within your programme, as well as to plan _____.
5. Some schools, colleges and universities have continuous _____ with marks or grades for essays and projects during the term.
6. You can apply for a training _____ to cover the cost of attending the course.

7. Anyone caught _____ will be immediately disqualified from the exam.
8. She's _____ for her history exam.
9. The deputies proposed making secondary education _____ up to the age of 18.
10. Students have a lot of reading _____ to complete before the end of term.
11. To attend the school, students must complete an application process which includes a _____ and compliance with the school attendance requirements.
12. I was so proud when my exam _____ finally arrived in the post.
13. The teacher asked her _____ the worksheets.
14. Rosy was chosen to be _____ in class that day.

2. Choose the best word, which completes each of these sentences.

1. If you want to attend a course, you should study the college _____ for full particulars of enrolment.
a. programme b. prospects c. prospectus d. syllabus
2. I would prefer to go to university and get a _____ in astronomy, rather than start work.
a. degree b. certificate c. result d. grade
3. The preparatory certificate is the minimum _____ required to teach English in most language schools.
a. qualified b. quality c. qualification d. quantity
4. We need to _____ young people about the dangers of alcohol.
a. educate b. to bring up c. raise d. rise
5. We'll be _____ our degrees at a graduation ceremony.
a. awarded b. appointed c. assigned d. assumed
6. Mr. Higgins is one of the best _____ teachers.
a. understood b. recognised c. popular d. liked
7. The lecture will be _____ in the auditorium.
a. held b. made c. kept d. done
8. There's no _____ that studying abroad is a valuable experience.
a. argument b. problem c. doubt d. fear
9. He decided to get an MA in Finance for the _____ of his career.
a. gain b. favour c. benefit d. profit
10. She _____ Edinburgh University last year.
a. left b. graduated from c. passed d. finished
11. I'm _____ for my history test tomorrow.
a. reminding b. revising c. remembering d. repeating
12. He is _____ medicine because he wants to become a doctor.
a. studying b. learning c. examining d. teaching
13. Stella's just completed her Bachelor of Arts degree with _____ and is thinking about doing a Master's.
a. honesty b. homage c. horror d. honours
14. The survey showed that 80% of adults who did not go on to _____ education wish they had.
a. advanced b. high c. higher d. upper

3. Choose the correct word.

1. I made a few mistakes in the exam and I don't think I **passed** / **took** it.
2. It's not always easy to **count** / **measure** how intelligent someone is.
3. Did you know that our French teacher can **speak** / **talk** four languages?
4. My **qualifications** / **qualities** include a degree and an MA in chemistry.

- 5. He got a good grade in his maths, but **lost** / **failed** his English exam.
- 6. In design and technology, we were given the **activity** / **task** of designing a stadium.
- 7. You'll find plenty of books on the **subject** / **lesson** on business studies in the library.
- 8. You have to **read** / **study** hard in order to do well at university.
- 9. Look at what we did in today's lesson and we'll have a short **exam** / **test** tomorrow morning.
- 10. Our teacher asked us to choose one of our **colleagues** / **classmates** to be our partner for the next exercise.
- 11. Sam was told that a full sports **scholarship** / **grant** would cover all his university and living expenses.
- 12. If you don't study, how do you expect to **keep out** / **keep up** with the class?
- 13. You'll **fall over** / **fall behind** with your work if you take any more days off university.
- 14. After being off university for a month, she had to do extra work to **catch up** / **catch out** with her groupmates.

SELF-CHECK

<p>Education Vocabulary</p> <p>achieve/get good grades</p> <p>be excluded/be expelled (from school)</p> <p>colleague/classmate</p> <p>compulsory/optional</p> <p>curriculum/extra-curriculum activity</p> <p>degree/certificate/qualification/result/grade/mark</p> <p>get/obtain a certificate/a degree/a diploma</p> <p>graduate (from a university)/leave school</p> <p>essay/writing</p> <p>handle/cope with/deal with</p> <p>holidays/vacation (AE)</p> <p>hope/wish/expect</p> <p>know/recognize</p> <p>lesson/subject</p> <p>objective/focus/goal</p> <p>pass/fail/take/have/do (an exam)</p> <p>primary/secondary/high</p> <p>revise/review/go over/cram</p> <p>speak/talk/discuss/chat/lecture/</p> <p>teach/educate/learn</p> <p>test/exam</p> <p>task/activity</p> <p>timetable/schedule (AE)</p> <p>understand/take in/get</p>	<p>Word patterns</p> <p>be able (infinitive)</p> <p>be capable of</p> <p>be happy with/about</p> <p>be interested in</p> <p>be similar to</p> <p>be suitable for</p> <p>boast of/about</p> <p>complain about</p> <p>congratulate smb on smth</p> <p>consist of</p> <p>fail to do</p> <p>hope to do</p> <p>learn about smth</p> <p>revise/study for</p> <p>settle for/on smth</p> <p>similar to smth/smb</p> <p>study smth</p> <p>succeed in smth</p> <p>suitable for smth</p> <p>teach to smb/about smth</p> <p>talk/speak to smb/about smth</p>
<p>Phrasal verbs</p> <p>be into – like</p> <p>catch on – understand</p> <p>come (a)round (to) – be persuaded to change your mind (about)</p> <p>cross out – draw a line through smth written</p> <p>deal with – handle/cope with</p> <p>drop out (of) – stop studying/going to school</p> <p>get at – suggest, try to express</p> <p>get away with – not be caught or punished</p>	<p>Word formation</p> <p>academy – academic, academically</p> <p>achieve – achievement</p> <p>attend – attention, attendance, attendant</p> <p>behave – behavior</p> <p>capable – capability</p> <p>certify – certificate, certified</p> <p>consist – consistent, consistency</p> <p>educate – education, educator, educational(ly)</p> <p>exam – examination</p>

<p>get on with – continue doing</p> <p>give in – stop making an effort to achieve smth</p> <p>go for – choose</p> <p>go into – begin to describe in detail</p> <p>go over – review</p> <p>fall behind – not do smth fast enough</p> <p>find out – discover information</p> <p>keep up with – stay at the same level</p> <p>make up – invent information or a story</p> <p>sail through – do smth very easily</p> <p>set out – explain smth clearly</p> <p>take down – write down</p> <p>take in – understand</p> <p>think over – consider</p>	<p>fail – failure, failing</p> <p>hope – hopeless, hopeful</p> <p>improve – improvement, improved</p> <p>intense – intensity, intensify, intensely</p> <p>literate – illiterate, (il)literacy, literature</p> <p>reason – (un)reasonable, (un)reasonably, reasoning</p> <p>revise – revision, revised</p> <p>scholar – scholarship, scholarly, scholastic</p> <p>solve – solution, (un)solvable</p> <p>study – student, studies, studious</p> <p>succeed – success, successful</p> <p>suit – suitable, suitability</p> <p>teach – teacher, taught</p> <p>think – though, thoughtful, thoughtless</p> <p>understand – (mis)understanding, (mis)understood, understandable, understandably</p>
<p>Fixed phrases</p> <p>attract an attention</p> <p>have (little/no) difficulty in</p> <p>have/take a break</p> <p>have a lot to learn</p> <p>in my opinion</p> <p>make sense</p> <p>make up your mind</p> <p>on your own</p> <p>pay attention to</p> <p>see no point in</p> <p>teach smb a lesson</p> <p>the benefit to/of</p>	<p>Idioms</p> <p>be ahead of the pack – ahead of or better than the rest of the people</p> <p>be on the mark – be correct</p> <p>cover all the bases – be detailed</p> <p>hit the books – study a lot</p> <p>play truant</p> <p>pull an all nighter</p> <p>with flying colours – do something well</p>

Module 4

Work. Jobs.

Employment

Part I TEST
Частина «Читання»
Reading

Task 1

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

All Jobs Are Important

Growing up in Kansas, I'd jump on my bike and disappear for the day. My friends and I built ramps and pretended we were Evel Knievel, the motorcycle daredevil who was big at the time.

1. _____

My father was a heating, ventilation and air-conditioning contractor. When I was 7 or 8, I started accompanying him to jobs at schools, offices and homes when school was out for the summer. By age 10, I was working with him. I was the perfect size to crawl under houses to install duct work. I'd run into raccoons, mice and other animals. I learned a lot about life from my father and from listening to the radio commentator Paul Harvey. At 13, I wanted to work in the local pizza parlour. I lied and told the owner I was 15 going on 16 so he'd hire me. In a small town, it's hard to keep a lie like that going when your boss reads the paper and sees you in a photo of the baseball team for 13-year-olds.

2. _____

I planned to attend the University of Kansas at Lawrence to study journalism, so I joined the Army Reserves to help pay for it. Then I found out I got a scholarship. My time with the Reserves was a great experience, especially for a boy from southeastern Kansas who hadn't seen much diversity. It taught me discipline, which people have said is evident in the way I structure my day. I also learned that it's important to accomplish a mission – and to accomplish a team goal while meeting individual members' needs.

3. _____

In college, I started a business with my roommate, making fliers for companies and posting them on campus. We'd get up at 5 a.m. and cover the bulletin boards in dorms and other buildings.

I was making good money, but owning a company means you can spend a lot of time collecting money owed to you. I didn't want to do that when I graduated. I took a job with a client who owned theme parks and then moved to Six Flags, where I worked from 1992 to 2006; I was president of three locations, in Illinois, Massachusetts and New Jersey.

4. _____

I decided to try something else, so for the next 18 months I worked for a company that was building the Burj Dubai (now the Burj Khalifa) skyscraper and the Dubai Mall. I was based in Chicago but travelled to Dubai a few times. Many people were there for financial reasons. In the development projects, I would see the construction workers, mostly from Asia, sleeping on the ground on their breaks. I was amazed at how little they were paid – under \$10 a day – and at how hard they worked. We take so much for granted in this country.

5. _____

Americans often think their nation is the centre of the business world, but that is changing. No one in Dubai referred to Wall Street or many of the other things we view as important. The Middle East and other areas have an energy and a gravity that many Americans aren't aware of.

When I was offered my current position, I liked the idea of going from a publicly held company concerned with quarterly earnings to a private one with longer-term plans. This is a family-owned business, and the members understand that the Space Needle is a cultural icon and a landmark that will be here for years. We're making plans for the 50th anniversary of the Space Needle, built for the 1962 World's Fair. My job is also to help this attraction stay current and prepare for the future.

My three children, all under 10, think that my C.E. O. title means that I'm chief elevator operator at the Space Needle. My wife doesn't dissuade them of that belief, and they're not shy about telling the neighbours. In this organization, no job is more important than any other, so if they view chief elevator operator as one of the most important jobs, I would have to agree with that.

- A Eye-opening experience at the construction site
- B Gaining knowledge about life
- C Advantages and disadvantages of the first business
- D Never lie to your boss
- E Shifts in the business world
- F Diversity of Kansas
- G Important skills acquisition
- H Cultural icons and landmarks are protected by law

(Adapted from:

<https://www.nytimes.com/2010/05/16/jobs/16boss.html>)

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.

A Career in the Video Games Industry?

Initially populated by computer scientists and the self-taught, the video game design industry used not to offer many routes into its midst. Often, perhaps unfairly, viewed as just a hobby for young enthusiasts, the video games industry is now being taken seriously. Surprised? Industry experts aren't.

It's not easy though. Video game spin-offs that rapidly follow any new movie require dozens of team members and months of incredible skill, perseverance and intricacies. As with almost every industry, it's tricky to get into – but it is expanding. Jim Donelly, a spokesman for an online games magazine says: 'It's certainly very difficult to make much headway within big companies, or to influence any of the really big mainstream games. But the truth is, the industry needs game designers more than ever. Not just director-level people who orchestrate an entire game, but the lower-level people who design systems and individual set pieces.'

So, how can you get into such a competitive industry? Although many companies prefer people to have a degree in computer science, Jim disagrees. There is only one route: make games. The tools are there. You won't get a job if you haven't made something, and you won't get anywhere independently if you are not making stuff. Game design is less a job than it is a way of life. Like any creative endeavour it must be done to be real.' Another industry expert, John Field, sees other options. 'There's a lot to be said for "just doing it", but it's really more complicated than **that**. There are lots of people who want to work in games, but few who measure up to the requirements of the industry these days; even fewer who have the creative talent, technical know-how, vision and entrepreneurial ability to really contribute to the ever-changing face of an evolving medium.'

Can you do it on your own? 'Perhaps, but it's pretty tricky,' says John. 'However, a good postgraduate course in games can help, plus provide a year or two of top-level support and guidance. Most games designers start their careers as programmers, or artists, progressing their way up the ladder. They are interested in all forms of entertainment media, plus have a healthy appetite for all areas of the arts and contemporary culture. They may or may not have spent a few years in the working world post-graduation, but have realised that games is going to be their "thing". They are not merely fans, but are fascinated by the future possibilities of games, and are aware of the increasing breadth and diversity of the form. And finally, connections can help. This is often **overlooked**, but in order to get line ahead in games – as in many other areas – you need to network.'

6. What is the writer's main point about the video games industry in the first paragraph?

- A It is reasonable to consider making a living in this field.
- B Young people's contributions to it should be appreciated.
- C It offers a relatively limited number of career options.
- D Specialists in this area have failed to value its potential.

7. What does Jim tell us about the video games industry?

- A It can be hard to decide which idea will prove successful.
- B Many designers are required to take charge of each large project.
- C It is worth recognising the value of having a long-term strategy.
- D There is room for people with different degrees of responsibility.

8. What does 'that' typed in bold refer to?

- A getting a degree in computer science
- B making games
- C being independent
- D seeing other options

9. What opinion does John express in the third paragraph?

- A It is a mistake to believe that the jobs people do in the industry are easy.
- B Many people lack the qualities needed to do effective work in the industry.
- C The industry could benefit from people who have a strong desire to work in it.
- D The industry is changing too rapidly for people to keep up with it.

10. What does 'overlooked' typed in bold mean?

- A not considered
- B understood
- C not used
- D required

(Adapted from: First Certificate in English with answers, Part 1, 2015)

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.

Volunteers

11. John

This was the first volunteering project I worked on overseas and Green life volunteers proved to be a good choice. I decided for the Bird Conservation project, which is run by Osa Birds: Research and Conservation. Most of the time I did basic maintenance jobs and fed the birds. 'They can break coconuts with their beaks and they'll take your finger off so be careful,' our boss advised. So, I chopped bananas and then used a long fork to pass the fruit in to the birds without risking my fingers.

12. Teresa

For many years I had fantasised about spending December on a white, tropical beach on a remote island. I finally found my slice of paradise in the Seychelles when my dream came true last year, though not exactly in the way I had envisaged. I had been feeling burnt out from work and wanted to escape winter and learn new skills. Volunteer projects seemed a good option. Narrowing my search criteria to marine research helped cut

down the thousands of options out there and I eventually joined a coral protection project to help determine the long-term impact of rising sea temperatures on the ecosystem.

13. Patricia

Imagine spending the summer as I did, working on the edge of the active volcano in Hawaii. I had once been on a ranger-guided walk there with my family. I had been terrified. However, as I relaxed, I slowly realised that the ranger's job was something I'd like to do too. So, a few years later I applied and got a volunteer ranger job. I found living there surprisingly laid back, as well as exciting. After a crash course in geology, I was given the volunteer ranger uniform and began the job. On the first morning I found myself in front of a group of visitors. Suddenly I was the 'authority', delivering a talk on the volcanic past and present of the islands. As a volunteer I was making the park come alive for the visitors, and they in return made Hawaii come alive for me.

14. Helen

After a month of study, I wanted to get away for a bit. My dad is an artist and often does paintings of tropical birds. I'd always wanted to find out more about them. From the Internet I found that a farm which breeds parrots was looking for volunteers. I arrived in the middle of a panic situation – a storm had knocked the electricity out, and the generator, needed for keeping the eggs warm, was nearly out of petrol. After visiting several garages, we found some and dashed back just in time. I really enjoyed my stay. Some hosts lay down strict rules on the amount of work expected but luckily mine, Darryl, preferred to set out projects which he wanted my help with.

15. Kate

During my stay in Guatemala, I volunteered to work on a plantation. One day, my supervisor, René inspected my scratched hands and asked gently if I needed gloves. I gathered my strength and told him that gloves might indeed help. Then I grasped my knife and resumed my attack on the invading roots that were constantly threatening to drag the fragile new cacao plantation back into the rainforest. In the sticky red earth, everything grows – the trouble is that it is rarely what you planted. Walking through the plantation, René had to point out to me the treasured cash crops of coffee, cacao and macadamias. To my eye, they were indistinguishable from the surrounding jungle.

16. Anne

Volunteering for a coral reef conservation project was the perfect way for me as an ocean lover and passionate scuba diver to help and protect our surroundings. Within 24 hours of our group's arrival, we lived and breathed coral, not just under water but also in the camp – with 52 coral types to master and up to three research dives a day. If there was a downside, it was the seemingly endless chores in the camp, but I didn't mind. But the experience was, overall, incredible. I couldn't even imagine it in my wildest imagination.

Which volunteer ____ ?

- A found that there was a wide choice of opportunities
- B was warned of a possible danger
- C says her family had influenced her choice of work
- D was not aware of all aspects of natural life around her
- E thought that she had gained as much as she had given
- F had only one disadvantage which was not important
- G appreciated the broad-mindedness of her boss
- H was shown sympathy by someone on her project

(Adapted from: First Certificate in English with answers, Part 1, 2015)

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.

I was 12 years old when I first saw a show in my local leisure centre. I was fascinated by the fact that everything came in about ten lorries and they basically built a theatre from scratch. I was very curious as I (17) _____ and I found it hugely exciting.

The more I found out about technical theatre (18) _____. However, what I really wanted was to get involved and start working as part of a stage management team.

I left school when I was 16 and because I had quite a lot of experience I was able to get a job as an assistant stage manager in a theatre in London. I worked there for about a year and then did some freelance work in Cornwall and went on tours around the country. The work was quite sporadic but the money was good; (19) _____. Working on tour was intense but really good fun. A typical Monday would see us arrive at about 8 o'clock in the morning and open up the lorries. While the cast were getting ready (20) _____.

After a couple of years touring I decided to return to London and go to college to study technical theatre. I studied for a year but I realised that it wasn't very useful to me. I had learnt a lot more from my years working. It was a course for people (21) _____. Theatres are looking for people with proven ability and who know what they are doing. I did some more freelance work in London for a while and now I work for a production company.

I really like what I do. There are of course a number of disadvantages; I don't like the hours and the disruption to my personal life that working evenings can cause. Also (22) _____ and the money is not always good. But I would highly recommend it to others.

- A who didn't know anything about the theatre
- B the more interested I became
- C there's quite a lot of instability and insecurity to the job
- D we would get on with any necessary maintenance jobs
- E watched the whole thing being put together
- F because there are so many more people to organise
- G in one month I could earn enough to last me six months
- H what interests them the most on your CV is your last job

(Adapted from: Dyer K., Harwood D. FCE Practice Tests, 2012, p. 40–41)

Частина «Використання мови» Use of English

Task 5

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

Advertising for Work

An out of work (23) _____ was seen advertising his services on a placard outside a busy London station last week. This unusual tactic is (24) _____ of scenes from New York's Wall Street during the great Depression of the 1930s. Daniel Bell decided to try this drastic approach after months of looking for a (25) _____ using

more traditional methods. He said he had sent out hundreds of CVs and applied to over 70 different jobs but only had five (26) _____, none of which were successful. Now he says he has nothing to lose and hopes to impress prospective (27) _____ with his initiative.

He plans to stand outside the station with his sign during the rush hour and giving out (28) _____ cards for as long as it takes to get a job. After just two days he had received three invitations to attend interviews so the plan seems to be (29) _____. He admits, however, that his presentation has received mixed reaction ‘Most people seem embarrassed and try to look the other way, while others clearly think I am being (30) _____ and more than one person openly pointed and laughed at me.

‘I don’t care though,’ he says, ‘they might find themselves being made (31) _____ by the end of the month. ‘I couldn’t even imagine that one day I would be (32) _____.

23	A	accountant	B	account	C	acquaintance	D	acquirer
24	A	remedial	B	remembrance	C	reminiscent	D	recognition
25	A	work	B	occupation	C	profession	D	job
26	A	interviews	B	intercessions	C	interactions	D	interests
27	A	employer	B	employee	C	worker	D	employment
28	A	admission	B	postal	C	invitation	D	business
29	A	working	B	functioning	C	operating	D	idling
30	A	reliable	B	ridiculous	C	relaxed	D	reserved
31	A	restricted	B	recruited	C	redundant	D	replace
32	A	laid on	B	laid off	C	lied to	D	lay off

(Adapted from: Dyer K., Harwood D. FCE Practice Tests, 2012, p. 73)

Task 6

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

Digital Nomads

What is a digital nomad? In the past two years Samantha and Justin (33) _____ and worked in more than 20 countries.

J.: ‘We started this year in South America. We lived in Peru, in Santiago Chile, Argentina.’

S.: ‘Croatia, Innsbruck Austria, Portugal, Italy, Norway...’

J.: ‘Which is really pretty...’

S.: ‘And then we were on (34) _____ Reunion Island for two months’

J.: ‘Off Madagascar...’

Throughout that time both (35) _____ down the same jobs. Justin runs a digital creative agency and Samantha works for a California-based startup. They only need an internet connection to do their jobs. This gives them the freedom to live (36) _____ in the world.

They call (37) _____ ‘digital nomads’.

Today people working (38) _____ like this number in the millions.

J.: ‘We are not on vacation, we live pretty normal lives so it gives us opportunity to integrate and become locals and try (39) _____ different flavours of life’.

Visas can be an issue though. Justin and Samantha usually stay on tourist visas. This gives them only a (40) _____ amount of time in each country.

But some countries are starting to embrace this type of workers. Estonia is (41) _____ a special visa which allows people (42) _____ for a year. Some estimates recon by 2035 there could be 1 billion location independent workers.

33	A	has lived	B	lives	C	have lived	D	living
34	A	a	B	the	C	–	D	any
35	A	is holding	B	have held	C	were held	D	has held
36	A	where	B	nowhere	C	somewhere	D	anywhere
37	A	their	B	themselves	C	them	D	they
38	A	remotely	B	remote	C	remoteness	D	remoted
39	A	for	B	In	C	on	D	up
40	A	limited	B	limiting	C	limit	D	limits
41	A	launched	B	launching	C	launch	D	been launched
42	A	stay	B	to stay	C	staying	D	stayed

(Adapted from: <https://www.theEconomist/posts/digital-nomads-are-people-who-travel-the-world-year-round-while-working-remotely/10157182897189060/>)

PART II VOCABULARY FOCUS

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

human resources	salaries manager	dismissed	occupation
promoted	career ladder	earn (make, take home)	high-paying jobs
competition	employment	professional	headhunter
			prospects

1. In the IT field, rich software developers get all the attention, but many of the _____ belong to managerial types.
2. The term _____ is used to describe both the people who work for a company or organization and the department responsible for managing resources related to employees.
3. In the space marked ‘_____’ she wrote ‘police officer’.
4. If you’re dissatisfied with the service, why don’t you complain to the hotel _____?
5. Although air traffic controllers in the United States can _____ around \$155,000, the demand for this profession is falling.
- 6.. Your contract will set out the terms and conditions of your _____ .
7. I thought the whole meeting was going to fall apart but you rescued it like a true _____ !
8. It helps if you can move a few rungs up the _____ before taking time off to have a baby.
9. There is so much _____ for jobs right now and little job growth in many industries, that is why it is important to find a career track that is growing and not contracting.
10. In August, he was _____ to the homicide division
11. _____ vary greatly from one country to another, and even within the same country, but some jobs pay more all over the world.
12. He has been _____ from his job for incompetence.
13. He was approached by a _____ who was looking for a chief executive for a start-up company.
14. She’s hoping the course will improve her career _____.

2. Choose the best word which completes each of the sentences

1. _____ growth for financial advisors is expected to be 41% over the next decade.
- a. Job b. Career c. Work

2. I don't like gardening but it's the only way I know how to _____ my living.
a. do b. make c. cost
3. The minimum _____ is expected to be \$76,000 with some engineers easily making more than six figures a year.
a. wage b. salary c. profit
4. Mary is a cleaner for a company in Birmingham, but she only works there for about three or four hours a day. She is a(n) _____ employee.
a. unskilled part-time b. semi-skilled blue-collar c. self-employed full-time
5. There are many jobs that allow you to set your own schedule which is ideal if you are a student, a parent, a semi- _____ person, or if you simply want the flexibility to take days off whenever you want.
a. employed b. dismissed c. retired
6. In many cases, you can use the skills you already have to find _____, either as an employee or a contractor.
a. employment b. unemployment c. application
7. If you have professional skills and _____ that you can use to help others in your career field or industry, you may be able to line up consultant jobs, either for a consulting firm or as your own business.
a. experiment b. experience c. expiry
8. _____ help employers find employees, and many work on an independent or contract basis.
a. Receptionists b. Rescuers c. Recruiters
9. A lot of project management work is handled by _____ and consultants, so if you have the right skill set it's a role to consider.
a. freelancers b. free-floaters c. free-riders
10. Resorts hire ski season and summer workers, tax season provides opportunities for _____ and filers, and the fall is a good time to get hired for a holiday season job.
a. tax-dodges b. tax-farmers c. tax preparers
11. If you are glued to your home and constantly connecting on social media you can put those skills to good use and _____ for helping businesses with their social platforms.
a. get accustomed b. get paid c. get engaged
12. A company car and a mobile phone are some of the _____ that come with the job.
a. increases b. promotions c. perks
13. Despite the job is highly-paid, you are lucky, you will receive annual salary/pay _____ every September.
a. cuts b. downsizing c. increments
14. Bonus payments provide an _____ to work harder.
a. incentive b. disincentive c. initiative

3. Choose the correct word.

1. Unemployed people are allowed to claim the **dole** / **pension**.
2. Tutoring is **work** / **job** that can be done based on your own availability.
3. The great thing about being self-employed is I have **flexible** / **shift** working hours.
4. Writers and editors are **in** / **on** demand, especially on a contract basis.
5. Many hairstylists are **employees** / **employers** of salons, while others rent a booth and work for themselves.
6. Emma's going back to work because she and Joe can't **be** / **live** on Joe's salary alone.
7. Members of the police force **work** / **do** to keep communities safe by patrolling neighbourhoods, responding to complaints, and arresting suspects, as well as participating in community outreach programs.
8. My boss has just informed me that I'm being **made** / **done** redundant.
9. He's been **presented** / **given** the sack – that's why he's so upset.
10. Behaviour analysts help **clients** / **customers** and patients improve their lives, so their work definitely makes the world a better place, one person at a time.

- 11. The changes will affect any women on maternity **leave** / **vocation** or taking a career break while they raise children.
- 12. Protesters took to the streets in massive numbers to demand the president’s **resignation** / **redundancy**.
- 13. Many teachers over the age of 50 are **taking** / **making** early retirement.
- 14. They’re working **overtime** / **short-time** to get the job done on time.

SELF-CHECK

<p>Work /Jobs / Employment Vocabulary</p> <p>applicant / application / apply for a job</p> <p>be in charge (of smth / smb)</p> <p>be made redundant</p> <p>blue-collar / white-collar worker</p> <p>career</p> <p>commute to / get to / travel to work</p> <p>company / firm / business / enterprise / start-up</p> <p>CV curriculum vitae</p> <p>deadline</p> <p>dismiss</p> <p>do a job</p> <p>earn one ‘s living</p> <p>earn / win / lose / save / cost (money)</p> <p>earnings</p> <p>employee / employer /employment</p>	<p>Word patterns</p> <p>apply for (a job)</p> <p>be capable of smth</p> <p>be experienced in/at smth</p> <p>be good/bad at smth</p> <p>be on duty</p> <p>be responsible for smth</p> <p>depend on</p> <p>mean (infinitive)</p> <p>qualify as/in smth</p> <p>rely on</p> <p>work as/in/at</p> <p>work like (=similar to)</p>
<p>employ/hire/contract/take on</p> <p>fire</p> <p>freelancer</p> <p>full-time / part-time job</p> <p>get promoted</p> <p>give (smb) a hand</p> <p>give (smb) the sack</p> <p>go on strike</p> <p>Human Resources</p> <p>income</p> <p>interview</p> <p>job / occupation</p> <p>job advert(isement)</p> <p>job/work/career</p> <p>jobless / job seeker</p> <p>knock off</p> <p>let (smb) go</p> <p>make a loss</p> <p>make a profit</p> <p>manual work</p> <p>maternity cover</p> <p>off / on duty</p> <p>over time/duty</p> <p>overworked</p> <p>pay rise</p> <p>pay/income/salary/wage</p> <p>pension</p> <p>pension / pensioner</p>	

<p>perks</p> <p>permanent / temporary job</p> <p>promotion</p> <p>quit/give up a job/hand in a notice/resign/leave</p> <p>resign</p> <p>retire / retirement</p> <p>run (a company)</p> <p>sack / fire / make redundant / lose a job</p> <p>self-employed</p> <p>sick leave</p> <p>skilled work</p> <p>start/begin work</p> <p>take a break/relax/rest</p> <p>take a day off</p> <p>take a holiday/time off</p> <p>take a leave</p> <p>teamwork</p> <p>unemployed / unemployment</p> <p>unskilled work</p> <p>wages</p> <p>well-paid job</p> <p>work / do over time</p> <p>work freelance</p> <p>work long hours</p>	
<p>Phrasal verbs</p> <p>back out (of) – decide not to</p> <p>bring out – start selling a new product</p> <p>carry out – do smth/realize an action</p> <p>catch up (on/with) – reach the same level as smb</p> <p>go over – review</p> <p>keep on – continue</p> <p>opt out of – decide not to</p> <p>set up – start a business</p> <p>stand in for – substitute</p> <p>take on – hire/employ</p> <p>take over – take control of</p> <p>take to – become good at/become a habit</p> <p>turn down – reject</p> <p>work away – work abroad</p> <p>work on – spend time to try to perfect smth</p> <p>work out – solve or find a solution</p>	<p>Word formation</p> <p>apply – application</p> <p>depend – dependence</p> <p>earn – earnings</p> <p>employ – employee, employer, employed, employment</p> <p>mean – meaning</p> <p>opt – option</p> <p>pension – pensioner</p> <p>promote – promotion</p> <p>qualify – qualification</p> <p>rely – reliance</p> <p>retire – retirement</p> <p>work – working, worker, over work</p>

Fixed phrases be praised for be willing better/worse than expected by accident on purpose the pros and cons of	Idioms be a big fish – important be a go-getter – ambitious be a people person – sociable work 9–5 – work 24/7 work around the clock work like a dog
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Module 5

Food. Culture

(Art & Music)

Part I TEST
Частина «ЧИТАННЯ»
Reading

Task 1

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

Pablo Picasso

Pablo Picasso was one of the greatest artists of the 20th century. He experimented in many different styles and changed the world of art during his time. Pablo Picasso was born in Malaga, Spain in 1881. His father was a drawing teacher. At 10 Pablo became his father's pupil and at the age of 13 he held his first exhibition. His family moved to Barcelona in 1895 where Pablo joined an art academy. In his early period the young artist painted life as he observed it around him – in cafes and on the streets. At the turn of the century, Picasso went to Paris, which was, at that time, the centre of art and literature.

1. _____

In 1901 a close friend of Picasso shot himself. This had a great impact on Pablo. He was very sad and began painting his pictures in grey and blue tones instead of bright, vivid colours. Later on, he changed his painting style and started using more earth colours – rose, pink or brown. He liked to paint pictures of circus life with dancers and acrobats. This period lasted until 1907.

2. _____

When Picasso started working with his friend and fellow painter Georges Braque in Paris they started experimenting with a new style. Picasso and Braque didn't want to show nature as it really was. They thought that all objects in nature had geometric forms. In cubism, objects were cut into many flat shapes, which looked like a puzzle. All the sides of a person's face, for example, were shown at once, maybe even with three eyes instead of two. Cubist painters wanted to show all parts of an object from one angle.

3. _____

In 1917 Picasso went to Rome to design costumes and scenery for a Russian ballet company. During this period he fell back to classical forms and painting techniques but never gave up experimenting with cubism. This new style was influenced by Greek and Roman art. The trend was characteristic of weighty and serene figures, donning robes in tactile, yet simple landscapes. This trend in art would go on to dominate the stage in Europe for over a decade. Picasso emerged as a leading figure in this new art direction.

4. _____

In 1936 Civil War broke out in Spain. During this period he painted his masterpiece Guernica. It shows the terrified people of the ancient Spanish town which was bombed during the Civil War. Picasso was shocked by this inhuman act and in his painting he shows people running in the streets and screaming with their mouths wide open. To display his sadness and anger he used only black and white as well as shades of grey.

5. _____

After the war Picasso moved to a big house in the southern part of France. There, he continued experimenting with paintings and sculptures. He continued his work up to his death in 1973. Picasso was known as a very moody person and he also displayed this in his paintings. Sometimes he was thoughtful, even sad, and at other times he could be very humorous. Picasso was never satisfied with his own work and he never stopped experimenting.

- A Classical style
- B Cubism

- C 'El Maestro' of modern art
- D Invention of new tools
- E Modern traits in cubism
- F Blue and Rose period
- G Famous paintings
- H One of the most moving and powerful anti-war paintings in history

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.

Where Did Music Come From?

What is music? Musical expression can be divided into two groups: vocal music or «song» which consists of complex, learned vocalizations and instrumental music which consists of structured, communicative sound using parts of the body other than the voice and sometimes additional objects.

Although the production of music is considered uniquely human, musical utterances of various degrees of complexity and perfection can be observed in several species in the animal kingdom. Vocalizations of amazingly high complexity and musicality have evolved several times in birds and mammals. Most research has been done on songbirds so far, but also parrots, hummingbirds, whales, seals and possibly other species show vocalizations that can be called musical according to the above definition. Birdsong is commonly regarded as the most complex vocal utterance in the animal kingdom. Some species, such as blackbirds, nightingales and white-rumped shamas, deliver vocal performances of outstanding musical quality that come close to human music in many aspects. Traits of the latter such as an extensive repertoire of melodies, a sense of diatonic intervals, very precise pitch recognition and intonation, ability of transposition, melodic and dynamic variation, imitation, improvisation and composition have been observed in songbirds in various degrees of perfection.

Instrumental sound generation is very rare among animals. Simple sounds that are instinctive and serve functions like signalling danger are usually not regarded as music. Our closest cousins, the African great apes (chimpanzees, bonobos and gorillas), make drumming sounds with their hands – sometimes with both arms – on their own chest, the ground, on objects like tree roots and even on other individuals. Chimpanzees have been found readily adapting other surfaces to drumming including hollow walls. Drumming sequences typically last only a short time, between one and twelve seconds. It is currently unknown whether apes can learn rhythms. It is also unknown whether they can create more complex rhythmic patterns than the simple, steady beat typically observed. There are a few other drumming species, including palm cockatoos, woodpeckers and kangaroo rats. However, using both hands to drum seems to be unique to the great apes and humans.

But why did music develop? This natural question may be asked in another way: what, if any, adaptive functions does music serve? In other words, what advantage did species with musical skills have that allowed them to have more offspring than those that did not? This is a question that interested Darwin. In fact, he was probably the first to ask it, when he said «As neither the enjoyment nor the capacity for producing musical notes are faculties of the least use to man in reference to his daily habits of life, they must be ranked amongst the most mysterious with which he is endowed».

Few stones have been left unturned as to potential functions of music since Darwin posed the question. Many researchers have many different ideas. The following hypotheses about the function of music are among the most common that have been suggested so far. As a null hypothesis, it has been proposed that music has no adaptive function at all. Perhaps it is a mere byproduct of some other ability that we need, such as language. Another often talked about purpose for music, prominent both in the scientific literature and in the popular press, is in mate choice. Data on birdsong and whale song support this hypothesis. Other ideas include that music might have begun with the use of song by mothers to soothe infants, or as a learning tool in the play of young animals.

(Adapted from: Betsis Andrew, Lawrence Mamas. Successful FCE. 10 Practice Tests. GLOBAL ELT. 2015. P. 194)

6. What is special about music?

- A It can be played with musical instruments.
- B It also involves additional objects.
- C There can be vocal and instrumental subdivision.
- D It always includes communicative sounds.

7. Why are birds' sounds considered to be the most difficult in fauna?

- A Their melodies are varied and resemble human music.
- B Their musical utterances contain vocalization.
- C Intonation of songbirds is easily transformed.
- D There are paused diatonic intervals in all of them.

8. What was NOT mentioned in the text?

- A What features are peculiar to songbirds.
- B How long the scientists have studied the animal kingdom.
- C What species the researches have been devoted to.
- D Animals can sound like a drum.

9. How can apes drumming be described?

- A It is all about improvisation and imitation.
- B It can be recognized easily.
- C As very noisy.
- D As balanced and plain.

10. What are the functions of music?

- A They are unknown and mysterious.
- B Music is used for protection.
- C Adaptive function is the most important.
- D Scientific theories suggest different explanations.

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.

11. The National Gallery

The National Gallery is an art museum in Trafalgar Square in the City of Westminster, in Central London. Founded in 1824, it houses a collection of over 2,300 paintings dating from the mid-13th century to 1900. The Gallery is a charitable and a non-departmental public body of the Department for Digital, Culture, Media and Sport. Its collection belongs to the government on behalf of the British public, and entry to the main collection is free of charge. It is among the most visited art museums in the world, after the Louvre, the British Museum, and the Metropolitan Museum of Art.

12. Derby Museums

The Museum and Art Gallery boasts paintings and artefacts that are of both local and international importance. People can visit a collection of Joseph Wright paintings. March through the Soldier's Story exhibition to see the range of weaponry and objects, both military and personal. Visitors can explore historic artefacts from thousands of years ago, within our Archaeology Gallery. The collections are regularly updated, so there will always be something new – no two visits will ever be the same! There is also a newly refurbished shop of unique souvenirs and art materials to browse at your own leisure.

13. Bristol Museum & Art Gallery

Bristol Museum & Art Gallery is a large museum and art gallery in Bristol, England. As part of Bristol Culture it is run by the Bristol City Council with no entrance fee. It holds designated museum status, granted by the national government to protect outstanding museums. The collections include: geology, Eastern art, and Bristol's history, including English delftware. In January 2012 it became one of sixteen Arts Council England Major Partner Museums. The art gallery contains works from all periods, including many by internationally famous artists, as well a collection of modern paintings of Bristol.

14. The Kelvingrove Art Gallery & Museum

It is a museum and art gallery in Glasgow, Scotland. The museum has 22 galleries, housing a range of exhibits, including Renaissance art, taxidermy, and artifacts from ancient Egypt. The centrepiece of the Centre Hall is a concert pipe organ constructed and installed by Lewis & Co. Its music is beautiful. There is an urban myth in Glasgow that the building was accidentally built back-to-front, and the architect jumped from one of the towers in despair upon realizing his mistake. In reality, the grand entrance was always intended to face into Kelvingrove Park.

15. The Rugby Art Gallery & Museum

It is a combined art gallery, museum and library located in central Rugby, Warwickshire, in England. The purpose-built building housing it was opened in 2000 and was built in the place of Rugby's previous library. The art gallery hosts a nationally recognized temporary. The museum hosts a collection of Roman artefacts, excavated from the nearby Roman town of Tripontium. It also has a display of the social and industrial history of Rugby. It also houses the town's visitor centre.

16. Manchester Art Gallery

Formerly Manchester City Art Gallery, it is a publicly owned art museum. The main gallery was built for a learned society in 1823 and today its collection occupies three connected buildings. Both Barry's buildings are listed. Manchester Art Gallery is free to enter and open seven days a week. It houses many works of local and international significance and has a collection of more than 25,000 objects. More than half a million people visited the museum in the period of a year, according to figures released in April 2014.

Which museum _____?

- A provides books for reading
- B of the listed is the most attended
- C offers music to listen to
- D exhibits contemporary pictures of the city
- E displays photos of celebrities
- F sells pieces of art
- G proposes visitors something to buy
- H is located in several buildings

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.

World Music Day

The idea of World Music Day or Fete de la Musique began in France in the 1980s (17) _____ and is now celebrated on 21st June in over 120 countries. An American musician, Joel Cohen, who was working for a French radio station, (18) _____ with the idea for a music festival that everyone could enjoy and take part in. He suggested an all-night music festival (19) _____. The French minister for culture liked

the idea and it first became reality in June 1982. The main idea (20) _____ is that music is a great way to bring people together regardless of their nationality, ethnic and cultural background or age. It was extremely popular, (21) _____.

Today the event is celebrated in cities so far apart as Potsdam and Osaka, New York and Sydney. The day does not only involve individual musicians but also orchestras, cultural organizations, and schools. The best thing about the festival is that (22) _____ outside the usual music venues and concert halls. Whole towns are turned into huge outdoor concerts. And every kind of music is on offer. You can hear classical music, jazz bands, rock groups, pop bands, folk music and singer-songwriters all in the same place, and all for free.

*(Adapted from: Dyer Karen, Harwood Dave.
FCE Practice Tests with keys. ELI. 2015. P. 160)*

- A to celebrate the summer solstice (the longest day)
- B particularly because all the events were free
- C was formerly known as
- D musicians are encouraged to perform
- E but has quickly spread across the globe
- F behind the festival
- G different styles of music
- H first came up

Частина «Використання мови» Use of English

Task 5

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

Smoothies

Smoothies are cold drinks made from (23) _____ fruit and vegetables to which crushed ice, milk, honey or (24) _____ yoghurt is also often added. This gives them a thicker milkshake-like consistency. They have long been a popular alternative to (25) _____ drinks and are marketed as a healthy option. For many years now they have been widely available in high street coffee shops and supermarkets. They are packed with fruit and vegetables, but are smoothies really good for us?

One popular brand advertised that their drinks (26) _____ two of the suggested five (27) _____ of fresh fruit or vegetables which we should (28) _____ every day. This claim resulted in an investigation into just how healthy these drinks really are. The results were good news for all smoothie lovers. The research found that the brand's 250ml non-dairy drinks did in fact contain (29) _____ pulped fruit and fruit juice to count for two of the recommended daily portions of fruit and vegetables. As a (30) _____ health officials have agreed that smoothies are good for us. However, not all smoothies are the same. There is a great diversity of (31) _____ and consumers are advised to check the contents carefully. Some may contain as much as a quarter of your recommended daily allowance of saturated fat and up to 40 g of sugar. In conclusion, it seems that although smoothies are a good (32) _____ of the vitamins and minerals found in fruit and vegetables there are also a lot of unhealthy variations.

*(Adapted from: Dyer Karen, Harwood Dave.
FCE Practice Tests with keys. ELI. 2015. P. 51)*

23	A	chopped	B	mixed	C	mashed	D	blended
24	A	stale	B	frozen	C	raw	D	freezing
25	A	boiling	B	burning	C	fizzy	D	hot
26	A	contained	B	included	C	proposed	D	produced
27	A	dishes	B	elements	C	portions	D	glasses
28	A	want	B	spend	C	consume	D	buy
29	A	demanded	B	sufficient	C	vital	D	valued
30	A	end	B	result	C	conclusion	D	start
31	A	ingredients	B	elements	C	parts	D	things
32	A	way	B	force	C	origin	D	source

Task 6

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

Tea is a(n) (33) _____ popular drink with many people. It (34) _____ that the consumption of tea in England alone exceeds 165 million cups daily.

Despite this, the drink was virtually (35) _____ in England until about 400 years ago. The first reference to tea in England comes in a diary written in 1660. However, (36) _____ popularity really took off after the marriage of King Charles II (37) _____ Catherine of Braganza. It was her great love of tea that (38) _____ it fashionable.

It (39) _____ that tea was good for people as it seemed to be capable of reviving the spirits and curing certain minor illnesses. It has even been suggested by some historians that it played a significant part (40) _____ the Industrial Revolution. Tea, they say, increased the number of hours that labourers could work in factories (41) _____ the caffeine in tea made them more energetic and consequently able to work (42) _____ hours.

(Adapted from: First Certificate in English.
Cambridge University Press, 2015. P. 11)

33	A	extremely	B	extreme	C	more extreme	D	extremes
34	A	estimated	B	was estimated	C	is estimated	D	estimates
35	A	knew	B	having known	C	know	D	known
36	A	it	B	its	C	it's	D	it is
37	A	to	B	with	C	of	D	for
38	A	is making	B	makes	C	made	D	had made
39	A	was believed	B	is believed	C	believed	D	has been believed
40	A	for	B	on	C	in	D	with
41	A	as	B	for	C	if	D	so
42	A	longest	B	longer	C	long	D	the longest

PART II VOCABULARY FOCUS

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

blend	vegetarian	amateur	fast food	main course
recipe	cuisine	dessert	consume	spectacular
	booking	takeaway	dined	calories

1. More and more rely on _____ to fill up, with the consequent threat of heart disease in middle age.
2. Our high living standards cause our current population to _____ 25 percent of the world's oil.
3. The _____ of Japan is low in fat.
4. Although I really enjoyed eating bacon again, I've decided to return to my _____ diet.
5. It was like a dessert, rather than a _____.
6. A _____ is a list of ingredients and a set of instructions that tell you how to cook something.
7. She would phone the _____ if she hadn't had time to cook.
8. Complimentary local landline phone calls make _____ a restaurant or theatre easy.
9. _____ the ingredients into a smooth paste.
10. He once _____ with the president of France.
11. An athlete in training needs a lot of _____.
12. She made a fabulous _____ with alternate layers of chocolate and cream.
13. This was a thoughtful rather than _____ performance.
14. Jerry is an (an) _____ who dances because he feels like it.

2. Choose the best word which completes each of these sentences.

1. I don't want any comments on my new _____, thank you!
a. dish b. plate c. cup d. tray
2. The kitchen is _____ with the smell of smoked fish.
a. fed b. filled c. empty d. full
3. Can I have a sparkling water, please? – Actually, _____ second thoughts, I'll have tea.
a. from b. after c. at d. on
4. Beside one foot stood a _____ of juice with a pink straw.
a. pack b. kilo c. bar d. carton
5. My favourite food is _____ tomatoes but my brother can't stand them.
a. filled b. stuffed c. packed d. scrambled
6. She had to choose _____ the two low-fat dishes we had cooked.
a. with b. for c. between d. among
7. The children are not particularly _____ apples any more.
a. fond of b. aware of c. keen on d. up to
8. He's a great _____ of country music.
a. fan b. dramatist c. conductor d. playwright
9. I can't paint this _____ on that canvas – everyone will laugh at me.
a. landscape b. palette c. engravings d. portraits
10. A play in which the actors sing the lines is a (an) _____.
a. opera b. tragedy c. study d. drama
11. A person who draws the pictures that accompany a story is a (an) _____.
a. puppeteer b. actor c. illustrator d. soprano
12. There has been a mixed _____ to the new play.
a. fame b. reviews c. reaction d. mass media
13. She's _____ on playing piano.
a. expert b. keen c. good d. bad
14. Both my sons are _____ about music.
a. crazy b. fantastic c. fond d. busy

3. Choose the correct word.

1. People tried to persuade him to go **at** / **for** a more traditional menu.
2. We tried to visit the concert but were put **off** / **for** by the queues.
3. I'm as fit as a **guitar** / **fiddle** – with energy to spare.

- 4. I made a **reservation / preservation** at the restaurant for 7 o'clock.
- 5. It's silly to go to the **waste / expense** of buying new food when you don't really need it.
- 6. How did the recipe turn **up / out**?
- 7. He is certainly the finest **actor / artist** in Hollywood today.
- 8. As the **conductor / composer** you could control the whole orchestra and the interpretation of the music would be in your hands.
- 9. He makes a **spectacular / spectacle** entrance in act two draped in a gold sheet.
- 10. Peters is particularly interested in food, giving some definite help to **picky / ambitious** menu writers at last.
- 11. In an ideal world, most people would prefer gourmet **cousin / cuisine**, but it is costly and difficult to prepare.
- 12. Now I'm expecting a fantastic performance from you tonight, so don't **disappoint / disapprove** me!
- 13. I know you don't like Jack's idea, but just **play / act** along with him for a while.
- 14. If you have done something wrong, you have to face the **music / audience**. There's no escaping out of it.

SELF-CHECK

<p>Food Vocabulary</p> <p>balanced diet / fatty / fibre</p> <p>book/ reserve (a table)</p> <p>calories / carbohydrates</p> <p>chew</p> <p>choose/pick/select</p> <p>chop/cut/slice/mince</p> <p>cook/bake/boil /microwave/prepare/fry/steam</p> <p>diet / healthy food / fast food (we can also use the expression junk food)</p> <p>disappoint</p> <p>feed/eat/dine/drink/consume</p> <p>food/cuisine/dish/diet</p> <p>fussy/picky</p> <p>grill (v, n)</p> <p>kettle/tea pot</p> <p>meat / beef / goat / lamb/ poultry / chicken /turkey / pork</p> <p>menu / bill / tip</p> <p>microwave (v, n)</p> <p>mix/stir/whisk/beat/blend</p> <p>oven (v, n)</p> <p>recipe / ingredients</p> <p>recommend/suggest/advise/endorse</p> <p>satisfy</p> <p>sip</p> <p>starter / main course / side dish / dessert</p> <p>stuff</p> <p>swallow</p> <p>takeaway</p>	<p>Word patterns</p> <p>a bar of</p> <p>a bottle of</p> <p>a carton of</p> <p>a jar of</p> <p>a lack of</p> <p>a piece of</p> <p>a pinch of</p> <p>a plate of</p> <p>a slice of</p> <p>be a fan of</p> <p>be bothered with</p> <p>be fond of</p> <p>be keen on</p> <p>be on a diet</p> <p>choose between</p> <p>fill with</p> <p>regard as</p> <p>wait for</p>
<p>try (food)</p> <p>vegetarian / vegan</p>	
<p>Phrasal verbs</p> <p>go for – choose</p> <p>go/keep on – continue</p>	<p>Word formation</p> <p>book – booking</p> <p>contain – content, container</p>

eat/drink up – eat or drink all of smth eat out – eat in a restaurant put off – make smb not want smth any more run out of – not have any left take to – begin to like throw away/out – put in the rubbish try out – experiment with turn out – have a particular result wash up – clean the dishes	cook – cooker freeze – freezer prefer – preference(s) prepare – preparation, prepared recommend – recommendation reserve – reservation safe – unsafe, save, safety, safely spend – expensive, expenses, expense vegetable – vegetarian, vegan
Fixed phrases be keen on come as a disappointment there is no comparison to have nothing to do with leave smb satisfied	Idioms be a piece of cake – easy be as easy as pie – very easy be tough to swallow – a difficult situation pig out – eat a lot Take with a pinch of salt – not take seriously spill the beans – tell a secret take the biscuit – be out of order
Music & Art Vocabulary admire amateur amazing applause arena artist audience author ballet band camera canvas carol cello choreographer clarinet comedian composer concert conductor design display drawing entertainment exhibit graphics landscape	Word patterns comment on crazy about delighted at/about laugh at on second thoughts reaction to
masterpiece orchestra photograph puppet spectacular	

<p>tragedy</p> <p>violin</p> <p>watercolors</p>	
<p>Phrasal verbs</p> <p>act out – to perform the actions and say the words of a story</p> <p>act up – if a person, especially a child, acts up, they behave badly</p> <p>clown about – to act like a clown</p> <p>play along – to do what someone asks you to do, for a limited period of time</p> <p>play up – if a person, especially a child, plays up, they behave badly</p>	<p>Word formation</p> <p>act – actor, actress</p> <p>art – artist</p> <p>character – characteristic,</p> <p>characterization</p> <p>celebrate – celebration,</p> <p>celebrity</p> <p>drama – dramatist</p> <p>image – imagination</p> <p>music – musician</p> <p>origin – original,</p> <p>originated</p> <p>perform – performance</p> <p>play – playwright</p> <p>portray – portrait</p>
<p>Fixed phrases</p> <p>I like the beat</p> <p>it has a pleasing melody</p> <p>it makes my ears hurt</p> <p>that is too much of noise than music</p> <p>that sounds / that sounds awful</p>	<p>Idioms</p> <p>as fit as a fiddle – to be very healthy and full of energy</p> <p>face the music – to accept unpleasant consequences or an unpleasant reality</p> <p>music to my ears – good news; information that makes someone happy</p> <p>blow your own trumpet – proudly boasting about your own achievements, talents, or successes</p> <p>like a broken record – someone who repeats the same thing again and again</p>

Module 6

Shopping & Services

Part I TEST

Частина «Читання»

Reading

Task 1

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

Clothes

1. _____

Clothing is a distinctly human artifact. Even more than the use of tools, it distinguishes humans from the other creatures on this planet. While there are other creatures which use implements to a greater or lesser degree, clothing is unique to humanity. Clothing is also uniquely human, in that it serves more than one function. The basic purpose of clothing was originally utilitarian. By putting on an artificial skin, humans were able to move into regions where they otherwise would have been unable to cope with the climate.

2. _____

Clothing tells us many things about the wearer. It can be used to indicate whether she is a member of a particular group or organization, the most extreme example of this type of clothing being a uniform. It tells us a lot about the importance of clothing that the clothes a person was wearing have been, literally, the difference between life and death. In war, soldiers recognize friends and enemies by their uniforms. Spies may be shot if captured, but if they go about their business in the uniform of their country, they are regarded as legitimate members of that country's armed forces.

3. _____

Uniforms can also be less formal. Anyone who has seen a group of teenagers walking together will have noticed that their clothing conforms to the standard set by their particular group. Nor are teens the only ones who are subject to such pressures. It is a rare businessman who does not feel the need to wear a suit and tie. Most politicians also try to be neat and well-dressed. People who wish to impress others often do so by the selection of their clothes – sometimes by choosing more expensive versions. This can be seen particularly in the fashion industry, where clothing by a particular designer fetches prices which are out of all proportion to the actual utilitarian value of the material.

4. _____

The significance of what we wear and how we wear it is, if anything, becoming more rather than less important as the cultures of the world mix and sometimes come into collision. There have been cases on holiday islands where the locals have a strict conservative tradition and have been outraged by visitors – especially female visitors – who wear far less than the minimum that the locals consider decent. The humble headscarf has become a symbol of conformism to religious values, and some westerners are as affronted by a woman wearing one as others in the Middle East are upset by its absence. (Yet in medieval Europe, both men and women habitually kept their heads covered in public, and almost always when outdoors.) Indeed, the signals given by clothing as worn by men and women have not decreased because many women now wear what were once “men's” garments. For example, today most women are very comfortable wearing jeans. Yet the sight of a man in a dress would raise eyebrows in most western cultures. For even though the signals given by clothing change over time – the ancient Romans thought that only barbarians wore trousers – the signals themselves are as strong as ever. It is impossible not to signal something about yourself in the clothes you wear, for even not trying to say anything is itself a strong signal.

5. _____

Therefore, even though we are steadily managing to adjust our micro-environments to temperatures which are as close to ideal as the human body wants, and even though sexual taboos of undress are being steadily eroded, it is highly unlikely there will be no use for clothing in our future, unless humanity evolves into a completely new species.

(Adapted from: <https://www.english-online.org.uk/fcefolder/fcereadp2.htm>)

- A Clothes show the membership of a group.
- B Clothing is a feature of humans.
- C Different types of a uniform are a form of pressure.
- D People will wear clothes in future.
- E According to the article, uniforms are mainly worn by soldiers.
- F Uniforms are always worn by teenagers.
- G In future clothing will be worn by other species.
- H Signals given by clothing are changing nowadays.

Task 2

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

The Fake Hairdresser Remembers

Some years ago, a British TV company came up with an idea for a reality TV show. People with no experience would be trained in a profession in a very short period of time, then would try and pass themselves off as the real thing with the general public. The show was called *Faking It*, and the format has since been imitated the world over. One of the first contestants was Gavin Freeborn, a twenty-three-year-old farmer's son, who trained with celebrity hairdresser Trevor Sorbie in London. Gavin remembers the experience.

'I was at university, studying for a degree in agriculture, when some friends mentioned that a TV company had advertised for people to take part in *Faking It*. They were looking for someone who'd never picked up pair of scissors or thought of hairdressing as a career, which I certainly hadn't. I reckoned it would be a laugh. Having spent my school holidays shearing sheep on my parents' farm, I was used to the idea of haircutting, but obviously it's harder doing it on people – because they have an opinion about it!'

'I'd never been to London before and it was so busy that I felt a bit overwhelmed at first.

Meeting Trevor for the first time, he seemed really strict, but once he realised I was taking the challenge seriously we got on like a house on fire and they often had to stop filming because we couldn't stop giggling. Fortunately, I didn't have to do any of the washing or sweeping floors other people new to the business have to do. I went straight into blow-drying and cutting instead.'

'At first I practiced on a dummy's head, which was a welcome safety net, but I did make a really bad mistake halfway through filming when I was cutting one real man's hair. I'd been shown how to use clippers to get a cropped effect but hadn't been warned to angle the comb. I ended up shaving off a huge patch of hair! He couldn't see what I'd done, but the camera crew couldn't stop laughing, so it was obvious I'd made a mistake. Luckily, I managed to rectify the situation and told the client, who was alright about it, so I forgave them.'

'By the day of my final test, I knew I was capable but I felt sick with nerves. I didn't want to let Trevor down. But even though I failed to convince the client that I was a real hairdresser, she approved of the haircut and the judges were impressed by it, too. It didn't worry me at the time but, looking back now, I think it was a bit unfair that I was penalized for taking too long – an hour-and-a-half – when I'd been taught the most important thing was to ensure your client walks out of the salon feeling like a million dollars.'

'After the programme, I went home for a week but I decided to come back to London because I'd fallen in love with the buzz of the city. People in town kept stopping and staring at me as if I was famous. I found this unnerving at first, but with time I got used to *it*. There were a few comments about me being too full of myself, but I took no notice.'

'When I agreed to do *Faking It*, I had no idea how much I was signing my life away, but I couldn't say I have any regrets. The thing is that I've discovered growing up on a farm doesn't mean I can't work in a creative field. What's more, I've now got choices I didn't realise I had, which is brilliant. Although I still keep in contact with everyone from Trevor's salon, and we all go out when I'm in London, I'm hardly a celebrity anymore.'

(Adapted from: Cambridge English First Practice Tests Plus 2 with Key. New Edition. Nick Kenny Lucrecia Luque-Mortimer. Pearson Education, 2015. P. 144)

6. Why did Gavin first apply to be on the programme?
- A He liked the idea of going to London.
 - B He thought it would be fun.
 - C His friends managed to talk him into it.
 - D He had some experience of hairdressing.
7. How did Gavin feel about the hairdressing mistake he made?
- A sorry that the client was dissatisfied
 - B relieved that the client didn't notice it
 - C annoyed by the reaction of the camera crew
 - D pleased that he was able to find a solution
8. Thinking about the final test now, Gavin feels that he _____
- A was unjustly criticised for one aspect of his performance
 - B didn't take enough notice of his client's wishes
 - C was too slow in completing the haircut
 - D should have paid more attention to things he'd been taught
9. What does the italicized word '*it*' refer to?
- A people making comments about Gavin
 - B Gavin feeling proud of himself
 - C people looking at Gavin in the street
 - D Gavin feeling uncomfortable
10. Looking back on the whole experience, Gavin now _____
- A realises that his life has given more opportunities as a result
 - B wishes he'd thought more carefully before applying
 - C appreciates his farm upbringing more
 - D accepts that it has helped him to become a celebrity

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.

Ethical Fashion Doesn't Have to Be Expensive & Exclusive
We're sharing brands that make ethical shopping an affordable experience.

11. Outdoor Voices

Ethics | Uses recycled materials, ethical production
Product Range | Adult activewear
Price Range | \$25 – \$80

Outdoor Voices creates high-quality activewear that encourages wearers to get outside and be active. The brand is always on the lookout for better, more sustainable technical fabrics, like the recycled polyester and sustainably-produced Merino wool. From the adult activewear separates to the affordable outfit kits, these durable and ethical athletic essentials will have you #DoingThings in no time.

12. ABLE

Ethics | Artisan-made in Peru, fair labor practices
Product Range | Women's apparel, denim, shoes, bags, jewelry
Price Range | \$25 – \$80

ABLE believes that to end generational poverty, you must create economic opportunities so people, specifically women, can provide for themselves. The brand’s beautiful bags are made all over the world by fairly-paid women who’ve overcome extraordinary circumstances.

13. TENTREE

The Good Trade Partner

Ethics | Ethically-made, organic, eco-friendly, gives back to the environment

Product Range | Adult apparel, hats, backpacks, and accessories

Price Range | \$25 – \$80

TENTREE is rooted in the belief that we have a responsibility to protect and preserve the world we live in. This earth-first apparel brand celebrates its commitment to our planet with ethically-crafted and sustainably-designed products, all the while planting ten trees for each item purchased. With a motto of “Buy one, plant ten,” TENTREE believes that you don’t have to be a hardcore environmentalist to make a difference. The brand has now planted over 35 million trees around the world, and is well on the way to planting one billion trees by 2030.

14. Thought Clothing

Ethics | Organic, eco-friendly, sustainable Product Range | Adult apparel, socks, accessories

Price Range | £25 – £300

Thought makes eco-friendly clothing from organic ingredients, including cotton, bamboo, and hemp. Boasting a wardrobe of unique colors and gorgeous styles, the UK brand offers affordable pieces that are perfect for work, a night out, or even lounging (don’t miss the cozy nightwear). Don’t worry if you’re not a UK resident; Thought ships worldwide!

15. People Tree

Ethics | Fair trade, certified organic Product Range | Women’s tops & bottoms, dresses, skirts, accessories, gifts

Price Range | \$80 – \$500

It would be remiss of us not to include the fair trade pioneers, People Tree. Also based in the UK, this brand creates beautiful garments that last – items we bought years ago still look stunning as the day we purchased them. All clothing from People Tree is fair trade and made with eco-friendly, organic fabrics.

16. Kotn

Ethics | organic, safe & fair labor standards, gives back

Product Range | Adult cotton basics

Price Range | \$25 – \$300

Kotn is known for clothes made of soft and remarkably breathable Egyptian cotton. Working directly with farmers, the brand pays fair prices for cotton and assists suppliers in making the switch to organic. With affordable basics (we love the classic white tees and nostalgic 90s sweatshirts), Kotn is crafted with quality and comfort in mind. So long, consumable t-shirts.

(Adapted from: <https://www.thegoodtrade.com/features/affordable-ethical-fashion-brands>)

Which brand of eco-clothes _____?

- A creates apparel that run for years
- B offers beautiful garments for resident of the UK
- C produces things made of technical fabrics
- D sells kid’s clothes made of the recycled polyester
- E provides world-wide transportation of stylish and unique products
- F pursues the policy to plant trees for each sold product
- G produces white tees made of soft cotton

H sells women's apparel and accessories made by people who have experienced difficult times

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.

Ethical fashion

The fashion industry has been slow and unwilling to change the way it works; we've known for ten years now that (17) _____, exposes workers to dangerous chemicals and often does not respect workers' basic rights. However, *Estethica* is beginning to improve the situation and change (18) _____. *Estethica* was launched at London Fashion Week six years ago and is now an important part of the show. It is a place where ethical designers and fashion houses (19) _____ and the results are promising. It is not just about the exclusive end of the fashion market, well-known high street brands are also gradually increasing (20) _____. To be part of *Estethica* the rules are clear and strict. Firstly, farmers and workers must be paid a fair amount of money, (21) _____ common projects such as schools and hospitals. No child labour is used in the process of making the clothes. All the materials used in the production of fabrics should be organic, that is produced without the use of artificial chemicals. This is better for the local environment but also safer for workers. An effort is also made (22) _____; transportation is kept to a minimum for example. Fabrics are used and waste is recycled where possible. And finally working conditions and production methods are valued higher than cheap clothes.

(Adapted from: FCE Practice Tests Karen Dyer Dave Harwood. 2015.p.183)

- A to reduce the environmental impact of the whole process
- B their ranges of ethically produced clothing
- C the fashion industry uses child labour
- D have the chance to show their designs to the world of fashion
- E and profits from the business are often spent on
- F the face of fashion
- G the fashion is changing for the better
- H child labour is not used any more

Частина «Використання мови» Use of English

Task 5

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

Shopping Malls

Victor Gruen, an American architect, revolutionized shopping in the 1950s by creating the type of shopping centre that we now call a shopping mall. Gruen's (23) _____ was to provide a pleasant shopping environment in the suburbs. This meant shutting out the noise of the city environment and also enabling people to shop in all kinds of weather. He (24) _____ on using building designs that he knew people would feel (25) _____ with, but placed them in landscaped 'streets' that were entirely enclosed and often covered with a curved glass roof. This was done to imitate some of the older shopping arcades of city centres, but while these housed only small speciality shops, Gruen's shopping malls were on a much grander scale.

Access to the whole shopping mall was gained by using the main doors, which (26)_____ the shopping ‘streets’ from the parking areas outside. As there was no need to (27)_____ out bad weather, shops no longer needed windows and doors, and people could wander freely from shop to shop. The space required to build a shopping mall and visit its vast car parks can usually only be found in the suburbs or on the edge of the city.

(Adapted from: Use of English. Part 1 with answers. Collection 2015. University of Cambridge. P.26)

23	A	search	B	aim	C	direction	d	view
24	A	demanded	B	requested	C	emphasized	d	insisted
25	A	favourable	B	agreeable	C	comfortable	d	enviable
26	A	disconnected	B	separated	C	withdrew	d	parted
27	A	keep	B	Stay	C	run	d	hold

Markets

In practically any country in the **world**, you are sure to find a market somewhere. Markets have been with us since (28)_____ times, when people became self-sufficient and needed to exchange the goods they produced. For example, a farmer might have exchanged a cow (29)_____ tools and so on. But just as times have changed, so have market practices. So, whereas in early times the main activity (30)_____ with markets would have been ‘bartering’, meaning the exchange of goods as described above, today most stall-holders wouldn’t be too keen on accepting potatoes as payment, for instance, instead of cash.

In contrast, what might be a common sight in a modern market is a certain amount of ‘haggling’, where customer and seller eventually (31)_____ on a price, after what can sometimes be quite a heated debate. This has become so popular in certain places that many people think that this is what makes the unique atmosphere of a market. But just as no two people are the same, no two markets are the same either, and so behaviour which is expected in one market in one country may not be (32)_____ in another. Even within one country, there are those markets where you could bargain quite easily and those where you would be advised not to try!

(Adapted from: Use of English. Part 1 with answers. Collection 2015. University of Cambridge. P.32)

28	A	antique	B	ancient	C	old	D	past
29	A	into	B	by	C	for	D	over
30	A	associated	B	attached	C	connecting	D	relating
31	A	connect	B	agree	C	discuss	D	speak
32	A	suitable	B	convenient	C	acceptable	D	comfortable

Task 6

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

The Oldest Leather Shoe in the World

Archaeologists report that a perfectly preserved (33) _____ shoe has been discovered in a cave in Armenia in south-west Asia. It is believed to be the oldest leather shoe ever found. The shoe was made of a single piece of leather, stitched at the front and back, and was shaped to fit the (34) _____ foot. It had been stuffed (35) _____ grasses, either for warmth or to make sure it kept its shape. ‘The shoe is relatively small but we can’t say for certain (36) _____ it was worn by a man or a woman,’ says Dr Ron Pinhasi, an archaeologist on the research team ‘We thought at first that it was about 600–700 years old because it was in

such good shape.’ Shoes of this type from later periods have turned up in archaeological excavations in various places in Europe, and shoes of a very similar design were still being used on the Aran Islands off the west coast of Ireland as recently as the 1950s. It’s obviously a style which remained popular (37) _____ thousands of years.

(Adapted from:<https://www.lttc.ntu.edu.tw/Cambridge/MS/Handbook/FCE/en/cambridge-english-first-handbook-2015.pdf>)

33	A	5,500-year-old	B	5,500-years-old	C	5,500-years old	D	5,500 year old
34	A	wearers’	B	wearers	C	wearer’s	D	wearer
35	A	with	B	for	C	on	D	by
36	A	despite	B	which	C	whether	D	besides
37	A	in	B	for	C	on	D	while

Vera Neumann: Fabric Designer

Vera Neumann was a designer and businesswoman whose products found their way into the homes of people across the USA. Vera was born in Connecticut in 1907 and showed artistic talent from an early age.

After attending Art College in New York, she got a job as textile designer, but didn’t like (38) _____ what to do. (39) _____ to develop her own styles, Vera started to produce tablecloths each item printed by hand in her kitchen.

But it (40) _____ her scarves that made Vera’s name. Good fabric was in short supply during the Second World War, but Vera was lucky enough to come (41) _____ some silk left over from the manufacture of parachutes. Vera used it to design scarves with floral, abstract and geometric designs. These were an instant success when they appeared in department stores and during the 1950s they were the height of fashion, being worn by celebrities such as the film star Marilyn Monroe. By 1960, the company which Vera had set up (42) _____ 200 staff and producing 130 patterns per season.

(Adapted from: Cambridge English First Practice Tests Plus 2 with Key. New Edition. Nick Kenny Lucrecia Luque-Mortimer. Pearson Education, 2015. P. 86)

38	A	be told	B	being told	C	to be telling	D	to tell
39	A	Determined	B	Be determining	C	Having determining	D	To determine
40	A	were	B	have been	C	was	D	has been
41	A	on	B	down with	C	along	D	across
42	A	was employing	B	was employed	C	employing	D	to employ

PART II VOCABULARY FOCUS

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

bargain	withdraw	refund	launch	traveller’s	transfer	agent
special	try on	insurance	matches	fit	interest	suits

- 1. I don’t really go to travel _____ – I prefer to book my holidays online myself.
- 2. That supermarket chain has loads of items on _____ offer every week.
- 3. I don’t really like using _____ cheques when I travel. I prefer using *my* cash card.
- 4. We need to find the bank that is offering the best _____ rate.
- 5. Peter lost the receipt for his shoes, so he can’t get a _____ from the shop.
- 6. Don’t you want to _____ those jeans _____ before you buy them?

7. The fashion label hired a famous actress to _____ their new product.
8. Tell me, is it easy to _____ cash from ATM machines with a credit card?
9. When my bike was stolen, I claimed on the _____ and got \$150 back.
10. You can call your bank and perform a _____ using a phone.
11. It's quite a nice shirt, but I don't think it really _____ my boots.
12. I didn't buy the jacket because it didn't _____ me under arms.
13. I don't think the coat _____ him because he has got dark eyes and skin.
14. You only paid 50\$ for such a gorgeous coat! That's a real _____!

2. Choose the best word which completes each of these sentences.

1. This camera doesn't work at all. I'd like a full _____.
 a. cash b. refund c. exchange d. price
2. Is the manager here? I'd like to _____ about the poor service.
 a. supply b. complain c. apply d. withdraw
3. This CD is _____. I'll take it back to the shop.
 a. guilty b. faulty c. worn d. torn
4. I have nothing to wear and very little money, so I'm going to look for some _____ at the market.
 a. bargains b. services c. interest d. savings
5. This laptop comes with a two-year _____.
 a. certificate b. contract c. warranty d. bond
6. If you show your student card, you'll get a _____.
 a. discount b. deduction c. cut d. percentage
7. I tried to sell the ring but they said it was _____.
 a. priceless b. useless c. valuable d. worthless
8. I'm sorry, we don't have any of those phones in _____, but we could order one for you.
 a. availability b. supply c. range d. stock
9. The kiosk outside the station does very good _____.
 a. business b. trading c. dealings d. custom
10. The town council has been given _____ to build a new shopping centre.
 a. funding b. capital c. investment d. property
11. The music store is no longer making a(n) _____.
 a. profit b. gain c. value d. income
12. Everyone complimented Kitty _____ her new outfit.
 a. on b. to c. in d. from
13. The latest trend _____ footwear is to wear white sneakers.
 a. of b. on c. in d. from
14. My dad asked me if his clothes were _____ fashion.
 a. in b. from c. on d. of

3. Choose the correct word.

1. "Hello, I need to **exchange** / **refund** some pounds for euros, please."
2. That shop won't accept cards – you have to pay in **notes** / **cash**.
3. Supermarkets buy merchandise in **mass** / **bulk**, which is how they keep their prices low.
4. The customer expects her money to be refunded in **total** / **full**.

- 5. The shop owner said I have one month to **clean / clear** my debt.
- 6. “Good morning, I would like to **deposit / drop** one hundred euros into my account, please.”
- 7. Did your Dad make a **demand/ profit** when he sold his business?
- 8. Businesses are complaining that the **cost / price** of labour is rising.
- 9. If I need to return this for any reason, will I **take / get** a refund?
- 10. I wish granny would get a new **costume / suit** to wear for his business meeting.
- 11. I’ve got grey hair, so I never **put on / wear** grey clothes or I’d look like mouse.
- 12. My grandfather made a **wealth / fortune** by investing at the right time.
- 13. I’m afraid we can only accept the return of the item if you still have the **receipt / bill**.
- 14. I went back to the shop a week later, and the **price / cash** had gone up by 50%!

SELF-CHECK

<p>Shopping & Services Vocabulary</p> <p>ATM machine bargain / sale / discount / offer buy / purchase cash / credit card/cheque cloth / clothing deposit (money into account) design / manufacture discount / reduced price distribute / sell faulty fit / suit / match / go together / compliment go shopping / do the shopping exchange (dollars into euros) label / brand poor service price / cost put on / try on / wear / take off clothes receipt / bill refund / exchange retail trade striped / checked/plain pattern supply wealth / fortune withdraw (money)</p>	<p>Word patterns</p> <p>be trendy / scruffy be in fashion / fashionable borrow (money) from smb increase in (price) fit smb well / badly lend (money) to smb live above your means spend (money) on suit smb well / badly supply with smth the amount of</p>
<p>Phrasal verbs</p> <p>be in debt – to owe money buy (smb) out – pay to have control of a business cash a cheque – obtain notes or coins for a cheque cash in on (smth) – sell smth for profit clear (your) debt – get rid of a debt by paying what you owe</p>	<p>Word formation</p> <p>change – changing, exchange create – creator, creativity, creation fashion – (un)fashionable, (un)fashionably fund – refund, funds invest – investment, investor luxury – luxurious(ly)</p>
<p>do the shopping/ go shopping – the regular process or intentions to buy things get by – manage with little money give away – give as a gift make/earn/win fortune – to earn a very large amount of money by doing something very successfully;</p>	<p>modern – modernize pay – payment produce – product, producer, production, (un)productive receive – receipt, reception save – savings</p>

<p>cost a fortune – to cost a lot of money</p> <p>make a profit – to make money from business or investment</p> <p>put on – to wear onto your body</p> <p>save up (for) – keep a little money for smth</p> <p>sell out – not have any left/sell all of smth</p> <p>try on (smth)</p> <p>wear out – become exhausted or unusable</p>	<p>sell – sale</p> <p>spend – expensive, expenses</p> <p>style – (un)stylish(ly), stylist</p> <p>trend – trendy</p> <p>use – reuse, overuse, usage, useful, useless, user</p> <p>value – (in)valuable, valueless</p> <p>wealth – wealthy</p>
<p>Fixed phrases</p> <p>at smb's expense</p> <p>in / out of fashion</p> <p>in cash</p> <p>in / out of stock</p> <p>in / out of style</p> <p>in trend</p> <p>on sale</p> <p>out of fashion</p> <p>in bulk</p>	<p>Idioms</p> <p>be dressed to kill – wear good clothes</p> <p>cost an arm and a leg – be very expensive</p> <p>have good fashion-sense – know how to dress</p> <p>see through rose-tinted glasses – see in a positive way</p>

Module 7

Travelling & Tourism

Part I TEST

Частина "ЧИТАННЯ"

Reading

Task 1

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

Types of Tourism

1. _____

This kind of tourism is also referred to as **grief tourism** that involves visiting those places and sites, which have been witnesses to some of the major tragedies in history. Apart from their tragic histories of human suffering and bloodshed, most of these locations are also popular for their historical value. The curious human mind is often more attracted to places that are associated with things far from normal, and hence, sites bearing violent pasts have become popular tourist destinations, receiving a large inflow of visitors year after year.

2. _____

If you're a European citizen over 25 then there's a good chance you remember this term, which in reality was politically motivated. The phrase "benefit tourism" was invented in the 1990s. It was later used for the perceived threat that a huge number of citizens from the new, poorer nations who were given membership in the EU would move to the richer states such as France or Sweden to benefit from their social welfare systems rather than work.

3. _____

Tolkien tourism has become a growing trend thanks to the huge success of the "Lord of the Rings" books and films. It has expanded and diversified to such an extent that now it offers enough places to visit so that even the most detailed curiosity of the most demanding Tolkien fan is sure to be satisfied. That makes New Zealand the best hotspot because it's the main location where the films were shot.

4. _____

The name "shark tourism" says it all, and you probably can't get a scarier or more dangerous type of tourism than this. Shark tourism is actually a subgenre of another type of tourism – ecotourism. It attracts all these people who love sharks and their bloody jaws. Anything related to the Great White shark (and other) is what's on offer. Experienced divers and protective cages are must-haves for this adventurous kind of tourism.

5. _____

A fascination with ghosts drives some people to travel in search of the paranormal. Behind many famous landmarks is a great ghost story and indeed, popular tours in places like Dublin, Florida, Quebec City and Brisbane explore historic, "haunted" city quarters. Locations of "ghost tourism" include proverbial ghost towns across America, Canada and Australia as well as notorious places like Jonestown, Guyana, and parts of Transylvania.

(Adapted from: <https://vacayholics.com/types-of-tourism>)

- A Supernatural tourism
- B Difficult choice
- C Immigration tourism
- D For true sports fans
- E Dark tourism
- F For those keen on science
- G Appealing to all fans
- H For brave ones only

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.

Space Tourism of the Future

It is not a secret that millions of people have a dream to experience space travel. There are many different reasons what attract them in the outer space. It is found that “since the early days of science fiction in the 1930s, the image of space flight as adventurous and exciting has played a growing role in popular culture”. Besides, those people who have already visited space state that it provides a highly enjoyable life experience. It is so pleasant to have the view of the Earth and stars and have the fascinating experience of living in the so called zero gravity. That is why space tourism will be one of the highly-valued industries in the nearest future. Some experts have already determined the commercial potential of the future space travel.

It is possible that future space travel would be performed by the large and powerful space crafts which would have large propulsion systems. These space crafts would also have huge reactors that would be powered by something nuclear and very powerful in order to make such space crafts go with the speed of light during the fast travel. Besides, space travel could give an opportunity to visit other planets which have other life forms. Space travel would be great as people would be ready to communicate with representatives of other planets. Of course, the experience of being in the outer space would be overwhelming for everyone.

In order to have an opportunity to travel economically to space and for the successful development of space tourism industry, it is necessary to build powerful reusable launch vehicles or space crafts. As today the commercial transport industries use multiuse vehicles, including aircrafts, trains, buses and etc., the commercial space transport industry should also have high quality space crafts. Today it is one of the main goals of scientists and engineers to develop low-cost reusable space crafts which could have all the necessary characteristics for safe space travel. According to the researches, there are a lot of interesting projects developed by the scientists, engineers and programmers from all over the world. It is not a secret that a lot of space planes that can take off like an airplane and can fly to orbit have always been a dream of a number of space engineers and science fiction writers.

(Adapted from: <https://www.essaywriting.expert/space-travel-essay/>)

6. Which of the following is TRUE, according to the text?

- A Space travel could give humanity a lot of benefits that is why it is not a dream, and space travel could be reality in the nearest future.
- B Today any ordinary man or woman don't see a space travel as a fantastic dream, which is accessible only to the wealthy people, space travel has become cheaper for everyone.
- C The idea of tourism in space is the central story line in a number of well-known and not-so-well-known epic poems.
- D A number of the Earth like planets have been discovered, and colonized.

7. Why will space tourism be one of the highly-valued industries in the nearest future?

- A Science fiction writers will have an opportunity to visit different planets.
- B Many governments spend a lot of money on their new space crafts.
- C Space travel will have a variety of commercial benefits according to scientists.
- D Space tourism will give an opportunity to study the effects of microgravity on the human body and how to counteract these effects.

8. A space craft powered by _____ is a concept for the most powerful space craft which goes with the speed of light.

- A mechanical energy
- B kinetic energy

- C electrical energy
- D atomic energy

9. According to the text, one of the main goals of scientists and engineers is ____?

- A to advance knowledge of the origin and history of the solar system
- B to design inexpensive return space shuttle
- C to offer space tours to a limited number of tourists each year
- D to explore the universe, and the galaxies and planets within it

10. What is NOT stated in the text?

- A Technological advancement can lead to serious changes in the life of humanity as due to new technologies it will be possible to meet representatives of other civilizations.
- B Astronauts who have visited space, of course, have experienced zero gravity.
- C Space travel requires technological innovations and interesting engineering projects of powerful space crafts.
- D The National Aeronautics and Space Administration's plan, right now is for the first humans arriving on other planets to live there for at least a month.

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.

The Perfect Vacation or Visit Begins with a Train Journey. 6 Fun Things to Do while Travelling by Train.

11. The long train ride is a perfect excuse to give yourself to some favourite hobby. You may like to write, or draw, or compose music. You can do all these things in the comfortable seats of the train while you wait to reach your destination.

12. Another fun thing to do on a train, and very profitable, is to study something. Have you long wanted to study Spanish? There is a mobile application that helps you. Do you want to improve your sketching skills? You only need paper and pencil. Knowledge is at your fingertips and the train gives you the perfect setting to know something.

13. If you are impatient to get to your favourite place, you can take advantage of the trip on the train to know more about where you are going. Get some maps, look for the best places to eat and find the hidden spots you cannot miss are other ways to have fun on a train journey.

14. Trains are means of transportation that allows people to move comfortably and meet new people. A long train ride can be a lot more fun if you spend time getting to know someone or telling someone about you. Do not miss the opportunity to experience this unique experience.

15. Train lovers know the experience of travelling by train very well and enjoy it every time. The last fun thing to do during a train trip is to discover the wonderful aspects of this mean of transport. Relax and be carried away by the sensations, the noises and the silences to discover why trains fascinate so much.

16. Another great way to spend a train journey is to rest. You can use this quiet time to drink water, enjoy the landscape without worries, do some light stretches or even walk a little by the train for a change. Some people take advantage of this time to use beauty products, journals, or just completely relax with some breathing exercises.

(Adapted from: <https://www.renfe-sncf.com/rw-en/blog/our-trains/10-fun-things>)

- A Get to know more about your destination
- B Interact with others
- C Enjoy yourself in a train journey
- D Appreciate the experience of travelling by train
- E Take pictures
- F Learn something new
- G Enjoy a meal
- H Unleash your creativity

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.

Benefits of Ecotourism

Ecotourism has its advantages and these can be (17)____, the local community or even the host country. Ecotourism is educational to the tourist. By travelling to new places the tourist learns about local plants and animals that he'd otherwise not have encountered. The traveller also (18) _____ of the local culture this ensures that one learns to appreciate and respect other people's beliefs. Ecotourism brings the tourist closer to nature, (19)_____ along with new perspectives on life and other people. It takes them to places less travelled and gives them a wonderful new experience without harming the environment.

Ecotourism benefits the local community (20) _____ of employment and infrastructural development. The locals surrounding the national parks or whatever conservation project can benefit from them as the government or foreign investors require services which can be (21)_____. This in turn also ensures that fewer people migrate to the cities. The local population (22)_____ which guarantee that they are not totally dependent on the limited natural resources. Some of the areas may be remote and tourism ensures that infrastructure facilities like water supply and schools are provided in order to keep the locals happy and ensure good services.

(Adapted from: from <https://www.ukessays.com/essays/tourism/the-principals-and-benefits-of-ecotourism-tourism-essay.php>)

- A opens up the tourist's mind to new ideas
- B provided by the locals
- C as it enables the provision
- D gets a deeper understanding
- E work on a wide range of projects
- F gains new skills
- G as providing traditional advisory services
- H as an impact to the tourist

Частина «Використання мови»
Use of English

Task 5

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

To Travel or not to Travel

I have always been thinking if the cost of travelling (23) _____ the experience. Travelling is such a pleasure. Imagine going around the world experiencing all the different things that aren't the same in your home country. Travelling gives you a great thing to put on applications because it shows that you are (24) _____ to travel and understand travelling for work.

With travelling you could literally go anywhere in the world. You could never (25) _____ out of different places to visit because there are so many! Entering a new country usually changes your views about everything.

Another thing with travelling is the cultural exchange you get. The best way to do it is communicating with local people. So, I usually tend to (26) _____ away from all the touristy areas to feel more like the locals. (27) _____, travelling does have a disadvantages – the cost. Travelling not by yourself but with your family along is more expensive. But one way to (28) _____ is going on cruises. They are the best for big families and if you want to (29) _____ many places in a short period of time.

Another tip to reduce the cost of travelling is to follow other travellers' advice. Some of them (30) _____ blogs, travel vlogs on YouTube Channel and post pictures on Instagram to keep a record of their journeys and let people back home know what they're (31) _____ to as well as share their travel tips, costs and stories. This information can help other travellers' budget for their trip and (32) _____ an eye on their spendings. All in all I think travelling is worth taking!

(Adapted from: <https://www.thisibelieve.org/essay/91221/>)

23	A	compensates	B	imposes	C	gives	D	carries out
24	A	exciting	B	flexible	C	reliable	D	amazing
25	A	drive	B	walk	C	cross	D	run
26	A	make	B	put	C	stay	D	take
27	A	thereafter	B	thus	C	besides	D	moreover
28	A	save	B	spend	C	manage	D	effect
29	A	see	B	watch	C	look	D	realize
30	A	retell	B	launch	C	write	D	read
31	A	away	B	out	C	up	D	over
32	A	take	B	have	C	get	D	keep

Task 6

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

Heathrow Airport

Heathrow Airport is a major international airport located in London. (33)_____ by BAA Ltd, it is one of the largest airports in the world, and (34)_____ airport in Europe, and is possibly the most important hub

in the world, with a high number of passengers who (35)_____. Heathrow simply as a transit point between aircrafts, in addition to large number of passengers destined or leaving London. Associated with these large volumes are environmental issues caused by the commensurate level of aircraft movements. BAA (36)_____ these issues on its website, in an attempt to educate the public about the actions it (37)_____ as a company to compensate.

Some of the environmental issues (38)_____ with aviation include aircraft noise, aircraft emissions, airport construction and land use problems, water and soil contamination, in addition to disposal (39)_____ wastes and the environmental effects of aircraft accidents and incidents. Aircraft noise is a major annoyance to some people (40)_____ in the vicinity of an aerodrome, aircraft emissions such as carbon dioxide (CO2) and mono-nitrogen oxides (NOX) (41)_____ to the greenhouse effect and climate change, in addition to reacting (42)_____ constituent gases of the atmosphere, producing acid rain, and affecting the production and destruction of ozone.

(Adapted from: <https://www.123helpme.com/heathrow-airpor-london-united-kingdom-international-airport-preview.asp?id=242865>)

33	A	owned	B	owning	C	has been owned	D	while owning
34	A	busiest	B	the busiest	C	the most busiest	D	the more busy
35	A	will utilize	B	utilized	C	utilize	D	utilizes
36	A	will address	B	addressed	C	addressing	D	addresses
37	A	took	B	takes	C	has been taken	D	take
38	A	associating	B	associated	C	will associate	D	was associated
39	A	of	B	with	C	on	D	at
40	A	was living	B	lived	C	living	D	has lived
41	A	is contributing	B	contributed	C	has contribute	D	contribute
42	A	with	B	on	C	of	D	to

PART II VOCABULARY FOCUS

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

travels across	go away	yacht	culture	check in
double decker	arrange	sunbathe	ferry	sightseeing
	catch up with	book	put up	hitch-hike

1. He embarked on _____ Europe, filling his sketchbook with landscapes in Düsseldorf, Tyrol, Croatia and Italy.
2. The band drove in a separate van and had to abandon their gear when both vans broke down on the way to Seattle, forcing them to _____ up the coast and back home to LA with only their guitars.
3. I ran as fast as I could to _____ her.
4. He told me to _____ an Alaskan cruise for my birthday.
5. I'm trying to _____ my work so that I can have a couple of days off next week.
6. I didn't say anything to anyone, got in a taxi and went to the hotel because the next day I wanted to leave. I wanted to _____ on holiday.

7. Especially for children and teenagers, sailing on such a big _____ is a special experience, but such trips are less suitable for toddlers, especially if they cannot swim.
8. I gave the hotel room to my father and told him to _____ under my name.
9. We continue to sail south to the nearby island of Scedro where you can relax, _____ and take a light lunch.
10. After an exciting _____ trip in Munich, take some time to relax in the Novotel's spa area.
11. We took a _____ from the island to the mainland.
12. Demand for organizing festivals are increasingly high in most of localities, especially _____ and tourism festivals.
13. Thousands of tourists have to _____ in hotel rooms and temporary hostels for a night when they come to London.
14. Her dream, she continued, was to see Big Ben, and the _____ busses.

2. Choose the best word which completes each of these sentences.

1. Christopher Columbus brought cattle on his second _____ to America in 1493.
a. trip *b. voyage* *c. journey* *d. cruise*
2. Checkpoint Charlie used to be the most famous _____ crossing between East and West Berlin.
a. edge *b. line* *c. outskirts* *d. border*
3. I'll _____ you _____ at the bus stop if you like.
a. drop off *b. drop in* *c. drop out* *d. drop over*
4. Egypt is _____ to cooperate with the Human Rights Council and attaches great importance to its work.
a. acute *b. keen* *c. perceptive* *d. sensitive*
5. He started to walk faster and the children had to run to _____.
a. keep to *b. keep out* *c. keep up* *d. keep away*
6. He _____ not traveling more when he was younger.
a. blames for *b. welcomes* *c. feels apologetic about* *d. regrets*
7. Countries should realize once more that they were "all in the same _____".
a. van *b. coach* *c. boat* *d. train*
8. In the same year, the number of cruise _____ passengers visiting Gibraltar rose by some 63,000 people, or 30 per cent, and the number of hotel nights sold increased by 4 per cent.
a. kayak *b. boat* *c. ferry* *d. liner*
9. They arrived at Gatwick airport _____ a plane chartered by the Italian government.
a. on board *b. at board* *c. in flight* *d. in vehicle*
10. Please proceed to the docks to _____ Mr. and Mrs. Douglas Grotsky. You can always run him over and make it look like an accident.
a. see into *b. see off* *c. see in* *d. see out*
11. Traditionally, maps are of paramount importance to everyone who is about to _____ on a journey over land or water.
a. deliver *b. embark on* *c. sail* *d. set out*
12. _____ not to miss the train, I started cross.
a. In sequence *b. In order* *c. So as to* *d. Orderly*
13. The plane was about to _____ when I heard a strange sound.
a. take off *b. withdraw* *c. throw* *d. depart*
14. If you're feeling sleepy, _____ immediately and have a rest.
a. put the brakes on *b. pull up* *c. pull in* *d. stop*

3. Choose the correct word.

1. The castle came into **sight / view** as we went round a bend in the road.
2. University students with severe disabilities received taxi **fare / ticket** refunds.

3. Puerto Rico, an island in the Caribbean Sea, has been a **territory** / **area** of the United States since 1898.
4. Air fares are more expensive during the holiday **season** / **period**.
5. The Aborigines are the **native** / **home** inhabitants of Australia.
6. The request further indicates that with tourism growing local **inhabitants** / **occupants** do not want interference with the tourist season.
7. The prime minister denied that the new visa requirements were part of a hidden agenda to reduce **immigration** / **emigration**.
8. I was in a hurry in order not to **miss** / **lose** the train.
9. It was dark by the time we arrived **at** / **in** the station.
10. He had enjoyed the voyage but was happy to feel the **earth** / **world** beneath his feet once more.
11. In Brazil most of the poorest live **in** / **at** urban slums and suburban areas.
12. The **timetable** / **agenda** for our trip to Paris includes visits to Notre-Dame and the Louvre.
13. Please note that garage parking spaces cannot be reserved **in advance** / **before**.
14. I don't need the tourist **guide** / **escort**. I just need to know how to find it.

SELF-CHECK

<p><i>Natural world / Travelling and Tourism</i></p> <p>Vocabulary</p> <p>area / territory</p> <p>arrive / reach</p> <p>book/keep</p> <p>border / edge / line</p> <p>fare / ticket / fee</p> <p>guide / lead</p> <p>live / stay</p> <p>means of transport – aeroplane / aircraft, boat, bus / coach / double-decker, ferry, liner, lorry / truck / van, minibus, motorbike, on foot, taxi / cab, train, tube / underground, yacht</p>	<p>Word patterns</p> <p>afraid of smth/smb/doing; afraid to do</p> <p>appear to be</p> <p>arrange smth (with smb); arrange for smb to do</p> <p>arrive in / at a place; arrive here / there</p> <p>continue smth/doing; continue to do; continue with smth</p> <p>differ from smth / smb</p> <p>invite smb to do</p> <p>keen to do; keen on smth/smb/doing</p> <p>live in / at a place; live on/for smth; live here / there</p> <p>regret (not) doing; regret smth; regret to tell / inform you</p> <p>think of / about smth / smb / doing</p>
<p>miss/lose</p> <p>native/home</p> <p>season/period</p> <p>take/bring/go</p> <p>view/sight</p> <p>voyage/journey/trip/travel/cruise/ excursion</p> <p>world/earth</p>	<p>travel across (Europe) / travel around the world</p> <p>write about smth / smb / doing; write (smth) (to smb); write smb smth; write smth down</p>
<p>Phrasal verbs</p> <p>catch up with – reach the same point/level as</p> <p>check in – register at a hotel or an airport</p> <p>drop off – let someone get out of a vehicle</p> <p>get back– return from a place</p> <p>go away – go on holiday</p> <p>head for – go or cause to go (towards)</p> <p>keep up with – stay at the same point/level as</p> <p>make for – go in the direction of</p> <p>pick up – stop in a vehicle to give someone a lift</p> <p>pull in – stop by the side of the road in a car</p>	<p>Word formation</p> <p>arrange – rearrange, arrangement</p> <p>arrive – arrival</p> <p>broad – breadth, broaden</p> <p>culture– cultural(ly), (un)cultured</p> <p>differ – different(ly), difference</p> <p>direct – indirect, direction, director, (in)directly</p> <p>distant – distantly, distance</p> <p>emigrate – emigration</p> <p>enter – entrance</p> <p>hitch-hike – hitch-hiker, hitch-hiking</p>

<p>put up – to stay somewhere for a night</p> <p>run over – hit with a car</p> <p>see off – go to a train station, etc., to see someone leave</p> <p>set out/off – start a journey</p> <p>take off – leave the ground</p> <p>turn round – go back in the opposite direction</p>	<p>immigrate – immigration, immigrant</p> <p>inhabit – inhabitant</p> <p>recognise – (un)recognisable, recognition</p> <p>sightsee – sightseeing</p> <p>sunbathe – sunbathing</p> <p>time – timetable</p> <p>tour – tourism, tourist</p> <p>world – worldwide</p>
<p>Fixed phrases</p> <p>either way</p> <p>every other way</p> <p>give consideration to</p> <p>in advance</p> <p>in order to</p> <p>in terms of</p> <p>just in case</p> <p>keep in touch</p> <p>off-chance</p> <p>on board</p>	<p>Idioms</p> <p>bad news travels fast –bad news circulates quickly</p> <p>be in the same boat – be in the same unpleasant or difficult situation</p> <p>mile a minute –at a very rapid pace</p> <p>off the beaten track –an unusual route or destination</p> <p>travel light –travel without bringing much luggage</p>

Module 8

Sports. Health

Part I TEST
Частина «Читання»
Reading

Task 1

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

The History of Football

1. _____

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

2. _____

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

3. _____

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

4. _____

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

5. _____

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

(Adapted from: <https://www.footballhistory.org/>)

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

Task 2

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

The Olympic Games

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

10. Which of the following is true?

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

Task 3

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

Medicine Courses at the University of Queensland

11.

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

12.

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

13.

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

14.

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

15.

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

16.

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

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

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

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

Task 4

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

Snow Sports to Try instead of Skiing or Snowboarding

Dog Sledding

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

Snow Shoeing

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

Ice Climbing

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

Ski Biking

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

Mountaineering

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

Ski Touring

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

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

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

Частина «ВІКОРИСТАННЯ МОВИ»
Use of English

Task 5

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

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

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

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

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

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

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

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

Task 6

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

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

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

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

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

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

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

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

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

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

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

PART II VOCABULARY FOCUS

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

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

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

2. The game would, however, continue to develop for a long time and there was still much flexibility concerning the ____.
3. Whereas the English ____ preferred to run forward with the ball in a more rugby fashion, the Scottish chose to pass the ball between their players.
4. Master Classes are teaching sessions dedicated to a variety of specialty areas including Women's and Men's ____, Clinical Ophthalmology, Endocrine Examination and Suturing.
5. Also known as tobogganing, ____ involves sliding down a snowy mountain while sat on a whole host of things, including traditional wooden sledges, plastic trays, and can be done solo, or on longer sleds that can accommodate many people sat in front of each other.
6. The integration of technology in ____ environment is considered a catalyst for innovative and effective patient care.
7. Football ____ have existed since the 15th century, but unorganized and without official status.
8. Clinical Coaching sessions allow students to continue to practise the skills of history taking, physical examination and clinical reasoning at the bedside of real ____ and to utilize these experiences to guide their learning.
9. Sport is generally recognised as system of activities which are based in physical ____ or physical dexterity, with the largest major competitions such as the Olympic Games.
10. Students will also be introduced to the idea that ____ is both an academic enterprise and a social practice, such that success requires the demonstration of basic and applied scientific and clinical knowledge, clinical competence, and satisfactory professional conduct.
11. SportAccord uses the following criteria, determining that a sport should have an element of ____ and be in no way harmful to any living creature.
12. During the first season, 12 clubs joined the ____, but soon more clubs became interested and the competition would consequently expand into more divisions.
13. The competition element of sport, along with the aesthetic appeal of some sports, result in the popularity of people attending to watch sport being played; this has led to the specific phenomenon of ____ sport.
14. Sports science is a widespread academic discipline, and can be applied to areas including athlete performance, such as the use of video analysis to fine-tune technique, or to equipment, such as improved ____ shoes or competitive swimwear.

2. Choose the best word which completes each of these sentences.

1. Sport Relief is a UK charity which asks celebrities to perform sporting ____ in order to raise money for people in Africa.
- a. confrontations b. challenges c. victories d. tests
2. There was about him a ____ cheerfulness, good-humour, and honesty.
- a. poisonous b. infectious c. contagious d. spreading
3. This commandment forbids us to kill or ____ other persons or ourselves.
- a. injure b. distress c. spoil d. weaken
4. ____ a soccer ball is the most complicated soccer skill.
- a. Kicking b. Blowing c. Snapping d. Giving up
5. Liverpool's unstoppable charge towards their first top-flight title in 30 years is "outstanding", says Jurgen Klopp after his side edged a narrow ____ over bottom-of-the-table Norwich.
- a. achievement b. victory c. defeat d. advantage
6. It means Klopp's men need just five more ____ from their remaining 12 games to guarantee their first Premier League title
- a. wins b. defeats c. scores d. accomplishments
7. He'll be all right, however; he's young, and ____ as a peach.
- a. lively b. strong c. vigorous d. healthy
8. Having been pegged back for a long period, Norwich could have ____ on the counter-attack
- a. numbered b. graded c. recorded d. scores

9. Duplantis cleared 6.18m at the first _____ in Glasgow and received \$30,000 for the achievement.
a. bid b. attempt c. endeavour d. experiment
10. Her pity was sad and beautiful and at the same time it appeased her _____.
a. injury b. pain c. illness d. sickness
11. Full-back Tom Prydie and flankers Tom Phillips and Dan Davis have also returned to _____ as Scarlets prepare to host Edinburgh, the only side currently ahead of them in Conference B of the Pro14.
a. fitness b. health c. strength d. vigour
12. The 21-year-old Scot, who recently broke three British indoor records in a week, _____ in a time of four minutes 4.07 seconds.
a. achieved b. won c. gained d. overcame
13. Many more people may be forced to self-_____ as part of efforts to stop the coronavirus spreading in Britain, the head of NHS England has warned.
a. disengage b. separate c. divide d. isolate
14. Kouassi, a 17-year-old defender, scored his first two league _____ from Julian Draxler and Angel di Maria corners
a. targets b. goals c. marks d. objects

3. Choose the correct word.

1. Madame Beattie was exploring a little box for a **prescription** / **tablet**, which she took composedly.
2. If you grow up and have **powerlessness** / **muscles** like them, you can call yourself a man.
3. On Monday morning she was **ill** / **cross**, and Robin ordered her to stay in bed.
4. “I go back into the changing room and we chat about the things and then I am like ‘Oh, but congratulations. We won the game, another three **marks** / **points**.’”
5. League 1 leaders Paris St-Germain **won** / **drew** 4–4 with Amiens in a remarkable game.
6. Armand Duplantis broke his own pole vault world **record** / **maximum** by clearing 6.18m at the Indoor Grand Prix in Glasgow on Saturday.
7. Amiens, who are in the relegation zone, raced into a huge lead when Gael Kakuta set up a Serhou Guirassy opener before **scoring** / **rating** a brilliant second himself.
8. The new case – announced on Wednesday evening – is the first to be identified in London after she **contracted** / **developed** the virus in China.
9. Mr Travis said the **patient** / **convalescent** was immediately given a mask and escorted to be tested in a dedicated area outside the A&E building.
10. On Wednesday, the test came back positive and she was taken for **prescription** / **treatment** at a specialist unit at St Thomas’ Hospital that evening.
11. They are one of two groups of British nationals evacuated from Wuhan, with the second **quarantined** / **detained** near Milton Keynes.
12. She said she called NHS 111 but had to wait 15 hours to get advice from PHE on how to get tested – and felt she was given little guidance on how to stop the **increase** / **spread** of the virus.
13. Anyone experiencing **syndromes** / **symptoms**, even if mild, after travelling from mainland China, Thailand, Japan, Republic of Korea, Hong Kong, Taiwan, Singapore, Malaysia or Macau, is advised to stay indoors and call the NHS 111 phone service.
14. Another **cluster** / **crew** of cases began with British businessman Steve Walsh – now recovered – who contracted the virus in Singapore and passed it to 11 people at a ski resort in France.

SELF-CHECK

Sports and Health Vocabulary Healthy / unhealthy lifestyle athletic couch potato	Word patterns be/stay/keep/get in shape be hurt/in pain/injured complain of/about
---	---

fast / junk food
 fatty food
 fit
 follow (a sensible diet)
 go jogging
 gym
 keep / look fit
 lose weight
 low-calorie / low-fat food
 overweight
 put on weight
 ready meal
 reduce stress
 take up (sport / exercise)
 work out

Food and health

additives
 (high / low in) calories
 carbohydrates
 fat
 fatty food
 fibre
 health / healthy / organic food
 organic food
 preservatives
 protein

Health problems

accident
 addiction
 allergic (to cats)
 allergy
 appendicitis
 backache
 bedridden
 blister
 broken (arm)
 cancer
 casualty
 (have a) cold
 cough
 diabetic
 earache
 fatality
 fever
 feverish
 flu
 food poisoning
 headache
 heart attack
 hurt
 illness
 injure
 injured

be good/bad at smth
 worry about
 be tired of/be sick of/be bored of
 be in danger of
 benefit from
 cope/deal with
 suffer from
 be worth (ing)
 in need of smth
 exposure to
 a result of
 be prone to smth
 the advantage/disadvantage of smth

doing a sport

do – aerobics / high / long jump / judo
 go – riding / skiing / swimming
 play – bridge / football / tennis
 score – a goal / a point
 throw – the discus / the javelin / the hammer

win (a game / a match)

avoid (stress)
 be a fitness fanatic / freak
 cut down (on fatty food)
 do (regular) exercise
 give up (smoking)
 get enough sleep
 (be) out of shape
 stay fit
 stay in shape
 feel (a bit) off-colour (informal)
 feel (a bit) under the weather (informal)
 feel a bit poorly
 feel dizzy
 feel drowsy
 feel sick
 feel terrible
 addicted (to drugs / alcohol)
 (high / low) blood pressure
 (physically / mentally) disabled
 (critically / seriously / terminally) ill
 (do) not feel very well
pain (in the legs / back)
 (have a) **sore throat**
make an appointment (to see the doctor)
 take (one's) blood pressure
 (take) medical leave

<p>injury</p> <p>insomnia</p> <p>take an overdose</p> <p>pneumonia</p> <p>rash</p> <p>runny nose</p> <p>sneeze</p> <p>sprained (ankle / wrist)</p> <p>stomach-ache</p> <p>stroke</p> <p>suffer (from illness)</p> <p>swollen (tonsils / wrist)</p> <p>(a high) temperature</p> <p>toothache</p> <p>a twisted / to twist ankle</p> <p>upset stomach</p> <p>vomit</p> <p>wound (noun)</p> <p>wounded</p> <p>treatment</p> <p>be better</p> <p>be examined</p> <p>(medical / dental) check-up</p> <p>chemist's</p> <p>(cough / cold) medicine</p> <p>cure</p> <p>drug</p> <p>get better</p> <p>get a prescription</p> <p>get over (the operation)</p> <p>go to bed/ to hospital / to the doctor</p> <p>have a scan / tests / an injection / X-ray / operation / surgery</p> <p>make a (good / fast) recovery</p>	
<p>painkiller</p> <p>pharmacy</p> <p>pills / sleeping pill / tablet</p> <p>stimulant</p> <p>recover (from)</p> <p>treat</p> <p>Healthcare</p>	
<p>A & E (BrE Accident and Emergency) (AmE ER, Emergency Room)</p> <p>casualty</p> <p>chemist's</p> <p>consultant</p> <p>dentist</p> <p>family medicine physician</p> <p>GP (BrE General Practitioner)</p> <p>healthcare centre</p> <p>health clinic</p> <p>hospital</p> <p>nurse</p>	

<p>patient</p> <p>paediatrician</p> <p>private medicine</p> <p>public healthcare</p> <p>surgeon</p> <p>surgery</p> <p>ward</p> <p>mid-wife</p>	
<p>Sport</p> <p><i>sports and sportspeople</i></p> <p>archer / archery</p> <p>athlete / athletics</p> <p>baseball</p> <p>basketball</p> <p>boxer / boxing</p> <p>cross-country skiing</p> <p>diver / diving</p> <p>downhill skiing</p> <p>fencer / fencing</p> <p>football (AmE soccer)</p> <p>golf / golfer</p> <p>gymnast / gymnastics</p> <p>hammer throw(ing)</p> <p>hockey</p> <p>(long / high / triple) jump</p> <p>marathon</p> <p>pole vault</p> <p>race</p> <p>rollerblades (pl) / rollerblading</p> <p>rollerskating</p> <p>run / runner</p> <p>skateboard / skateboarding</p> <p>skater / (figure / speed) skating</p> <p>ski jump / ski-jumper</p> <p>skier / skiing</p> <p>sprint / sprinter</p> <p>sumo wrestling</p> <p>swimmer / swimming</p> <p>table tennis / tennis</p>	
<p>volleyball</p> <p>water polo / water sports</p> <p>weightlifter / weightlifting</p> <p>windsurfer / windsurfing</p> <p>wrestle / wrestling</p> <p><i>people, places, things, events</i></p> <p>amateur</p> <p>bat</p> <p>champion / championship</p> <p>coach</p> <p>competition</p>	

<p>(tennis, squash, badminton) court</p> <p>draw</p> <p>drug test</p> <p>fan</p> <p>goal / goalkeeper</p> <p>gym (gymnasium)</p> <p>ice skates</p> <p>net</p> <p>Olympic games</p> <p>(football / rugby / hockey) pitch</p> <p>professional</p> <p>racket</p> <p>referee / umpire</p> <p>(ice / skating) rink</p> <p>score</p> <p>ski slope</p> <p>spectator</p> <p>sports equipment / sports facilities</p> <p>stadium</p> <p>(hockey) stick</p> <p>supporter</p> <p>team sport</p> <p>tournament</p> <p>train</p> <p>turn professional</p> <p>work out</p>	
<p>Phrasal verbs</p> <p>feel up (to) – feel well enough to</p> <p>cut down (on) – reduce the amount of</p> <p>get over – recover from</p> <p>give up/in – stop doing</p> <p>look after – take care of</p> <p>put on – gain weight</p> <p>pass out – faint/become unconscious</p> <p>work out – do exercise</p> <p>go/come down with – become ill</p> <p>bring on – cause an illness</p> <p>warm up – prepare for smth</p> <p>swell up – become inflamed</p>	<p>Word formation</p> <p>exhaust – exhausted, exhausting, exhaustion</p> <p>tire – tired, tiring, tiresome</p> <p>aware – awareness, unaware</p> <p>prepare – preparation, prepared</p> <p>recover – recovery</p> <p>heath – healthy, unhealthy, healthily</p> <p>injure – injured, injury</p> <p>pain – painful, painless</p> <p>suffer – suffering</p> <p>bore – boredom, boring, bored</p> <p>complain – complaint</p> <p>sick – sickness</p>
<p>get rid of – throw/give away or sell</p> <p>pull through – recover from</p> <p>pass away – die</p> <p>sign up for – do/join a team or club</p>	<p>train – training, trained</p> <p>swell – swelling</p> <p>like – likely, likeliness</p>
<p>Fixed phrases</p> <p>as far as I know</p> <p>likely to result in</p> <p>take care</p> <p>as (one) can imagine</p> <p>be somewhat smth</p> <p>(feel) as good as new (informal)</p>	<p>Idioms</p> <p>get your heart pumping – get active/excited</p> <p>push yourself – make an effort</p> <p>risk life and limb – do something very dangerous</p> <p>feel like smb is made of glass – be prone to injury</p> <p>follow suit – do the same as smb</p>

Module 9

Science & Technology

Part I TEST
Частина «Читання»
Reading

Task 1

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

3D Printing: the Future of Food Production?

1. _____

3D printing is becoming more and more popular. We are now able to print things such as clothing, prosthetic limbs, musical instruments and prototype cars. People and businesses are able to create the things they need very quickly and easily using 3D printers. But can you imagine printing food?

2. _____

Some scientists are trying to revolutionise the dining experience by doing this. They hope that having a 3D printer in the kitchen will become as commonplace as the microwave or blender. Scientists say that they are easy to use: you simply have to select a recipe and put the raw food 'inks' into the printer. You can also modify the instructions to make the food exactly how you want it. This means that it would be very quick and easy to create tasty and nutritious meals.

3. _____

Using 3D printers to create your meals would also be saving the environment. There would be less need for traditional growing, transporting and packaging processes as food production would be a lot more efficient. For example, alternative ingredients such as proteins from algae, beetroot leaves and insects could be converted into tasty products!

4. _____

Printing food could also help people who suffer from dysphasia (a swallowing disorder). Elderly people also consider it difficult to chew and swallow. So, the pureed food can make it easier for them and to relieve pain. One of the ways it does this is through novel designs and textures. The technology employed enables to create foods that appear enticing to this category of people. They could program the printer to print softer versions of their favourite foods so that they would not have trouble swallowing them.

5. _____

However, some people think that a future of 3D-printed food would be a disaster. It could take away many jobs, including those for growing, transporting and packaging food. Imagine a world where there was no need for farming or growing crops and the same tastes and textures could be printed from a raw 'food ink'. Likewise, traditional cafés and restaurants might lose business. Also, there are concerns about the nutritional value of printed food: is it really possible to get the nutrients we need from food-based inks and gels? What's more, cooking and eating together with family and friends has long been a traditional and enjoyable activity. It is hard to imagine a world where the pastime of cooking is dead and meals can be created at the touch of a button.

(Adapted from: <https://learnenglishteens.britishcouncil.org/magazine/science-and-technology/3d-printing-future-food-production>)

- A 3D food printing makes everyday life easier.
- B Harmful consequences of printed food production to individuals and society.
- C Increasingly extensive use of 3D printing.
- D Traditional food production processes would be more efficient.
- E Environmentally friendly technology.

- F Production of 3D-printed food would have disastrous environmental effects.
- G New possibilities for the groups with special needs.
- H New food production technology would simplify cooking and save time.

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.

Video Games are Good for You!

For years video games have been criticized for making people more antisocial, overweight or depressed. But now researchers are finding that games can actually change us for the better and improve both our body and mind.

Games can help to develop physical skills. Pre-school children who played interactive games have been shown to have improved motor skills, for example they can kick, catch and throw a ball better than children who don't play video games. A study of surgeons who do microsurgery in Boston found that those who played video games were 27 per cent faster and made 37 per cent fewer errors than those who didn't. Vision is also improved, particularly telling the difference between shades of grey. This is useful for driving at night, piloting a plane or reading X-rays.

Games also benefit a variety of brain functions, including decision-making. People who play action-based games make decisions 25 per cent faster than others and are no less accurate, according to one study. It was also found that the best gamers can make choices and act on them up to six times a second, four times faster than most people. In another study by researchers from the University of Rochester in New York, experienced gamers were shown to be able to pay attention to more than six things at once without getting confused, compared with the four that most people can normally keep in mind. Additionally, video games can also reduce gender differences. Scientists have found that women who play games are better able to mentally manipulate 3D objects.

There is also evidence that gaming can help with psychological problems. At the University of Auckland in New Zealand, researchers asked 94 young people diagnosed with depression to play a 3D fantasy game called SPARX and in many cases, the game reduced symptoms of depression more than conventional treatment. Another research team at Oxford University found that playing Tetris shortly after exposure to something very upsetting – in the experiment, a film of traumatic scenes of injury and death was used – can actually prevent people having disturbing flashbacks.

The effects are not always so positive, however. Indiana University researchers carried out brain scans on young men and found evidence that violent games can alter brain function after as little as a week of play, affecting regions in the brain associated with emotional control and causing more aggressive behaviour in the player. But Daphne Bavelier, one of the most experienced researchers in the field, says that the violent action games that often worry parents most may actually have the strongest beneficial effect on the brain. In the future, we may see many treatments for physical and neurological problems which incorporate the playing of video games.

(Adapted from: <https://learnenglishteens.britishcouncil.org/skills/reading/upper-intermediate-b2-reading/video-games-are-good-you>)

6. Only relatively recently people have started to realize _____.

- A the harmful effect of video games
- B the beneficial effect of video games
- C how harmful video games are to gamers' physical condition and mental health
- D how much video games affect the people that play them

7. What is TRUE according to the text?

- A Women who play video games demonstrate better spacial reasoning.
- B Women who play video games demonstrate faster reaction speeds.
- C Women who play video games demonstrate reduced stress levels
- D Women who play video games demonstrate better multitasking ability.

8. Video gamers' decision-making speed is significantly improved by _____.

- A years of gaming experience
- B long periods of game playing
- C playing video games in short bursts
- D playing certain types of video games

9. According to the text, the video game Tetris helps people to _____.

- A improve their concentration
- B overcome depression
- C forget anxious experiences
- D make decisions faster

10. From the text we can say that violent video games _____.

- A have no negative effects on players
- B only affect players' brains after extended hours of play
- C may have positive and negative effects on the brain
- D only affect players' brains in beneficial ways

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.

Robots: Friend or Foe?

What is the future of artificial intelligence (AI)? Will it be possible for robots to be autonomous? If so, when will that happen and will it be a good thing? We asked four experts what they think.

11. I would say that we are quite a long way off developing the computing power or the algorithms for fully autonomous AI, though I do think it will happen within the next thirty or forty years. We will probably remain in control of technology and it will help us solve many of the world's problems. However, no one really knows what will happen if machines become more intelligent than humans. They may help us, ignore us or destroy us. I suppose that AI will have a positive influence on our future lives.

12. I have to admit that the potential consequences of creating something that can match or surpass human intelligence frighten me. Even now, scientists are teaching computers how to learn on their own. At some point in the near future, their intelligence may well take off and develop at an ever-increasing speed. Human beings evolve biologically very slowly and we would be quickly superseded. In the short term, there is the danger that robots will take over millions of human jobs, creating a large underclass of unemployed people. This could mean large-scale poverty and social unrest. In the long term, machines might decide the world would be better without humans.

13. Personally, I think it's fascinating to consider how we'll speed up our evolution as a species by augmenting our bodies. Imagine if you could implant a computer inside our brain! Soon we'll be able to do

just that and enhance our mathematical ability, audiovisual perception and our memory, and this idea is only going to become more and more commonplace.

14. AI is popping up in the world around us. Recent developments include self-driving cars and drones carrying life-saving equipment to people at sea. Granted, there have been a few teething problems: one woman who was asleep on the floor had her hair eaten by her robot vacuum cleaner and there have been fatal accidents with self-driving cars. But progress always comes at a cost, and for me the advantages far outweigh the disadvantages.

15. I'm a member of the Campaign to Stop Killer Robots. Forget the movie image of a terrifying Terminator stamping on human skulls and think of what's happening right now: military machines like drones, gun turrets and sentry robots are already being used to kill with very little human input. The next step will be autonomous 'murderbots', following orders but ultimately deciding who to kill on their own. It seems clear to me that this would be completely unethical and dangerous for humanity. We need to be very cautious indeed about what we ask machines to do.

16. There was a time when functional robots were just figments of the imagination but that is not so. Today, technology has progressed to a point that people can enjoy the benefits of robotics in their everyday lives. From robot pets to robot vacuum cleaners and even robotic limbs these inventions are going to change the way people live for sure. This is very promising especially in the military field because pretty soon soldiers will no longer need to be sacrificed in the front lines.

(Adapted from: <https://learnenglishteens.britishcouncil.org/skills/reading/advanced-c1-reading/robots-friend-or-foe>)

Which expert _____?

- A thinks that it is extremely interesting to observe how fast humans can change
- B is sure that AI will influence our future positively
- C warns about obvious hazards to human life
- D is sure that AI will be entirely independent in the next few decades
- E believes that robotics has a great perspective to save a lot of people's lives
- F says that scientists are studying how computers are learning
- G holds the opinion that benefits of AI prevail over the negative aspects
- H is scared of possible far-reaching effects for society

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.

Cooking Up a Life-changing Invention

When 18-year-old Richard O'Shea from County Cork, Ireland, won top prize at the BT Young Scientist & Technology Exhibition 2019 for his project entitled "A biomass-fired cooking stove for developing countries", he couldn't contain his excitement. Richard had designed a stove that hot using no more than scraps of wood and that (17) _____. Not only that, it could be built from old tin cans and nails using just a Swiss army knife.

As Richard explained to the judges: "Every day more than two billion people in the world have to cook their food without electricity, on stoves that (18) _____. And every year, thousands of people in developing countries die from smoke inhalation from cooking on these stoves in poorly ventilated homes. My design makes possible to build highly efficient, almost smoke-free stoves from everyday items. Hopefully, they can (19) _____".

As the winner of the competition, Richard received a trophy and a \$5,000 prize, together with a \$5,000 travel bursary to (20) _____. He also was given the honour of representing Ireland in the annual EU Young

Scientist Competition. The competition judges said Richard had made a very strong impression on them for coming up with a design that used simple materials that are very easy to find in third-world countries.

Richard now wants to (21) _____ as quickly as possible. He is currently working with charities to make this happen. Asked if he ever considered commercialising his design, Richard said: "This is not about making money. I don't want to (22) _____. I just want to get the stove into the hands of the people who need it as soon as possible". Richard's selflessness and enthusiasm make him a true role model for the youth of today!

(Adapted from: Evans V., Dooley J. Exam Booster. Preparation for B2+ Level Exams. Student's Book. Express Publishing. p.124)

- A market my product
- B improve the lives of people in the developing world
- C visit Africa to test his stove
- D produced almost no smoke
- E helping people in the poorer countries of the world
- F get his stove to developing countries
- G working in Africa
- H use wood as fuel

Частина «Використання мови» Use of English

Task 5

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

The Ig Nobel Prize

Most scientists dream of (23) _____ a Nobel Prize. It is the greatest award a scientist can be (24) _____ with and often comes after decades of careful research. Most often, winners are scientists who have (25) _____ important questions about existence or made discoveries that have helped advance the human race. But not every scientist works on (26) _____ projects that, for instance, try to cure diseases or (27) _____ life on other planets. There are also scientists who spend their time on the simpler, more mundane questions of science. Take, for example, the group of scientists from Newcastle, UK, who worked (28) _____ the fact that cows with pet names produce more milk than cows without pet names; or the team of Australian mathematicians who studies how many times you have to take a group photograph to make (29) _____ everyone has their eyes open. Both of these research projects were awarded not Nobel Prize, but Ig Nobel Prizes. The Ig Nobel Prizes began in 1991 to honour scientists who first make people laugh and then make them think. They are organized by a magazine called Improbable Research and, since 1995, the (30) _____ have been presented at a ceremony in Harvard University, USA. The committee that chooses the winners often (31) _____ former Nobel Prize winners as well as university lecturers and sci-fi writers. And (32) _____ the fact that the ceremony often involves lots of fun and laughter (including tradition of throwing paper airplanes onto the stage), the organizers always emphasise that the prizes are not meant to make fun of the winners. In fact, most winners thoroughly enjoy the occasion and fly across the world just to collect their awards.

(Adapted from: Evans V., Dooley J. Exam Booster. Preparation for B2+ Level Exams. Student's Book. Express Publishing. p.127)

23	A	winning	B	gaining	C	earning	D	acquiring
24	A	awarded	B	granted	C	honoured	D	conferred
25	A	addressed	B	answered	C	referred	D	put
26	A	pilot	B	study	C	research	D	investigation
27	A	create	B	uncover	C	discover	D	reveal
28	A	off	B	around	C	through	D	out
29	A	ensure	B	assured	C	sure	D	aware
30	A	rewards	B	awards	C	prizes	D	decorations
31	A	consists	B	composes	C	covers	D	includes
32	A	although	B	even	C	despite	D	though

Task 6

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

It's All in the Genes

Our genes help to determine everything about us, from our physical appearance, to how we behave, to what diseases we are likely to get. In 1990, scientists embarked on an ambitious project: to identify every single one of the 25,000 or so genes that make up the human genome. Scientists now know the identity of all of our genes (although they have yet to figure out (33) _____ most do). Scientists say this knowledge brings them much closer to (34) _____ effective treatments for hundreds of illnesses. So far about 10,000 diseases (35) _____ that are caused by faulty genes. Scientists are confident that one day they will be able to cure diseases (36) _____ Huntington's disease by introducing healthy copies of genes into the bodies of people who have faulty genes. However, this day is still a long way off, as tremendous technical difficulties must be overcome before genes therapy becomes a reality.

Our genes not only determine our susceptibility to various diseases. They (37) _____ determine how we respond to medicines! (38) _____ particular drug may cause side effects in some people, not work for (39) _____, while with yet others it may even make the illness (40) _____! Every year over 100,000 people die from the adverse effects of medicines, and another 2.2 million experience serious reactions.

Doctors wish they (41) _____ certain how a patient would respond to a medicine before they give it to them. Scientists say that once they (42) _____ how specific gene variations respond differently to medicines, doctors will be able to prescribe medicines based on an individual's unique genetic profile.

(Adapted from: Evans V., Dooley J. Exam Booster. Preparation for B2+ Level Exams. Student's Book. Express Publishing. p.130)

33	A	whatever	B	which of	C	what	D	that
34	A	develop	B	developed	C	development	D	developing
35	A	had been identified	B	were identified	C	has been identified	D	have been identified
36	A	alike	B	like	C	as	D	likely
37	A	also	B	as well	C	too	D	either
38	A	The	B	An	C	A	D	no article
39	A	the others	B	others	C	the other	D	another
40	A	worse	B	worsen	C	worsened	D	worst

41	A	can be	B	could be	C	could have been	D	will be able to be
42	A	understand	B	understood	C	had understood	D	will understand

PART II VOCABULARY FOCUS

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

survey	patent	invention	discovery	studying
predict	technology	confirm	breakthrough	research
engineering	exploration	design	developed	

1. Scientists have made a major _____ in the treatment of cancer.
2. Detection of gravitation waves is considered as the greatest _____ of the 21st century.
3. They are going to _____ a new computer program that will help with the task.
4. Scientists have been carrying out _____ to find a cure for the disease.
5. After years of _____, Freud developed a theory of the mind which has changed for ever the way we view ourselves.
6. The _____ of space began with the launch of the satellite “Sputnik 1”.
7. Until this discovery, the oldest examples of this _____ were the Oldowan tools from Tanzania, which date from about 2.6 million years ago.
8. The data are derived principally from the national _____ conducted by the American Health Care Association.
9. Some scientists _____ that the Earth’s temperature will rise by as much as 5 degrees over the next 20 years.
10. The drugs are protected by _____ .
11. Einstein _____ the theory of reality, which replaced Newton’s theories of gravity.
12. A lot of today’s modern machines make use of Leonardo da Vinci’s ball bearing. This _____ reduces the friction between two different moving surfaces and helps make machines more efficient.
13. Further studies are needed to _____ this hypothesis.
14. Electrical _____ at Massachusetts Institute of Technology is a very broad program that starts with basic circuit theory and moves into systems, physics of electronic devices, and quantum mechanics.

2. Choose the best word which completes each of these sentences.

1. For astronauts on long missions into space, boredom can be a real problem. In order to help the astronauts, scientists and doctors need to _____ what this feels like.

a. found b. find out c. find d. find over
2. It seems entirely _____ that there are teams of scientists around the world, attempting to discover the way the world works.

a. organic b. real c. physical d. natural
3. When you want to _____ a photograph, simply make a frame around the image with your hand and click your fingers.

a. take b. make c. do d. get
4. The distance from the Earth to the Sun is, _____ average, about 149 million kilometres.

a. at b. by c. in d. on
5. Do you know who _____ the planet Mars.

a. discovered b. invented c. opened d. created
6. He emailed me to _____ me on his news.

a. update b. upgrade c. uphold d. upload

7. It is a very useful site to _____ since it contains dozens of links to the best virus information on the Web.
a. browse b. bookmark c. book d. preserve
8. Parachutes increase a falling body's resistance allowing for safe landing and, since Da Vinci was also interested in human flight, he came _____ with a great idea of the parachute.
a. off b. out c. up d. on
9. There is a load of video games that can be _____ free from the Internet.
a. upgraded b. downloaded c. attached d. purchased
10. After dating the volcanic ash and minerals around, experts have _____ that the tools are 3.3 million years old.
a. assessed b. evaluated c. calculated d. estimated
11. We have done some _____ to test the theory.
a. exams b. experiments c. clues d. measures
12. Computer Science majors concentrate on how to make computers faster, more _____, and more intelligent.
a. qualified b. sufficient c. essential d. efficient
13. Many lives were saved _____ the introduction of antibiotics.
a. as b. with c. up d. at
14. As a result of the information gathered, it may be possible to create special _____ for crews on future missions.
a. software b. discovery c. hardware d. bug

3. Choose the correct word.

1. These days, scientists and developers are coming up with truly stunning **artificial** / **false** intelligence that can learn and think.
2. There was a problem with the **engine** / **motor**, so we took the car to the garage.
3. Lasers, nanobots, bionic eyes and other **modern** / **recent** medical technologies are extending and improving the lives of humans.
4. As part of the research programme, six volunteers will be locked away for 520 days to see what effect this has **on** / **over** their mind and body.
5. The theory is based on a detailed **supervision** / **observation** of many patients.
6. This **award** / **reward** recognizes unique achievements in the various fields of science including biophysics, biochemistry, environmental sciences, medicine, history and cognitive science.
7. Click **on** / **to** that flashing green icon.
8. She **succeeded** / **managed** in installing the software on her computer.
9. This small wearable device contains a projector, a camera and wireless technology to connect you **with** / **to** the Web.
10. You can't use the lift. It's out of **order** / **work**.
11. The **cause** / **reason** of the epidemic is still unknown.
12. That piece of equipment broke **out** / **down** over a week ago.
13. We plan to carry **out** / **on** the experiment tomorrow.
14. Medical science has not yet found a satisfactory **way** / **method** of treating the new coronavirus from China.

SELF-CHECK

Science & Technology Vocabulary Topic vocabulary in contrast accomplish / achieve / fulfil aim / objective / focus	Word patterns a cause of a reason for a tool for (doing)
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artificial / false attempt / try / test award / reward consider / think about design / develop / create / work on electric / electrical / electronic	a tool of a type of an introduction to be on the Internet be online be reluctant to
engine / machine / motor estimate / calculate expect / intend fact / truth industry / factory invent / discover / find out investigate / research / look into manage / achieve / succeed modern / new natural / physical observe / watch / look at occur / happen / take place plug / switch progress / advance / development reason / cause repair / fix / mend research / experiment solve / find a solution sure / certain true / accurate update / upgrade way / method wonder / think / reckon Technology in our lives aerial appliance battery	carry out / conduct / do / perform an experiment carry out / do / conduct / undertake research (on / into smth) cause smth change the subject chemical / mathematical / scientific formula click (on smth) click on / follow a link come to / reach the conclusion (that) concentrate on conclude with connect smth to / with computer / communications / electronic technology consider smth / doing different from / to disconnect smth from discuss smth / doing (with smb) do / perform / carry out an experiment (on smth) experiment with smth explain smth to smb find / prove / establish a link between focus on get / come to know have / gain / provide access to have a try / go at have many uses in orbit
button cable charge (a battery) / charger connect / connection consumer electronics contact list digital electricity electronic engine gadget gain (a reputation) get a prize handset hands-free headphones / headset lens (<i>singular</i>) machine	

<p>manual</p> <p>missed call</p> <p>motor</p> <p>plug</p> <p>ringtone</p> <p>socket</p> <p>strap</p>	
<p>succeed</p> <p>switch off / switch on</p> <p>technology</p> <p>technophobe / technophobia</p> <p>test tube</p> <p>touchscreen (<i>also</i> touch screen)</p> <p>transform</p> <p>triumph</p> <p>upgrade</p> <p>wire</p>	
<p>find</p> <p>firewall</p> <p>floppy disk</p> <p>folder</p> <p>font</p> <p>format</p> <p>freeze</p>	
<p>graphic / graphics</p> <p>interactive</p> <p>ISP (Internet Service Provider)</p> <p>IT (information technology)</p> <p>hack / hacker</p> <p>hard disk / hardware</p> <p>icon</p> <p>input</p> <p>install</p>	
<p>key / keyboard</p> <p>laptop (<i>also</i> notebook)</p> <p>link (<i>also</i> hyperlink)</p> <p>logo</p> <p>memory</p> <p>menu</p> <p>message board</p> <p>modem</p> <p>monitor</p> <p>mouse</p> <p>multimedia</p> <p>network</p> <p>numeric</p> <p>offline / online</p> <p>open (a program)</p> <p>operating system</p> <p>output</p> <p>paste</p> <p>PC (personal computer)</p>	

portable post printer processing programming / programming tool purchase RAM (Random Access Memory) replace ROM (Read-Only Memory) run (a program) save scanner search select setup shared drive skip software / system software spam speaker stop working surf synchronise text thread	
toolbar upload URL (Uniform Resource Locator) USB video clip virus wearable computer web page / website webcam weblog (also blog) webmaster wi-fi wireless <i>Science and scientists</i> analysis announce archaeologist / archaeology area of research astronomer atom biologist / biology branch of science breakthrough chemist / chemistry computer science conclusion confirm determine develop / development	in use intend to do/doing internet access keep (smth) up to date know-how link smth/smb to/with link to make / undergo a change make a discovery make an attempt (at smth/doing) manage to do of (no) use on the Web press a button result in/from smth/doing scientific theory/formula specialise (in smth) succeed in surf the Web take a photo (of smth/smb) tool box tool kit use smth as use smth for (doing) use smth to do win the Nobel Prize in ... wonder about smth/doing wonder if/whether/why work on/at smth

discover estimate evidence evolution experiment finding formula (<i>pl. formulae</i>) geneticist / genetics geologist / geology hypothesis invent investigate journal laboratory linguist / linguistics link mathematician / mathematics molecule observation / observe patent (an invention) physicist / physics political science predict / prediction provide (evidence)	
psychologist / psychology publish (findings)	
record reject research / research institute / research project / researcher resource result science / social sciences sociologist / sociology specialization / specialise statistical data / statistics study survey telescope theory uncover (evidence) space exploration alien astronaut comet countdown extraterrestrial launch meteor meteorite orbit outer space	

<p>rocket satellite shooting star space / space shuttle / space station / space travel / spacecraft / spaceship / spacesuit the universe UFO (unidentified flying object) voyage</p>	
<p>Phrasal verbs back up – make a copy of information on a computer break down – stop working (for a machine) carry away – arouse to a high degree of emotion or enthusiasm carry out – perform catch up (with) – to improve and reach the same standard as others come across – find smth by chance come off – succeed come on – develop or make progress come up with – think of (e.g. idea, plan) cut off – stop the supply of smth do up – repair, paint or improve an old building, car, boat, etc. find out (smth) – learn / discover by study,</p>	<p>Word formation adjust – readjust – adjustment – adjustable adopt – adaptation – adaptor – adaptable build – building – builder calculate – calculation – calculator concentrate – concentration conclude – conclusion create – creation – creator design – design – designer develop – development – developer discover – discovery – discoverer electric – electrify – electrician – electricity – electrified – electrical(ly) engineer – engine, engineering – engineer estimate – estimation evolve – evolution – evolutionary expect – expectation</p>
<p>observation, or search get up to date – have the current information on give off – produce smth (e.g. heat, smell) go off – stop working (for a machine or piece of equipment) key in – put information into a computer or other electronic machine using keys or a keyboard look at – consider or give serious and careful thought to look for – search for look forward to smth / doing smth – anticipate with pleasure/believe in the future occurrence of smth make into – change smb / smth so that they become something else make up – invent (e.g. explanation) mix up – put things together without any order narrow down – reduce the number of possibilities plug in – connect to a power supply set (smth) up – prepare the equipment so as it is ready to be used take apart – separate an object into pieces test out – try using smth to find out whether it works correctly turn down – turn the switch on a machine to reduce the height or intensity of smth turn into – (make smb / smth) change or develop into something different</p>	<p>explore – exploration – explorer identical – identically identify – identification instruct – instruction – instructor intend – intention invent – invention – inventor investigate – investigation long – length manage – management, manager measure – measurement method – methodology observe – observation – observer occur – occurrence process – processor – processing produce – product, production – producer program – program – programmer progress – progression research – research – researcher safe – safety – safely science – scientific – scientist secure – security – securely specialise – specialisation – specialist supervise – supervision – supervisor technical – technician – technically – technicality technology – technological – techie – technologist – technologically truth – truthfully</p>

<p>turn off – stop a machine/light, etc. working</p> <p>turn on – start a machine/light, etc. working</p> <p>turn out – happen in a particular way, especially unexpected; prove to be in the result or end</p> <p>use up – use all of a supply of smth</p> <p>work on – dedicate time to perfect smth</p> <p>work out – find a solution, resolve</p>	
<p>Fixed phrases</p> <p>(as) a matter of (fact)</p> <p>(as) a result of smth/doing</p> <p>(in) an attempt (to do)</p> <p>all in all</p> <p>at last</p> <p>be/get carried away</p> <p>by chance</p> <p>face the facts</p> <p>go off as planned</p> <p>in conclusion</p> <p>in fact</p> <p>in my opinion</p> <p>in the beginning/at the beginning (of smth)</p> <p>keep a record of</p> <p>keep in touch</p> <p>on average</p> <p>on average</p> <p>out of order</p>	<p>Idioms</p> <p>all mod cons – all modern conveniences (machined and equipment in your house)</p> <p>blow a fuse – get angry</p> <p>change your tune – change your opinion or attitude</p> <p>go dead (informal) – to stop working especially because of not having electricity (of a machine or device)</p> <p>know smth inside out – be very familiar with</p> <p>make smth tick – make smth work</p> <p>out of order – not working properly</p> <p>pull the plug – give up/stop doing smth</p> <p>reinvent the wheel – waste time and effort trying to do smth that someone else has already done well</p> <p>stick to your guns – refuse to change what you are saying or doing despite the opposition or criticism</p> <p>surf (the Internet / the net / the web / the World Wide Web) – spend time following links from one web page to another (for pleasure)</p> <p>the tools of the trade – the skills and equipment that you need in order to do your job</p>

Module 10

State & Society

Part I TEST

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.

5 Uncomfortable Truths about Living in Alaska

ALASKA is one of the most beautiful and unspoiled places in the world. It is an environment of coastal mountains, vast unspoiled tundra, ice fields, and rivers teeming with fish. As idyllic as this state is, life here in Alaska is not without its challenges.

Here are 5 uncomfortable truths about living in Alaska.

1. _____

The hazards of the 49th state are frequently exaggerated, but they're not complete works of fiction. According to the bureau of vital statistics, roughly 400 people a year succumb to an untimely dying in Alaska making it the second most deadly state in the Union. Although bear attacks always make headlines, they are few and far between compared to the number of people who fall out of boats, break through frozen lakes, or simply die of exposure in the extreme cold. As moribund as that sounds, the largest number of accidental deaths are far less dramatic. Dozens of Alaskans die each year in their sleep from carbon monoxide poisoning due to faulty heaters or clogged chimneys.

2. _____

Every winter thousands of Alaskans get SAD. More than just a little down in the blues, they become crippled by the symptoms of Seasonal Affective Disorder (SAD). Given its geographic place on the planet, winter in Alaska is not just cold, it is dark. Daylight in the northernmost regions is nonexistent for months at a time creating a physiological shift in mood and disposition. Sufferers of SAD often experience anxiety, malaise, and deep depression. In an attempt to cope many turn to overeating, extended periods of sleep, booze, or drugs. As the symptoms become more severe this can be a causation of suicide. Alaska ranks second only to Wyoming for the highest rate of suicides in the country.

3. _____

Tourism is the second largest industry in Alaska. About 2 million tourists visit the state each year, more than half arrive by ship. As one of the most popular cruising destinations in the world, more than \$60 million dollars in revenue is collected by coastal towns through docking fees and other taxes. But the cost to the environment is incredible. Despite strict environmental regulations and diligent watchdog groups, cruise ships continue to pollute the pristine waters they run. According to the Environmental Protection Agency, a typical cruise ship produces 21,000 gallons of raw sewage, 2,000 pounds of garbage, 170,000 gallons of wastewater, and 6,400 gallons of oily bilge water from their engines. Regulations or not, cruise lines caught violating wastewater and air quality standards usually commit repeat offences.

4. _____

As beautiful and unspoiled as it is, Alaska is a difficult place to inhabit. The climate is harsh and the rigors of daily life can extol a heavy price. For some residents, the stress of Alaskan living boils over into violent conflicts. According to statistics provided by the FBI and the United States Census Bureau, Alaska is second to only Tennessee as the nation's most violent state. Despite higher than average incomes, a low poverty rate, and a rare population density, violent crimes are surprisingly frequent. The Anchorage Daily News reported that more than 37% of all Alaskan women reported some form of sexual assault.

5. _____

The largest employer and biggest driver of revenue in the state, the oil industry reigns supreme in Alaska. Even those not directly affiliated with oil production or transport get a cut of the action. The Alaska Permanent Fund was established in 1976 to allow all full-time residents to buy oil stocks. Each year the state pays residents a cash dividend, the largest was in 2008, when every Alaskan received more than \$3,200 in the mail.

(Adapted from: <https://www.matacornetwork.com>)

- A Alaska is the most polluted state
- B Alaska is a dangerous state
- C Feeling ill is a real problem
- D Controversial benefit of visiting
- E Alaska residents pay oil tax
- F It's not just the bears that get violent
- G Alaska is the coldest region on the planet
- H Alaskans find it convenient to have oil

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.

Euthanasia: Life or Death

Euthanasia is the termination of an extremely ill person's life in order to relieve them from the suffering the illness is causing. Euthanasia is usually only conducted on a person with an incurable condition, however there are other instances when euthanasia can be carried out. In many countries, such as the UK, it is illegal to assist anyone in killing themselves. Should a terminally ill patient in a great deal of pain and discomfort be allowed to terminate their life, if that is what the patient desires? And who has the right to deny a patient who is in complete suffering a less painful ending to their lives? These questions cause a huge amount of controversy, and have been strongly debated. Those in favour of euthanasia argue that it should be up to the patient, whereas those against argue that euthanasia could be misused, leading to very disturbing situations.

A strong ethical argument against the use of euthanasia is that it could soon become a slippery slope, with the legalisation of involuntary euthanasia following it. Since involuntary euthanasia is indistinct from murder it would be impossible to regulate, causing the danger of murderers not being brought to justice, due to their crimes being passed off as involuntary euthanasia. There is also concern that doctors could end up killing very sick patients without asking for their permission, and in the worst case scenario, begin to kill off patients to free up beds in hospitals, or to save money. These situations show how dangerous it could be to let the legalisation of euthanasia lead into the legalisation of involuntary euthanasia.

On the other side of the debate, there is a strong argument that people should have the right to terminate their lives, whenever, and however they may wish. Many supporters of voluntary euthanasia believe that everyone has the right to control their body and life, and should be free to decide at what time, and in which manner they will die. The idea behind this is that unnecessary restraints on human rights should be avoided. Since the right to life gives a person the right to not be killed if they do not want to, proponents of euthanasia argue that respect for this right will prevent euthanasia being misused, as killing a patient without their permission would violate their human rights. It can also be argued that because death is a private matter, if there is no harm to any other people, there is no right to deny someone's wish to die. Supporters of this believe that if euthanasia promotes the best interests of all the parties concerned, and no human rights are violated, then it is morally acceptable for voluntary euthanasia to take place.

Another argument against euthanasia, this time a practical one, is that euthanasia is not needed when proper palliative care (an approach that improves the quality of life) is available. Terminally ill patients are given drugs and other types of support to help relieve the physical pain and mental effects of being terminally ill. Not all of the trauma experienced by a patient is physical however, and drugs alone cannot relieve the

emotional pain felt by someone counting the days until their death, although the emotional support that can be provided from palliative care can go a long way to make the last part of a terminally ill patient's life less emotionally stressful. Effective palliative care will give the patient and their loved ones chances to spend quality time together, and will allow the patient to live the remaining part of their lives with as much of the distress and pain felt by a terminally ill patient removed as possible. Some argue, however, that along with the introduction of euthanasia, there could be a reduction in the availability of palliative care, as euthanasia is more cost effective than prolonging the life of dying patients. This could possibly reduce the availability of care for terminally ill patients who do not wish to be euthanised.

People generally avoid death because they enjoy and value being alive, but in the case of a terminally ill patient, they may be in a lot of discomfort and pain, and are unable to enjoy their life. This may cause the patient to devalue their life, and the patient may decide that they do not wish to endure their suffering any longer. There is also the fact that although the patient themselves may wish to be euthanised, it may have a very detrimental effect on the family of the patient. Those in favour of this argument believe that since the death of a patient in that situation could be a better option to keeping them alive, the patient's wish should be respected.

(Adapted from: <https://www.lawteacher.net>)

6. What question causes a lot of controversy?

- A How should the relatives should participate in the process?
- B Should euthanasia be legalised in all countries?
- C Should a terminally ill person be isolated?
- D Is it illegal to help somebody to die?

7. The main reason against euthanasia is _____

- A Involuntary euthanasia can prevent from dying.
- B Doctors can lose extra money.
- C It is difficult to distinguish from the killing.
- D Euthanasia can be used as a penalty.

8. TRUE Pro euthanasia argument is _____

- A To permit law violation.
- B To take control of our own lives.
- C To transfer the right to control one's life.
- D The person's death is a public matter.

9. FALSE Con euthanasia argument is _____

- A Palliative care helps to avoid emotional stress.
- B Special drugs are not enough during the treatment.
- C Palliative care is obligatory used before euthanasia.
- D It is cheaper to euthanise than to use palliative care.

10. It is better for a terminally ill patient _____

- A To be terminated his life voluntarily.
- B To respect the relatives' will.
- C To be euthanized involuntarily.
- D To avoid death because he suffers.

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.

Guns Used as Weapons or Protection

Guns are extremely powerful weapons. They can cause destruction, harm or even death. At the same time, they can also be used to defend and protect or to threaten and kill. Issues involving the ownership and possession of guns have led to heated debates in various countries and states. Today, there are still many different views on whether gun ownership should be legalized or banned in a society.

11. Individuals who are against the legalization of gun ownerships argue that private citizens do not need a gun for self-defence because the police are there to protect them. However, supporters claim that police cannot protect everyone and every piece of property all of the time. For example, dialling 999 will only inform the police. They are still at least several minutes late and the robbers or criminals are not going to wait that long. In addition, the police have no obligations to provide timely protection to every member of society. For this reason, it is foremost the responsibility of individuals to protect their own interests.

12. Owning gun does not necessary means have to use it for crime purpose, in fact it does have law-abiding gun owners and they owning are mainly for protection or to enjoy the hobby of hunting. Hence, it is unwisely for the government to ban guns just because the mobster chooses to abuse guns.

13. The crime and mortality statistics is popularly brought upon and quoted whenever the cons of gun ownership come under discussion. Some reports state that crime is common in countries where the citizens are given the chance to protect themselves with guns or firearms. Some research concludes that crime rates between comparison of countries with gun control and countries without gun control are nearly equivalent to one another.

14. Some people may argue that having a gun would act as a self-defence. But studies show that pulling out a gun with no intention to kill the assailant may end up inducing rage or an uncontrolled situation instead. Sometimes, waving the gun in attempt to scare off the assailant may end up with the assailant grabbing the gun from you. This would result in reverse scenario, where you are at the mercy of the gun instead. One may hold a gun, but would still not be prepared to shoot to kill or wound the assailant.

15. Not a very new thing, as this has happened before in the past, with the case of President Abraham Lincoln and Martin Luther King Jr. They were both outstanding persons and influential people who were killed using guns by people with different views than theirs.

16. Guns are very often used in unlawful activities, whether robbery, burglary, rape or sexual assault, aggravated assault and simple assaults. Easy access to a firearms license makes it easier for criminals to do their skulduggery. In 6.3 million of violent crimes, firearms are used in estimated 533,000 of these incidents, making up around 8% of the total number.

(Adapted from:

<https://www.ukessays.com>)

A Homicide

B Controversy over arms possession

- C Consequences of self-protection
- D Guns for any other purpose
- E Self or state defence
- F Criminal use
- G Child concern
- H Assassination

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.

The Importance of Organ Donation

Each day approximately 6,300 people die and what makes this haunting is that presently there are 83,513 people (17)_____, yet each day 17 people die because they do not receive a transplant. These statistics show that people who are waiting for organ transplants have a good chance (18)_____. The sad truth is though, because of the lack of people willing to donate organs, many people will continue to wait for organs to save their lives. Waiting lists of patients for organ transplants become longer (19)_____. We are not talking about people selling organs; we are talking about people who are dead and whose organs are available for salvage. There is a huge shortage of organs, but (20)_____, they would see the many benefits of this important endeavor.

When someone is pronounced dead, and not until then, the doctors will then present the choice for donation. Since one is dead and can't give their consent, it is marked on their driver's license whether they are a donor or not. Unfortunately, (21)_____ actually sign a donor card. If yes, their organs should be donated, but a problem that is arising more and more is that families of the deceased are overriding the choice of the dead, and saying no to donation. More than half of the eligible donors refuse to donate their recently deceased family member's organs because they don't know how the deceased felt about organ donation. This brings about a lot of debate. If the person (22)_____, something so incredibly important, their families should not have the right to overturn their decision about their own body. This is an issue that is causing the loss of many donations.

*(Adapted from:
<https://www.cram.com>)*

- A less than one-fifth of the American people
- B if people were really educated about this topic
- C as the need for transplantable organs increases
- D who has passed on has chosen to give a gift of life
- E don't want to donate their organs
- F at being saved and get what they need
- G relatives do not allow the use of organs
- H waiting for organs to be donated

Частина «Використання мови»
Use of English

Task 5

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

What Defines a Civil Society?

Think about the country that you live in – what does it take to make that country operate smoothly? The government (23)_____ of law and order and businesses offer goods and services in exchange for money, which both help to (24)_____ a society moving. But what about other groups, like churches or the PTA, how do they contribute to your society? These other groups actually play a very big part in how your country operates, and they (25)_____ a category known as civil society.

A civil society is comprised of groups or organizations working in the interest of the citizens but operating outside of the governmental and for-profit sectors. Organizations and institutions that (26)_____ a civil society include labour unions, non-profit organizations, churches, and other service agencies that provide an important service to society but generally ask for very little in return.

Civil society is sometimes (27)_____ to as the civil sector, a term that is used to differentiate it from other sectors that comprise a functioning society. For example, the United States is made up of three sectors: the public sector, which is the government and its branches; the private sector, which (28)_____ businesses and corporations; and the civil sector, which includes the organizations that act in the public’s interest but are not motivated by profit or government.

In so many cases, it can be hard to know what organization falls into which sector and why. This is because so many of these groups tend to work in collaboration with one another in (29)_____ to serve the public. (30)_____ some examples of what falls into a civil society and how they contribute, should help to bring more clarity.

One of the examples of civil society at work is civic groups, such as the Rotary Club or Kiwanis. In the United States, these are groups that are made up of people from the community who volunteer their time in order to raise money for community projects or needs. (31)_____ these groups tend to be much smaller than NGOs, they are important because they represent the (32)_____ citizen contributing to the overall well-being of their community.

(Adapted from:

23	A	take after	B	take care	C	take over	D	take up
24	A	set	B	prevent	C	take	D	keep
25	A	fall out of	B	fall down	C	fall into	D	fall in
26	A	make up	B	make towards	C	make over	D	make out
27	A	counted	B	pass	C	thought	D	referred
28	A	includes	B	excludes	C	installs	D	obtains
29	A	disorder	B	orders	C	order	D	ordered
30	A	looking on	B	looking at	C	looking after	D	looking for
31	A	though	B	because	C	despite	D	through
32	A	plain	B	normal	C	ordinary	D	elementary

Task 6

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

The Society We Live in Today

The society that we (33)_____ in today enjoys many privileges. However, the privileges that we have now are definitely not something that anyone can earn easily because it requires several centuries of hard work and effort. This is a famous phrase that helps remind our nation of the sacrifice, dedication, and hard work that our brave soldiers (34)_____ in order to preserve our rights and happiness. The phrase “freedom isn’t free” applies to our everyday lives.

We are allowed to live the way we choose without being (35)_____ to any restricted freedom. Everything that we have now (36)_____ as freedom to express our opinion, worship our own religion, arm ourselves, and live independent lives definitely remind us of (37)_____ that our founder fathers and our brave soldiers had done for us.

We (38)_____ freely desire the things that we want, choose our own path and career, and become active citizens in politic since we (39)_____ to the right of freedom of speech. Without their contribution and dedication to our country, we would not have everything that we (40)_____ today.

There would be no Bill of Rights, Declaration of Independence, president, and the government that (41)_____ people’s rights, and thus, we would be forced to follow everything that our Mother England tells us to do and live misery lives under their demands and oppression. Therefore, the hard work and sacrifice from our courageous soldiers are something that we definitely (42)_____ honour and respect.

(Adapted from: <https://www.ukessays.com>)

33	A	lived	B	are living	C	will live	D	lives
34	A	put	B	putting	C	had put	D	will put
35	A	subjected	B	subject	C	have subjected	D	subjecting
36	A	that	B	so	C	those	D	such
37	A	everything	B	nothing	C	anything	D	something
38	A	must	B	are able to	C	should	D	might
39	A	will be entitled	B	be entitled	C	are entitled	D	entitled
40	A	has	B	have had	C	will have	D	had
41	A	protects	B	protected	C	would have protected	D	will be protected
42	A	have to	B	must	C	can	D	may

PART II VOCABULARY FOCUS

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

approval	argument	care	courage	disguise	support	sensible
enjoy	nervous	connection	pity	ban	object	pretend

1. Home support includes personal _____ and household management.
2. We had an _____ with our neighbours, and now they won’t even talk to us.

3. This would reduce the _____ period to approximately six months.
4. People should have the _____ to stand up for their beliefs.
5. _____ that you didn't remember to give me the message.
6. Would anyone _____ if we started the meeting now?
7. It would seem more _____ to do the research now before we start on the project.
8. I was very _____ about driving again after the accident.
9. Cultural differences, _____ interventionism and political bickering were just some of the obstacles that stood in the way.
10. He _____ that he didn't mind, but I knew that he did.
11. National trade-related policies should more effectively _____ producers to global markets.
12. My father _____ the Labour Democratic Party all his life.
13. Come on, why aren't you dancing? _____ yourselves!
14. Canada remains convinced that the test _____ can only enhance international peace and security.

2. Choose the best word, which completes each of these sentences.

1. He hated being in the army because he had to _____ commands.
 a. disobey b. obey c. order d. obedience
2. She sent me a _____ letter thanking me for my invitation.
 a. impolite b. elegant c. polite d. curious
3. The government have _____ that they'll reduce taxes.
 a. proposed b. promised c. delayed d. approved
4. Human error has been _____ for the air crash.
 a. accused b. charged c. prosecuted d. blamed
5. The _____ Britons inhabited these parts of England before the Roman invasion.
 a. old b. ancient c. former d. aged
6. You will be expected to _____ the editor with the selection of illustrations for the book.
 a. cooperate b. assist c. serve d. affirm
7. He showed me round the town, which was very _____ of him.
 a. kind b. good c. well d. kindness
8. She's very _____ in the mornings!
 a. bad mood b. bad-tempered c. bad-faith d. bad news
9. Readers of the magazine said they wanted more stories about _____ people and fewer stories about the rich and famous.
 a. plain b. fair c. just d. ordinary
10. He was _____ and seriously injured by a gang of youths.
 a. attacked b. violated c. affected d. effected
11. He managed to _____ the jury of his innocence.
 a. affirm b. let c. convince d. offer
12. The _____ of the wind had brought down a great many trees in the area.
 a. pressure b. press c. push d. force
13. An _____ adviser has been brought in to conciliate between the two sides involved in the conflict.
 a. sole b. solo c. single d. one
14. The school has to _____ the goodwill of the parents to help it raise money.
 a. refer to b. reply to c. rely on d. report on

3. Choose the correct word.

- 1. These days, many parents find it difficult to **assist/ support** a large family.
- 2. Forgetting to thank us for dinner is **usual/ typical** of George.
- 3. My grandma doesn't have any **close/near** family her own age left.
- 4. In **ancient/old** times, people had a very different view of the world.
- 5. Who was to **blame/fault** for the argument?
- 6. Don't you know it's **kind/ polite** to close your mouth when you a're eating?
- 7. Nathan's parents were very **enjoyed/pleased** when they saw him in the school play.
- 8. I have a very good **connection/relationship** with my mother.
- 9. The secret to public speaking is to get the **audience/ crowd** on your side.
- 10. He suffers from back trouble too, so he was very **likeable/ sympathetic** about my problem.
- 11. There were a few **nervous/ bad-tempted** giggles from people in the audience.
- 12. That was a very **sensible/ sensitive** decision.
- 13. They work as a **company/ group** – no one person is allowed to dominate.
- 14. The potato is the most **popular/ famous** vegetable in Britain.

SELF-CHECK

State & Society Vocabulary	Word Patterns
accused	agree with / on / to smth
activist	allow smb to do
ambassador	approve of smth
audience	ask smb smth
bad-tempered	attack smth
blame	ban smb from smth
chamber (of parliament)	convince smb
city council	force smb to do smth
Congress	independent of
connection	let smb do smth
constituency	independent of
crime	let smb do smth
crowd	object to smth
discrimination	pretend to be
enjoy	rely on
fault	
general election government (AmE administration)	
head of state	
innocent	
jury	
local election	
Mayor	
Ministry (of Defence / Finance / Foreign Affairs / Home Affairs)	
MP (BrE Member of Parliament)	
opposition	
party member	
pass (a law)	
policy	
poverty	

<p>relationship resign resignation rule (verb) takeover the secret service sentence steal verdict victim vote (for smb) warning witness</p>	
<p>Phrasal Verbs ask after – ask for news about bring up – look after a child fall for – fall in love with fall out (with) – have an argument get on (with) – have a good relationship grow up – become older look down on – think that you are better than look up – to admire and respect make up – become friends again after an argument pass away – die pick on – keep treating someone badly or unfair put down – criticize, make someone feel stupid settle down – become calm after being upset stand up for – support in an argument or fight take aback – surprise</p>	<p>Word Formation able, unable, (in)ability, disabled, disability achieve, achievement argue, argument, argumentative care, careful(ly), careless(ly), (un)caring correspond, correspondence friend, friendship, (un)friendly happy, unhappy, (un)happiness, (un)happily jealous, jealousy, jealously kind, unkind, (un)kindness, kindly marry, marriage, (un)married nerve, nervous(ly), nervousness obey, disobey, (dis)obedient(ly), (dis)obedience person, (im)personal(ly), personality polite, impolite, (im)politely, (im)politeness relate, relative(ly), relation, relationship willing, unwilling, (un)willingness, (un)willingly</p>
<p>Fixed Phrases be / find guilty (of) break into (the building) send to prison set fire to in a bad mood able to take a joke in favour of take pity fall in love love at first sight</p>	<p>Idioms for good luck – cross your fingers get cold feet – be nervous fell on deaf ears – people wouldn't listen to smth it costs an arm and leg – it was expensive</p>

Module 11

Houses & Homes

Part 1 TEST
Частина «Читання»
Reading

Task 1

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

Homes Differ

1. _____

Detached houses are more likely to be the property types we all dream of owning. They tend to be more private as they are single standing properties, and do not share walls with other houses. Due to its privacy, detached houses are a lot more expensive and high in demand.

2. _____

Semi-detached properties are a lot more common for homeowners to purchase/rent. There are a lot more semi-detached properties in the UK as they save a lot of space as they are houses paired together by a common wall. Semi-detached properties are fantastic options for homeowners to extend at the back and side and have an element of privacy too.

3. _____

A manor house was historically the main residence of the lord of the manor. The house formed the administrative centre of a manor in the European feudal system; within its great hall were held the lord's manorial courts, communal meals with manorial tenants and great banquets. The term is today loosely applied to various country houses, frequently dating from the late medieval era, which formerly housed the gentry.

4. _____

When you think of a cottage, you automatically associate the British rural countryside and more times than not, cottages have and will always be in the rural regions of the UK. Cottages were purposefully built to have thick walls to withstand the bitter cold weather, small windows, structural pillars, low ceilings and most distinctively a thatched roof. Cottages in the middle ages were built for agricultural workers and their families. Modern cottages now have all the comforts of any home in the country, including electricity and running water.

5. _____

The word 'bungalow', originates from the Indian word 'Bangla', which in the 19th century referred to houses that were built in a Bengali style. Houses that were made in Bengali style were traditionally very small and only one storey high and detached. A wide veranda was adopted by the British as well as low roofs. The distinction of a bungalow compared to a cottage is that of style, history and the price tag. Bungalows are generally a lot cheaper to purchase. Bungalows were appropriate housing types to deal with tropical climates such as South East Asia where many bungalows originated.

(Adapted from: <http://coralderio.com/types-of-houses-in-england/>)

- A High-rise block of flats.
- B A house type which is currently out of fashion.
- C A house for people who can afford to live without neighbours.
- D The most ancient type of house.
- E The countryside traditional house.
- F The house 'borrowed' from the Orient.
- G A house for those who do not mind having close neighbours.
- H A type of house intended for child free families.

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.

Holiday Home

We visited this area a couple of times and we really liked it. We looked at some very remote places but decided to be in a town. It was important to us that it was easy to get to for short holidays too so the fact that there is an airport nearby was a key factor. And finally we were looking for somewhere in contrast to where we live the rest of the year. We love both of our houses even though they are very different in style and in very different places. How did you find this particular property? We did some research into the area we liked and we looked at adverts on the Internet, which gave us an idea of what was available. Then we went to an agency which specialised in property in the area where we were looking. They were really helpful and in three days they took us to a number of different houses as well as some empty plots of land with potential for building a new property.

It's not a big house; there are only two bedrooms, but it is exactly what we were looking for. It has a fantastic terrace with views of the mountains and because it is high up we can see right over the town too. It's very picturesque. It has a wonderful big fireplace too so is nice and warm in winter. In fact it is a beautiful place to have a holiday at any time of the year.

We spend lots of holidays here ourselves and sometimes friends and family join us, but we also let friends and family stay in it by themselves if they want to. It means the house is occupied more, and the more it is used the better. It would be a shame if it were empty a lot of the time.

We also like that we have met some good friends here. It is so nice each time we come out to have a group of people to spend time with and social events to go to. We are lucky to have helpful neighbours and friends who live nearby and can keep an eye on the house for us. In the very cold weather last winter the pipe to the outside tap froze and split but the postman noticed and sealed it for us. We had a problem with the hot water tank once too. We arrived one time and turned it on and suddenly water started pouring down the stairs. We were able to get a plumber to come and look at it and then arranged for a new one to be fitted so it wasn't too bad. One advantage of not always being here is that we have been able to have both the bathrooms redecorated. Some friends of ours did all the work for us and it worked out really well.

Next year we will both retire and then we will be able to spend much more time here. We might come for a month or more at a time instead of a week or two as we do now. But we bought it as a holiday home or second home not somewhere to live all the time. We like having both our homes and don't want to give up either of them. We are very lucky that we can enjoy spending time in two lovely houses.

(Adapted from: http://portal.tpu.ru:7777/SHARED/n/NEE_ALEXANDER/Teaching/Tab3/FCE%20Practice%20Tests)

6. The most essential reason to buy the house was the fact that _____.

- A it was quite remote from the town
- B the surrounding scenery was picturesque
- C to rest there was cheap
- D an airport was in the close distance

7. The house was chosen through _____.

- A posting adverts on the Internet
- B analysing adverts on the Internet
- C consulting a specialised agency
- D following friend's agency

8. The owners prefer to utilise the house _____.

- A all year long
- B when the scenery around it is picturesque
- C only when their friends come to be the guests
- D only for summer holiday

9. The owners' neighbours and friends _____.

- A assisted them in redecorating the house
- B helped them to fix a new hot water tank
- C try to use their property for their own needs
- D help to take care of the house

10. After soon retirement the owners are going to _____.

- A spend all summers long there
- B never return to their old house
- C start paying more attention to their old house
- D enjoy both houses equally

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.

11. My accommodation is good for a family, adventurer, and group of friends looking to enjoy and relax in a unique space, away from the hustle and bustle. Beautiful house with a stunning garden and swimming pool. Cozy corners to relax and enjoy a good book or friendship. No neighbours...

12. Quiet location, just behind Justin Village with easy access, set in its own garden. Large living-room, fully furnished with 2 sofas, LCD TV, UBC satellite, DVD surround stereo, Wi-Fi Internet. Two bedrooms with an air-conditioning system and double beds. Fully equipped kitchen with 2 gas hobs, fridge, microwave/grill, rice cooker, toaster, kettle, water boiler, plates, etc.

13. Standalone executive house available for rent. The house has 3 bedrooms, 2 bathrooms and 1 guest toilet. It also has a pool, beautiful garden, veranda and ample garage space. The house is fully furnished and available from the 1st of December for USD ... (negotiable). It can also be leased out unfurnished...

14. Summer is approaching and the weather outside is getting nicer. Do you like the outdoors, wood-panelling, rustic room? Then I have an extra room for rent. I just cleaned and swept out the tree house in my backyard. It is on the level of the second story of my house on a very sturdy tree. It has a plastic door, solid roof, and a durable rope ladder. It also has a pulley system so you can pull up items that you don't feel comfortable carrying on the rope ladder. The tree house has a bedroom (comes furnished with a mattress) which is separate from the common area (comes furnished with a beanbag). As for the kitchen you may want to eat out...

15. Sip your coffee while watching the ferry go by on your massive wrap around deck. Enjoy the warmth of your fireplace inside as you admire the beautiful ocean views while your dinner cooks in your brand new kitchen. This upstairs suite has one of the best views of the ocean found on Country Club Drive. There are 3 bedrooms and 1 full bathroom. There is a fireplace, new gas furnace and gas stove...

16. Rent the full house, 2 units, 8 Beds, 3 baths, 3 kitchens, 3 living rooms. This newly constructed home contains two units. Large groups can rent the entire house and take advantage of the rooftop deck, large garage level storage, off street parking, 8 beach passes. The home is within walking distance to the beach, boardwalk, bay, grocery store, pharmacy, and much more...

(Adapted from: <https://www.ad-dicts.com/wp-content/uploads/2018/11/Gloria-House.png>)

According to the rental advertisements which house _____?

- A can be rented on one of quite different conditions
- B needs further reconstruction by a new renter
- C can boast the highest level of technical equipment
- D is the closest to the nature due to its originality
- E provides the most spectacular scenery view
- F is decorated in Oriental style
- G provides real calmness for renters
- H is constructed to be rented by more than one family

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.

Flat Sharing

(17) _____ is never easy but is it better to share with your family or friends or complete strangers? Living with your family is certainly not uncomplicated; (18) _____, but at least with your family you know the other people in your house very well. And generally you like each other and try to be nice to each other.

At some point though most of us want some independence and (19) _____. Nowadays it is unusual for young people to be able to afford to rent somewhere by themselves and living alone can be frightening and lonely, especially if it is in a strange new city, (20) _____. If you have friends in the same place in similar situations then it makes sense to live together and this can be very successful.

However, living with someone will put all kinds of pressures on your friendships. You find out all sorts of things about someone when you share the same living room, kitchen and bathroom. Choice of TV programme, (21) _____ are all common causes of disagreement. (22) _____ to move in with someone who is not your friend. That way their annoying behavior will not change an existing relationship and if you get on they could become a new friend.

- A so lot of people decide to share
- B tidiness and length of time spent in the bathroom
- C Sharing your living space
- D and you should not forget about your family
- E Sometimes it is better
- F it can cause all sorts of problems
- G Trying to live alone
- H so we end up moving out of the family home

(Adapted from: http://portal.tpu.ru:7777/SHARED/n/NEE_ALEXANDER/Teaching/Tab3/FCE%20Practice%20Tests)

Частина «Використання мови»
Use of English

Task 5

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

Prehistoric Houses. Ice age humans lived in caves some of the time but they also made tents from mammoth skins. Mammoth bones were used as supports. When the ice age ended a new way of life began. By 8,000 BC people in the Middle East had begun to farm. Food was cooked in ovens. The people of Jericho knew how to make (23) _____ bricks and they used them to make houses.

About 7,000 BC a new people lived in Jericho and they had learned to make mortar. They used it to plaster walls and floors. The houses were made of mud brick. Houses were built touching against each other. They did not have doors and were (24) _____ through holes in roofs. (25) _____ houses were built touching each other the roofs must have acted as streets! People must have walked across them.

There were no panes of glass in windows and houses did not have chimneys. Instead, there were only holes in the roofs to (26) _____ the smoke. Inside houses often had painted murals of people and animals on the walls. People slept on platforms. The dead were buried inside houses.

When people began farming they stopped living in tents made from animal skins and they began to live in huts made from stone. Bronze Age people lived in round (27) _____ huts with thatched roofs.

Egyptian Houses. Rich Egyptians lived in large, comfortable houses with many rooms. Walls were painted and the floors had coloured tiles. Most wealthy houses had enclosed gardens with pools. Inside their homes, rich Egyptians had wooden furniture such as beds, chairs, tables, and chests for storage. However, instead of pillows, they used wooden headrests.

Toilets (28) _____ of a clay pot filled with sand. It was emptied regularly. Ordinary people lived in simpler homes made of mud bricks with perhaps four rooms. People could sleep on the flat roof when it was hot and they did most of their work outside because of the heat. The (29) _____ was very basic. Ordinary Egyptians sat on brick benches around the walls. They used reed chests or wooden pegs on walls to (30) _____ things.

In the 6th century BC the city of Babylon built up an Empire in the Middle East. Ordinary people in Babylon lived in simple huts made from sun-dried mud bricks. (31) _____, if the owner was wealthy they might have an (32) _____ story. The rich lived in palaces with central courtyards. The walls were decorated with painted murals. There were even bathrooms with pipes for drainage.

(Adapted from: <http://www.localhistories.org/houses.html>)

23	A	sun-dried	B	sun-burnt	C	sun-covered	D	sun-fried
24	A	reached	B	entered	C	touched	D	invited
25	A	Because	B	Since	C	That is why	D	However
26	A	let out	B	let in	C	let away	D	let from
27	A	wooden	B	tree	C	bush	D	wool
28	A	composed	B	consisted	C	created	D	combined
29	A	signature	B	miniature	C	furniture	D	picture
30	A	store	B	collect	C	put	D	hold
31	A	Moreover	B	However	C	Never	D	Forever
32	A	upper	B	up	C	deep	D	close

Task 6

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

Real Property in England

Most people in England live in urban areas. Towns and cities are spreading into their surrounding environment to cope with the increasing population. In England, an average of 7,000 hectares of farmland, countryside and green space are converted to urban use every year. This is almost the equivalent size of 9,600 international football pitches!

More people (33) _____ their own homes nowadays than in the past. About two thirds of the people in England and the rest of Britain (34) _____ are in the process (35) _____ their own home. Most (36) _____ live in houses or flats (37) _____ they rent from a private landlord, the local council, or housing association.

People buying their property almost always pay for it with a special loan (38) _____ a mortgage, which they (39) _____ repay, with interest, over a long period of time, usually 25 years. Most houses in England (40) _____ of stone or brick from the local area where the houses are built.

(41) _____ many terms for houses such as property, accommodation, lodgings, dwellings, home, abode, etc., many more types such as castle, mansion, palace and they (42) _____ through the centuries.

(Adapted from: <http://coraldelrio.com/types-of-houses-in-england/>)

33	A	are buying	B	were buying	C	bought	D	will be buying
34	A	neither own nor	B	either own or	C	or own or	D	either own nor
35	A	of buying	B	to buy	C	of buy	D	of been bought
36	A	another	B	others	C	other	D	the other
37	A	that	B	those	C	this	D	these
38	A	calling	B	had called	C	have been called	D	called
39	A	must	B	must to	C	could	D	had to
40	A	made	B	are made	C	are making	D	making
41	A	There is	B	There are	C	It is	D	They are
42	A	have changed	B	are having changed	C	changing	D	have changing

PART II VOCABULARY FOCUS

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

flatmate	spacious	fall behind on the rent	stay	bedsit
mansion	free of charge	central heating	penthouse	accommodation
prefab	estate agent	give a month's notice	neighbour's door	

- 1. If I _____ again the landlord might evict me.
- 2. You must _____ when you decide to leave the flat.
- 3. The only place to rent I can find for less than £50 a week is a tiny _____.

4. Mr. Stephens is a wealthy man who lives in a huge _____ in the countryside.
5. The most expensive property in the building is the _____ because of its spectacular view of the city.
6. Richard likes to tell people his home was built in a factory and then explains that it is a _____.
7. I agreed to meet the _____ at the flat at 3 pm on Tuesday to view it.
8. Residents are allowed to use the parking places _____.
9. I need to speak to my new _____ about the mess he makes in the bathroom every day.
10. This room is not _____ enough to fit a double bed into.
11. We have a real fire in the living room, but the rest of the house has _____ installed.
12. Feeling guilty for the homeless is one thing, but finding cheap and secure _____ for them is quite another thing.
13. The five-star hotel is so expensive that we can't afford to _____ there for even one night.
14. Living in the same building with others means that if you need help you can easily knock on a _____.

2. Choose the best word which completes each of these sentences.

1. The lease _____ next month, so I am going to find a new flat.
a. cancels b. expires c. closes d. finishes
2. Their house is in a great _____ overlooking the lake.
a. post b. situation c. station d. position
3. Any tenant who fails to comply with the rules and regulations will be _____.
a. pulled out b. evicted c. extracted d. substituted
4. Do you _____ to know where Paul's house is?
a. occur b. happen c. chance d. come
5. The balcony has a great _____ of the sea.
a. vision b. sighting c. seeing d. view
6. The holiday cottages have all the _____ of home.
a. equipment b. conveniences c. comforts d. possibilities
7. They were _____ of money, so they couldn't afford to buy new furniture
a. short b. limited c. poor d. small
8. You can go to the party but _____ home by midnight.
a. take b. make c. be d. go
9. He refuses to leave the flat, and the owner is threatening legal _____.
a. force b. steps c. measures d. action
10. She couldn't _____ the noise from the next door any more.
a. survive b. carry c. bear d. manage
11. If you live in a block of flats, rent is often lower and some of the bills such as _____ are shared.
a. maintenance b. supply c. provision d. supporting
12. When I came across my dream house, I had already got enough money for a deposit on a _____.
a. damage b. mortgage c. bail d. debt
13. My dream is to gather necessary funds for buying a wonderful _____ someday.
a. sandy house b. bank house c. coast house d. beach house
14. I really long for a place I could call my _____.
a. target home b. wish home c. dream home d. desire home

3. Choose the correct word.

1. I live in a lovely place **on** / **at** the outskirts of the city.
2. Some people say that living in the countryside has a number of **drawbacks** / **failures**.
3. I found an apartment that's **within** / **with** walking distance of the train station.

4. A new residential area is in close proximity to shopping and entertainment **facilities** / **equipment** so there is always something to do.
5. Blocks of flats usually lack **personality** / **privacy** and any rules imposed by the majority of the neighbours in the building usually have to be respected.
6. I am particularly interested in American colonial houses and, of course, I am now a proud owner of a small 17th century town house which I **restored** / **renewed**.
7. She rents a bedsit close **from** / **to** the centre.
8. As my parents had to move quite often for work, I always guessed I could never get **attached** / **linked** to any definite place.
9. The apartments where I live now can hardly be called a **fabulous**/ **luxury** home compared to the classy apartments I used to possess.
10. We found a fully furnished flat **on** / **in** the suburbs.
11. Although my home is not centrally located, it is close to local **amenities** / **utilities** such as a supermarket and a fitness centre.
12. The landlord demands from the tenant to pay the first two months' rent **in beforehand** / **in advance**.
13. When given the choice of living in a house or flat most people would **like** / **prefer** the house.
14. We saw some really nice loft conversions **in/ on** the heart of the city.

SELF-CHECK

<p><i>Houses & Homes Vocabulary</i></p> <p>accommodation/ dwelling/ residence</p> <p>amenities</p> <p>bear</p> <p>block of flats/ skyscraper/ multi-storey block of flats</p> <p>central heating</p> <p>construct/ build</p> <p>convenience</p> <p>countryside</p> <p>drawback</p> <p>dream home</p> <p>estate agent</p> <p>evict</p> <p>expire</p> <p>facilities</p> <p>flat sharing</p> <p>flat/ bedsit/ penthouse/ prefab/ mansion / apartment/</p> <p>beach house/ detached/ loft house/ semi-detached</p> <p>house/ cottage/ manor</p> <p>flatmate</p> <p>landlord</p> <p>location</p>	<p>Word patterns</p> <p>be short of</p> <p>close to the centre</p> <p>fall behind on the rent</p> <p>far from the centre</p> <p>gather funds</p> <p>get attached to</p> <p>give a notice</p> <p>have smth installed</p> <p>live on the outskirts</p> <p>live in the suburbs</p> <p>pay rent for</p> <p>prefer smth to smth</p> <p>within walking distance of</p>
<p>luxury</p> <p>maintenance</p> <p>mortgage</p> <p>outskirts</p> <p>prefer/ chose</p> <p>price/cost</p> <p>privacy</p> <p>property</p> <p>purchase</p> <p>real estate</p>	

<p>rent resident restore sell spacious story/ storey/ level/ floor suburbs suite tenant urban area view</p>	
<p>Phrasal verbs build on – construct the additional part of the house clean up/ tidy up – remove the dirt, stains, and unwanted materials get on with (neighbours) – get along with smb go without – live life without using smth mop (smth) up – remove liquid from the floor move in – start living in a different house or flat move out – stop living in a particular home pick (smth) up – remove smth from the floor to put into their proper place put (smth) away – put the items into their proper place put on (music) – turn on music stock up on (smth) – buy a lot of things to fill the refrigerator take down (smth) – remove smth from the wall take out (the trash) – remove trash from the house turn (smth) off – cause power of smth to stop turn (smth) on – give power of smth to start</p>	<p>Word formation accommodate – accommodation, accommodative convenient – convenience convert – conversion distance – distant evict – eviction, evictor, evictee expend – expense, expensive expire – expiring, expiration install – installation luxury – luxurious maintain – maintenance neighbour – neighbourhood(s), neighbourhooding own – owner possess – possession, possessive prefer – preference privacy – private sell – sale space – spacious suburbs – suburban</p>
<p>Fixed phrases at (smb's) disposal for rent for sale free of charge in advance in good condition out of condition out of order</p>	<p>Idioms build castles in the air – create dreams, hopes, or plans that are impossible, unrealistic, or have very little chance of succeeding home away from home – a place that is as pleasant and comfortable as your own home home sweet home – said to show happiness when returning home after being away make yourself at home – make yourself comfortable there is no place like home – your home is a special place</p>

GRAMMAR FOCUS

Future

Progressive

Continuous

Present perfect

to take place

unfished event

processes events

It was not

show to work

Was it snowing

drove in / out

It was not snowing

when I drove in / out

VERB TENSES	Past	Present	Future
Simple tenses express facts and situations that existed in the past, exist in the present, or will exist in the future.	It snowed yesterday. Did it snow yesterday? It did not snow yesterday. Simple past verb	It snows every winter. Does it snow every winter? It does not snow every winter. Simple present verb	It is going to snow tonight. It will snow this winter. He is installing a new computer program next week. Will / be going to + simple present
Progressive / Continuous tenses are used to talk about unfinished events, processes, events in progress	It was snowing when I drove to work. Was it snowing when I drove to work? It was not snowing when I drove to work. Was/were + -ing verb	It is snowing now. Is it snowing now? It is not snowing now. Am/is/are+-ing verb	It will be snowing by the time I get home. Will it be snowing this time next week? It will not be snowing this time tomorrow. Will be + -ing verb
Perfect Simple express the idea that one event happens before another event.	It had already snowed before I left. Had it already snowed before I left ? It had not snowed before I left. Had + past participle verb	I have driven in snow many times. Have you ever driven in snow? I have never driven in snow. Have/has + past participle verb	It will have snowed 6 inches by the end of the day. Will it have snowed 6 inches by the end of the day? It will not have snowed 6 inches by the end of the day. Will have + past participle verb
Perfect progressive expresses duration with a result	It had been snowing for two days before it stopped. Had it been snowing for two days before it stopped? It had not been snowing for two days before the sun came. Had been + -ing verb + for/since	It has been snowing all day long. Has it been snowing all day long? It has not been snowing all day long. Has/have been + -ing verb + for/since	It will have been snowing for three days by the time it stops. Will it have been snowing for three days by the time it stops? It will not have been snowing for three days by the time it stops. Will have been + -ing verb + for/since

PRESENT TENSES

Present Simple

Use	Example
Current habits	<i>John walks to work.</i>
Talk about how often things happen	<i>She does not visit us very often.</i>
Permanent situations	<i>Carlo works as a teacher.</i>
States	<i>Do you have an up-to-day passport?</i>
General truths and facts	<i>London is the capital of the UK.</i>

Present Continuous

Use	Example
Actions happening now	<i>Mike is driving to work at the moment.</i>
Temporary series of actions	<i>Taxi drivers are not stopping here because of the roadworks.</i>
Temporary situations	<i>Are they staying at the hotel?</i>
Changing and developing situations	<i>Holidays abroad are becoming increasingly popular.</i>
Annoying habits	<i>You are always leaving your things here.</i>

Present Perfect Simple

Use	Example
Situations and states that started in the past and still are true	<i>She has had her car for over 5 years.</i>
Series of actions continuing up to now	<i>We have travelled by bus, plane, and train – all in last 24 hours.</i>
Completed action without mentioned time	<i>Have you ever been to London?</i>
Completed action where the present result is important	<i>I have booked the tickets.</i>

Present Perfect Continuous

Use	Example
Actions continuing up to the present moment	<i>We have been driving for hours. Can have a break?</i>
Actions stopping just before the present moment	<i>I am out of breath because I have been running.</i>

PRESENT TENSES

1. I'm taking my sister out as she ____ any sun for a long time.
A) hasn't had B) haven't had C) hadn't been D) will have E) shall have
2. He ____ ill for three months already.
A) was B) has been C) is D) have been E) were
3. Who goes sightseeing?
A) Nina does. B) We shall. C) We did D) I did. E) She has.

4. I usually ___ a blouse and jeans at home, but today I ___ on a new dress.
A) wear/have put B) have worn/have put C) wore/has put D) wears/has put E) will wear/put
5. – What ___ the president ___?
– He ___ a contract.
A) does/do/has signed B) is/doing/is signing C) will/do/was signing
D) is/ going to do/would sign E) shall/do/has been signing
6. Look! The cat ___ your cutlet.
A) is eating B) was eating C) eats D) has been eating E) had eaten
7. You look pale. You ___ too hard these days.
A) have been working B) worked C) are working D) work E) were working
8. What ___ you ___ since I saw you last?
A) do/do B) are/doing C) have/been doing D) did/do E) will/do
9. It is 8.30. Ben and Ann ___ breakfast.
A) have B) are having C) is having D) was having E) were having
10. She ___ a journalist nowadays.
A) are B) was C) is D) were E) am
11. You ___ always ___ your things. Put them into your bag.
A) are/losing B) – /lost C) have/lost D) shall/have been losing E) had/lost
12. What place ___ the youth of our country occupy in all branches now?
A) did B) shall C) is D) does E) will
13. I ___ home for lunch on Mondays. I have lunch in the canteen.
A) didn't go B) was going C) don't go D) doesn't go E) will not go
14. Westminster Abbey is the ancient old church in which the coronation ceremonies of almost all English kings and queens ___ place.
A) will take B) was taken C) was taking D) is taking E) have taken
15. This is the most interesting film I ___ ever _____.
A) didn't/see B) was/seen C) have /saw D) have/seen E) had/seen
16. "Nobody ___ in that country," said Pinocchio to his friend.
A) don't learn B) are learning C) learns D) doesn't learn E) learn
17. "Little boy", said a man, "why do you carry that umbrella over your head? It ___ and the sun ___".
A) rains/isn't shining B) doesn't rain/shines C) isn't raining/isn't shining
D) is raining/is shining E) isn't raining/don't shine
18. – Who often has dinner at the canteen?
A) – I did. B) – We do. C) – He had. D) – They have. E) – She will.
19. I ___ never ___ him before.
A) – /met B) – /meet C) have/met D) has/met E) – /meets
20. The weather is awful, it ___ all day.
A) rains B) is raining C) rained D) has rained E) has been raining
21. It is 2 o'clock. I ___ afraid I ___ late.
A) was/am B) shall be/am C) am/am D) was/was E) am/wasn't
22. The milk is hot I ___ on it to make it cold.
A) am blowing B) blow C) is blowing D) blew E) had blown
23. ___ this engineer work at the Ministry of Foreign Affairs.
A) Do B) Does C) Has D) Had E) Shall
24. He ___ never ___ him sing.
A) had ___ heard B) has ___ heard C) have ___ heard D) was ___ hearing E) is ___ hearing
25. Look! There ___ a man sitting at the first table near the door. He ___ at us.
A) was/looks B) had been/looked C) were/had looked D) is/is looking E) is/was looking
26. These engineers always ___ in the office and _____.
A) stayed/learn B) stay/learn C) stays/learns D) have stayed/learned E) stay/learned
27. It's the happiest evening I ___ ever _____.
A) had B) have had C) has D) has had E) had had

28. While ____ to school we always ____ a bus.
A) going/take B) went/take C) shall go/will take D) had gone/took E) goes/takes
29. We don't like him because he always ____ lies.
A) tell B) were telling C) tells D) are telling E) has told
30. She ____ at school since 1984.
A) teach B) has been teaching C) taught D) was teaching E) have taught

PAST TENSES

Past Simple

Use	Example
Single completed actions	<i>We played a game and he won.</i>
Habits in the past	<i>Did you collect stamps when you were a child?</i>
Permanent situations in the past	<i>A famous actress lived in this house.</i>
General truths and facts about life	<i>Space exploration started in the middle of the 20th century.</i>
The main events in a story	<i>The referee blew a whistle and Tom passed the ball.</i>

Past Continuous

Use	Examples
Actions happening at a particular moment in the past	<i>At 5 o'clock I was doing my homework.</i>
Temporary situations in the past	<i>John was living in London at the time.</i>
Annoying past habits (with <i>always</i>)	<i>My brother was always breaking my toys when we were kids.</i>
Actions in progress over a period of time	<i>Dan was playing video games all morning yesterday.</i>
Two actions in progress over a period of time	<i>He was reading while his wife was cooking dinner.</i>
Background information in a story	<i>The sun was shining, the birds were singing when she opened the window.</i>

Past Perfect Simple

Use	Examples
Situations and states before in the past	<i>We had lived next to the gym for a month before I decided to join.</i>
Completed actions before in the past	<i>I had already bought a game before I saw it was cheaper in the next store.</i>
Completed actions where the important thing is the result at the moment in the past	<i>We did not feel like playing computer games because we had finished a long game of Monopoly.</i>

Past Perfect Continuous

Use	Examples
Actions continuing up to the moment in the past	<i>When you saw us, we had been running for 6 miles.</i>
Actions stopping just before the moment in the past	<i>Sarah looked tired because she had been exercising all morning.</i>

PAST TENSES

1. She never ____ to eat soup.
A) didn't like B) like C) had liking D) would not like E) liked
2. "I'll drink tea from this tin mug." "Where ____ you ____ it?"
A) did/find B) do/find C) did/found D) were/found E) are/found
3. It was dark and cold. At one moment he thought that he ____ his way.
A) lost B) will lose C) had lost D) was lost E) loses
4. I didn't know anyone in the city where I ____ to get.
A) did try B) was trying C) would try D) have tried E) shall try
5. – Why ____ you go to the plant? – I ____ no time.
A) do/had B) will/have C) did/hadn't D) didn't/hadn't E) didn't/had
6. A policeman ____ me crossing the street yesterday.
A) seen B) saw C) has seen D) will see E) had seen
7. Arthur ____ all his exams by 5 o'clock yesterday.
A) passed B) passes C) has passed D) has been passed E) had passed
8. He evidently ____ his shoes for a very long time. They were worn-out.
A) were wearing B) are wearing C) had been wearing
D) was wearing E) had been worn
9. So, the invisible man ____ into the shop and ____ down.
A) comes/walked B) didn't come/walk C) came/walked
D) will come/walked E) comes/would walk
10. – We were at the theatre 2 days ago. The performance was excellent.
– Who ____ the leading part?
A) did play B) play C) played D) would play E) has played
11. One day the boys found a dead man in the forest. He ____.
A) will die B) had been dying C) had died D) was dying E) die
12. His father ____ a doctor and he ____ to make his son a doctor, too.
A) was/wants B) were/wanted C) will be/would want
D) was/wanted E) were/wanted
13. During his school years Cronin ____ great interest in literature.
A) take B) took C) has taken D) had taken E) would take
14. He ____ the box yesterday, because he had to do it.
A) would open B) had opening C) have opened D) opens E) opened
15. While the gentlemen ____ the recent events, the ladies ____ about the weather.
A) discuss/talk B) are discussing/was talking C) being discussed/being talked
D) were discussing/were talking E) have discussed/have talked
16. She ____ you a letter three weeks ago.
A) had sent B) has sent C) sent D) send E) was sending
17. When he ____ home I ____ him the book.
A) came /shall show B) comes/showed C) has come/has shown
D) came/showed E) was coming/shall show
18. They ____ breakfast at 7 and ____ home at eight.
A) have/left B) had/left C) had/leave D) have/leaves E) had/had left
19. Long ago people ____ little about those minerals.
A) had known B) knowed C) will know D) knew E) have known
20. The dentist ____ two of his teeth. One of them ____ quite good.
A) pulls out/are B) pull out/was C) pulled out/was
D) pull out/was E) pulled out/were
21. I couldn't imagine what ____ to her.
A) had happened B) has been happened C) will happen
D) has been happening E) happens

22. He felt that he ____ it wrong.
A) has made B) made C) will make D) was made E) had made
23. I ____ my homework when my mother came.
A) already did B) have already done C) had already done
D) has already done E) already do
24. Turning I found my father sitting beside me on the sofa. I said “How ____ you ____ here?”
A) do/get B) did/get C) does/get D) was/getting E) has/been getting
25. Last summer we ____ a trip to Houston.
A) made B) has made C) are making D) shall make E) will be making
26. He ____ barely ____ of him until that evening.
A) had/heard B) has/heard C) was/heard D) did/hear E) didn't/hear
27. She ____ in Tashkent five years ago.
A) had lived B) lived C) has lived D) live E) have lived
28. We ____ English, so I know it a little.
A) were learning B) learned C) learns D) should learn E) were learnt
29. Yesterday at this time it ____ .
A) had snowed B) snows C) snowed D) was snowing E) had been snowing
30. We ____ he ____ ill.
A) did not know/was B) knew/am C) knew/will be D) had known/is E) were known/be

FUTURE TENSES

Expressing future: future simple

Use	Example
Offers and suggestions	<i>I will help you with your studies, if you like.</i>
Requests	<i>Will you help me with my studies?</i>
Facts about future	<i>The website will come online next week.</i>

Expressing future: be going to

Use	Example
Plans and intentions	<i>I am going to be a famous lawyer one day.</i>
Predictions based on present evidence	<i>It sounds like the plane is going to take off in a few minutes.</i>

Expressing future: present continuous

Use	Example
Arrangements made before the moment of speaking	<i>Are they installing new devices next week?</i>

Expressing future: present simple

Use	Example
Timetables, fixed events	<i>The bus leaves at 8.00 tomorrow morning.</i>
After <i>if</i> in first and zero conditionals	<i>If technology continues to advance, life will become easier.</i>

After certain time expressions: as soon as / before / after / till / until / while / once	<i>We will find out as soon as we come to the lab.</i>
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Expressing future: future continuous

Use	Example
Actions in progress at a point in the future	<i>This time next week, I will be taking my exam.</i>
Habits or repeated actions at a point in the future	<i>In the future, we will be flying around using jet-packs.</i>

Expressing future: future perfect simple

Use	Example
Actions which are completed at a point in the future	<i>I will have finished my homework by the time you come.</i>

Expressing future: future perfect continuous

Use	Example
Actions in progress up to a point in the future	<i>At seven o'clock I will have been doing my homework for three hours.</i>

FUTURE TENSES

- I ___ to start a new life tomorrow.
A) to be going B) am going C) will go D) is going E) were going
- Mark _____ to school next year.
A) was going B) goes C) will go D) would go E) will be go
- This time tomorrow they ___ dinner.
A) have B) are having C) will have D) having had E) will be having
- What's happened to your hair? Your mother ____.
A) didn't like B) liked C) likes D) would like E) won't like
- I ___ if you come too late tomorrow.
A) will be sleeping B) will sleep C) sleep D) am sleeping E) was sleeping
- Be quick or we ___ for school.
A) are late B) is late C) have been late D) will be late E) will not be late
- What ___ you ___ next Sunday?
A) were doing B) have done C) are doing D) are done E) were done
- I think I ___ a cassette recorder and use it in class.
A) buy B) am buying C) will buy D) would buy E) bought
- We ___ for Niagara tomorrow.
A) are leaving B) have left C) left D) had to leave E) will be left
- I'll ask him what he ___ for lunch.
A) was having B) are having C) would have D) should have E) will have
- Who ___ for a walk tomorrow?
A) go B) will go C) didn't go D) doesn't go E) went
- They ___ their English exam at this time tomorrow.
A) will take B) will be taking C) would take D) is taking E) take
- My boss ___ some V.I. P's tomorrow.
A) will be received B) is receiving C) will have received D) receive E) has received

14. Ask him when the engineers ____ finish the talks.

- A) will B) would C) had D) have E) do

15. He ____ to learn French next year.

- A) was going B) is going C) are going D) will be going E) will be going

16. All the children ____ on an excursion next week.

- A) go B) went C) have gone D) will go E) has gone

17. ____ you ____ at 6 tomorrow?

- A) will/sleep B) were/sleeping C) will/be sleeping D) do/sleep E) are/sleeping

18. I will be back by 6 and I hope you ____ a good sleep by that time.

- A) will have had B) will have C) would have D) have had E) had had

19. This time tomorrow we ____ probably ____ fishing.

- A) are/will B) – /will C) will/be D) will/– E) do/are

20. What ____ you ____ at 6 tomorrow?

- A) will/do B) was/doing C) will/be doing D) is/doing E) will/have done

21. By the end of the first term we ____ many English books.

- A) will be read B) read C) will have read D) have read E) will read

22. He ____ for you at 7 in the evening next Sunday.

- A) was waiting B) were waiting C) will be waiting D) have waited E) had been waited

23. I ____ them some money if they ____ me for.

- A) send / ask B) sent / asked C) will send / will ask D) would send / ask E) will send / ask

24. If I ____ shopping I ____ some food tomorrow.

- A) went / will buy B) go / buy C) am going / would buy

D) go / will buy E) had gone / would buy

25. We ____ for a walk if the weather ____ fine.

- A) will go / will be B) go / is C) will go / is D) go / will be E) goes / will be

26. Mike ____ certainly if he ____ not busy.

- A) comes / is B) will come / will be C) will come / is D) comes / will be E) come / will be

27. I ____ next week if I can ____ a train ticket.

- A) go / get B) will go / got C) went / got D) will go / get E) was going / get

28. I ____ happy if I ____ the university.

- A) will be / will enter B) am / will enter C) am / enter D) will be / enter E) was / enter

29. Our fate is in her hands now. If she ____ tickets we ____ away.

- A) has bought / would fly B) buys / will fly C) buy / fly

D) bought / fly E) bought / would have flown

30. If you ____ in their talk they ____.

- A) don't interfere / will quarrel B) didn't interfere / have quarreled

- C) doesn't interfere / will quarrel D) interfere / should have quarreled E) interfere / are quarrelling

MIXED TENSES

1. Mr. Brown ____ to me 2 hours ago to return the book which he ____.

- A) comes / borrows B) came / had borrowed C) will come / borrowed

D) came / borrowed E) was coming / borrowed

2. No sooner he ____ than he ____ ill.

- A) had arrived / falls B) had arrived / fell C) arrives / has fallen

D) arrived / will fall E) is arriving / is falling

3. I ____ my homework by 6 o'clock yesterday and when my mother came home I ____ supper.

- A) did / have B) have done / had

C) had done / was having D) was doing / had E) do / have

4. He said that he ____ school and he ____ to enter the academy.

- A) finished / was going B) has finished / is going

C) had finished / was going D) finishes / are going E) finish / was going

5. It ____ dark and it ____.

- A) is / are raining B) was / was raining C) are / was D) were / were E) were / was

6. The pupils ____ the sentences yet, the teacher ____ the blackboard.

- A) has not written / will clean B) had not written / cleaned
C) did not write / cleans D) are not writing / clean E) had not written / had cleaned

7. Henry ____ Puerto Rico before he ____ to St. Thomas.

- A) visited / had gone B) had visited / went
C) was visiting / went D) would visit / goes E) visited / went

8. The company ____ some new equipment before the strike ____.

- A) have ordered / begin B) had ordered / began
C) ordered / begins D) is ordering / began E) will order / had begun

9. I ____ he ____ it interesting.

- A) hoped / find B) hoped / finds
C) hopes / would find D) hoped / would find E) will hope / find

10. Mark Twain ____ that they ____ about him.

- A) understand / speaks B) understands / speaks C) will understand / spoke
D) understood / are speaking E) understood / were speaking

11. On our way home we ____ the problem if we could ____ the fine celebration of our mother's birthday.

- A) discussed / organized B) were discussing / organize C) had discussed / organize
D) have discussed / were organizing E) discuss / organizes

12. The greater part of London ____ of wood, but after the great fire wider streets and brick houses ____.

- A) had been / were built B) was / were built
C) is / have been built D) are / are built E) has been / is built

13. After my parents ____ home my life ____ better.

- A) had returned / became B) will return / become
C) return / have become D) return / have become E) return / would become

14. Why ____ you come yesterday? We ____ a good time.

- A) don't / can have B) didn't / could have had
C) will / might have D) doesn't / will have E) did not / shall have

15. He ____ even before I ____ a finger on him.

- A) screams / was laid B) screamed / had laid
C) would scream / am laying D) screams / laid E) screamed / would lay

16. I ____ never ____ to Cambridge, but I once ____ Oxford.

- A) did / go / visit B) have / been / visited C) have / been / had visited
D) was / visiting / had been visiting E) will / have gone / don't visit

17. We ____ to wait because the man ____.

- A) told / was questioned B) were told / questioned C) were told / is questioned
D) told / was being questioned E) were told / was being questioned

18. They didn't know that he ____ from the University in 1990 and then ____ abroad.

- A) had graduated / is working B) graduated / works
C) graduated / was working D) was graduating / worked E) had graduated / worked

19. We learned that he ____ the office 5 minutes before he ____.

- A) left / returned B) had left / returned C) would leave / returned
D) would have left / came E) had left / had returned

20. – ____ you ____ him this week?

– Yes, I ____ him on Sunday.

- A) did / see / saw B) did / see / have seen
C) have / seen / see D) do / see / saw E) have / seen / saw

21. I ____ my interview with the vice-president when my daughter ____ me.

- A) had / were calling B) was having / had called
C) have had / called D) had / called E) was having / called

22. Ronald Reagan ____ president for 8 years before he ____ .
A) had been / has retired B) had been / had retired
C) was / had retired D) had been / retired E) was / retired
23. I went out of the house. It ____ . It ____ for two weeks.
A) rained / was raining B) had rained / was raining
C) was raining / had been raining D) had been raining / was raining E) was raining / rained
24. After long consideration we ____ to the conclusion our behavior ____ .
A) came / had been justified B) came / will be justified
C) will come / would be justified D) are coming / will justify E) has come / are being justified
25. The plan ____ for two hours when he ____ .
A) had been discussed / came B) is discussed / comes C) will be discussed / come
D) has been discussed / comes E) was discussed / would come
26. Christopher Columbus didn't know where he ____ . When he landed he didn't know where he ____ when he got back to Spain he didn't know where he ____ .
A) was sailing / was / had been B) had sailed / was / was
C) is sailing / had been / has been D) will be sailing / will be / will have been
E) would sail / hadn't been / haven't been
27. That day after Mr. Brown ____ the letter he ____ me to clarify some details.
A) has studied / phoned B) studied / phoned
C) had studied / phoned D) had studied / had phoned E) studied / is phoning
28. When Christopher Columbus ____ 14 he ____ a sailor.
A) is / became B) was / became
C) was / becomes D) are / become E) were / became
29. My sister ____ in Florida for one year when we ____ to New York.
A) has lived / came B) have lived / come
C) lived / come D) had lived / came E) live / came
30. He came to the writing table and ____ through the letters which ____ for him.
A) look / was waiting B) looked / were waiting
C) looks / has been waiting D) looked / waiting E) looks / are waiting

USED TO / WOULD + BARE INFINITIVE

To talk about past only

Used to	Would
About past habits, repeated actions and states which no longer happen	About past habits, repeated actions and states which no longer happen
When I was young, my granny used to take me to the park for a walk. I used to have the house near the river.	When I was young, my granny would take me to the park for a walk. I would have the house near the river. (state)
Grammar forms	
Statement I used to train two times a week.	I would train two times a week.
Negative I didn't use to train two times a week. I never used to train two times a week. I used not to train two times a week.	I would never train two times a week. (only with never)
Question Did I use to train two times a week?	—

BE / GET USED TO + GERUND / NOUN / PROOUN

To talk about different tenses (present, past, future)

BE USED TO	GET USED TO
<i>The situation that is familiar or no longer strange</i>	<i>The process of becoming familiar with something</i>
I've lived in London for three years and I'm used to bad weather.	I don't like Chinese food, but I'll get used to it when I move to China.
Grammar forms	
<i>Indefinite tenses</i>	<i>Indefinite, perfect, continuous tenses</i>
When I met Alan I was used to living alone and I didn't want any flat mates. He isn't used to this noise so he can't sleep. Are you used to driving on the left?	I don't like Chinese food, but I'll get used to it when I move to China. I didn't like our new colleague from the first sight, and I'm still getting used to him. I have got used to having lunch at work.

USED TO / WOULD

- 1. I used to / would have short hair when I was a teenager.
- 2. We used to / would go to the same little café for lunch every day when I was a student.
- 3. She would / used to love playing badminton before she hurt her shoulder.
- 4. She would / used to be able to dance very well.
- 5. Luke didn't use to / would have a car.
- 6. We would / used to live in Brazil.

TO BE / GET USED TO – USED TO / WOULD

- 7. When I started to work here I needed a lot of help, but now I _____ all the work on my own.
a. am used to doing b. used to do c. get used to doing
- 8. He _____ several books a month, but he doesn't have time any more.
a. was used to reading b. got used to reading c. used to read
- 9. We were surprised to see her driving – she _____ when we first met her.
a. didn't use to drive b. got used to driving c. was used to driving
- 10. Don't worry, it's a simple program to use. You _____ it in no time, I'm sure.
a. used to use b. are used to c. will get used to
- 11. When I had to commute to work every day I _____ very early.
a. used to getting up b. used to get up c. am used to getting up
- 12. I'm afraid I'll never _____ in this place. I simply don't like it and never will.
a. got used to living b. used to live c. get used to living
- 13. Whenever we came to Coventry we always _____ in the Central Hotel. We loved it.
a. used to stay b. got used to staying c. are used to staying
- 14. When Pete Smith was the head of our office everything _____ well organized. Now it's total chaos here.
a. got used to be b. was used to being c. used to be
- 15. Mr Lazy was shocked when he joined our busy company because he _____ doing much work every day.
a. wasn't used to b. didn't use to c. isn't used to
- 16. She _____ be a long-distance runner when she was younger.
A) would B) used to C) got used to

VERB TENSES
USED TO / WOULD
BE / GET USED TO

17. I _____ to sleep very well, but then I started doing yoga and it really helps.
A) would B) didn't used C) didn't use
18. I'm a teacher so I _____ to speaking in public.
A) 'm used B) used C) would
19. I always hated the cold weather but I _____ it when I lived in Russia.
A) get used to B) got used to C) used to
20. We _____ much positive feedback about our old product, but the new formula is really successful.
A) didn't used to get B) were not used to get C) didn't use to getting
21. I work from home so I _____ people around me all day.
A) 'm not used to have B) 'm used to not having C) used to having
22. I heard Eliza got promoted! _____ her as your boss yet?
A) Are you used to having B) Did you used to have C) Are you used to have
23. You've stopped hiking? But why? You _____ all the time.
A) used to go B) got used to go C) used to going
24. I've been a nurse for two years but I don't know if I _____ night shifts.
A) 'll ever used to work B) 'll get used to work C) 'll ever get used to working
25. Even though I loved my old job, I _____ the long hours.
A) couldn't be used to B) couldn't get used to C) couldn't use to
26. I _____ the guitar but I don't have time now.
A) got used to playing B) used to playing C) used to play
27. _____ you _____ to come here as a child?
A) Were...use B) Did...use C) Have ...used

INFINITIVE / -ING FORM

Infinitive/-ing form (the use of the infinitive, the use of the *-ing* form, the use of the bare infinitive, verbs taking the *to* infinitive or the *-ing* form with a change in meaning, participles)

There are two types of infinitives.		
Tenses of the Infinitive The infinitive has four tenses in the active and two in the passive.		
	Active Voice	Passive Voice
Present	(to) play	(to) be played
Present Continuous	(to) be playing	
Perfect	(to) have played	(to) have been played
Perfect Continuous	(to) have been playing	
Active		
The present infinitive refers to the present or future: The present continuous infinitive expresses an action happening now:		<i>I hope to see you tomorrow.</i> <i>He appears to be suffering from a cold.</i>

<p>The perfect infinitive is used to show that the action of the infinitive happened before the action of the verb.</p> <p>It is used with verbs such as: <i>seem, appear, believe, know, claim, expect</i> and <i>modal verbs</i>:</p> <p>The perfect continuous infinitive is used to emphasise the duration of the action of the infinitive, which happened before the action of the main verb:</p>		<p><i>He claims to have won the lottery.</i></p> <p><i>She seems to have been working very hard.</i></p> <p><i>All the work is finished</i></p>	
Passive			
present infinitive: (to) be + past participle		<i>Ian hopes to be chosen for class president.</i>	
perfect infinitive: (to) have been + past participle		<i>Sue appears to have been seen breaking into the house.</i>	
Forms of the Infinitive corresponding to verb tenses			
Tenses of the <i>-ing</i> form			
	Active Voice	Passive Voice	
Present	Playing	being played	
Present Continuous			
Perfect	having played	having been played	
Perfect Continuous			
The simple <i>-ing</i> form refers to the present or future.		<i>Stealing is wrong.</i>	
The perfect <i>-ing</i> form shows that the action of the <i>-ing</i> form happened before the action of the verb.		<i>He admitted having lied to his wife</i>	
We can use the simple <i>-ing</i> form instead of the perfect <i>-ing</i> form with no difference in meaning.		<i>He denied having stolen/stealing the important documents.</i>	
The <i>to</i> infinitive is used:			
to express purpose:		<i>She went to the butcher`s to buy some chicken.</i>	
after certain verbs (<i>agree, appear, decide, expect, hope, plan, promise, refuse, etc.</i>):		<i>They`ve decided to recycle the litter.</i>	
after <i>would like, would prefer, would love</i> , etc to express a specific preference:		<i>I would love to go out for dinner with you Ted.</i>	

<p>after adjectives which describe <i>feelings/emotions</i> (<i>happy, sad, glad</i>, etc.); express <i>willingness/unwillingness</i> (<i>willing, eager, reluctant</i>, etc.); refer to a <i>person's character</i> (<i>clever, kind</i>, etc.) and the adjectives <i>lucky</i> and <i>fortunate</i>:</p> <p>Note: With adjectives that refer to character we can also use an impersonal structure:</p> <p>after <i>too/enough</i>:</p> <p><i>to talk about an unexpected event, usually with only:</i></p> <p>with <i>it + be + adjective/noun</i>:</p> <p>after <i>be + first/second/next/last</i> etc:</p> <p>after verbs and expressions such as <i>ask, learn, explain, decide, find out, want, want to know</i>, etc, when they are followed by a question word:</p> <p>Note: <i>why</i> is followed by subject + verb, NOT an infinitive:</p> <p>in the expressions <i>to tell you the truth, to be honest, to sum up, to begin with</i>, etc:</p>	<p><i>I was glad to be home. He`s eager to help us. She`s fortunate to have found a new job.</i></p> <p><i>It was kind of you to invite us for lunch.</i></p> <p><i>It was too noisy to work. She`s not fit enough to run the marathon.</i> <i>He arrived at the office only to find that it was closed.</i></p> <p><i>It was difficult to explain the problem.</i></p> <p><i>She was the last person to leave the classroom.</i> <i>John didn`t explain how to install the program.</i></p> <p><i>I wonder why Fred left the company.</i></p> <p><i>To tell you the truth, I didn`t agree with the proposal.</i></p>
<p>The Infinitive without <i>to</i> is used:</p>	
<p>after <i>modal verbs</i>:</p> <p>after the verbs <i>let, make, see, hear</i> and <i>feel</i>:</p> <p>BUT we use the <i>to infinitive</i> after <i>be made, be heard, be seen</i>, etc. (passive form):</p> <p>Note: When <i>see, hear</i> and <i>watch</i> are followed by an -ing form, there is no change in the passive.</p> <p>after <i>had better</i> and <i>would rather</i>:</p> <p>in the expressions <i>used to</i> and <i>be supposed to</i>:</p>	<p><i>Bill can repair the bicycle.</i></p> <p><i>They made me work on Saturday.</i></p> <p><i>He was made to work on Saturday.</i></p> <p><i>Mark saw me hiding the surprise birthday present. I was seen hiding the surprise birthday present.</i></p> <p><i>You had better take notes during the lecture.</i> <i>When I was younger, I used to fight with my brother.</i></p>
<p>The -ing form is used:</p>	
<p>as a noun:</p> <p>after certain verbs: <i>admit, appreciate, avoid, continue, deny, fancy, go</i> (for activities), <i>imagine, mind, miss, quit, save, suggest, practise, consider, prevent</i>:</p>	<p><i>Eating chocolate isn`t good for your teeth.</i></p> <p><i>Leo suggested walking in the park.</i></p>

<p>after <i>love, like, enjoy, prefer, dislike, hate</i> to express general preference:</p> <p>BUT for a specific preference (<i>would like/would prefer/would love</i>) we use a to infinitive:</p> <p>after expressions such as <i>be 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, have difficulty (in), have trouble</i>, etc:</p> <p>after <i>spend, waste or lose (time, money, etc)</i>:</p> <p>after the preposition <i>to</i> with verbs and expressions such as <i>look forward to, be/get used to, in addition to, object to, prefer (doing sth to sth else)</i>:</p> <p>after <i>other prepositions</i>:</p> <p>after the verbs <i>hear, listen to, notice, see, watch</i> and <i>feel</i> to describe an incomplete action:</p> <p>BUT we use the <i>infinitive without to</i> with <i>hear, listen to, notice, see, watch</i> and <i>feel</i> to describe the complete action:</p> <p>REMEMBER! <i>Help</i> can be followed by either the <i>to infinitive</i> or the <i>infinitive without to</i> .</p> <p>If two to infinitives are linked by <i>and</i> or <i>or</i>, the to of the second infinitive can be omitted.</p> <p>If a verb is followed by a preposition, the preposition will appear at the end of the sentence.</p> <p>We can use <i>to</i> in order to avoid repeating a verb clause.</p>	<p><i>Christine loves making crafts.</i></p> <p><i>She`d love to go to a peaceful holiday resort.</i></p> <p><i>There`s no point in complaining when we have no other choice.</i></p> <p><i>Joseph spends all his free time drawing.</i></p> <p><i>Harry is looking forward to spending the weekend in the mountains.</i></p> <p><i>She is interested in acting at the theatre.</i></p> <p><i>I watched them rehearsing for the play. (I only watched part of the rehearsal.)</i></p> <p><i>I watched them rehearse for the play. (I watched the whole rehearsal.)</i></p> <p><i>They helped me (to) write the invitations.</i></p> <p><i>I would prefer to stay at home and revise for my test.</i></p> <p><i>I used a fountain pen to write my article with.</i></p> <p><i>I`ve never eaten sushi, but I`d love to.</i></p>
<p>The subject of the infinitive:</p> <ul style="list-style-type: none">• is omitted when it is the same as the subject of the main verb. <i>They want to go to New Zealand.</i> (The subject of the main verb (<i>want</i>) and the infinitive (<i>go</i>) is the same (<i>they</i>).)• is not omitted when it is different from the subject of the main verb. The subject of the infinitive comes before the infinitive and can be an object pronoun (<i>me, you, them</i>, etc.), a name (<i>Cathy</i>) or a noun (<i>the man</i>). <i>He wants her to clean up the mess.</i> (The subject of the main verb (<i>want</i>) is <i>he</i>, whereas the subject of the infinitive <i>clean up</i>) is <i>her</i>.) <p>The subject of the -ing form can be an object pronoun, a possessive adjective, a name or a possessive case when it is different from the subject of the main verb.</p> <p><i>I remember him/his/Sam/Sam`s graduating from medical school.</i></p>	

Verbs taking either the to infinitive or the -ing form with a change of meaning	
forget + to infinitive = (not) remember	<i>He forgot to lock his car.</i>
forget + -ing form = not recall	<i>She'll never forget meeting the President.</i>
remember + to infinitive = not forget	<i>I hope you remember to bring your tennis racquet with you.</i>
remember + -ing form = recall	<i>I remember telling you about the accident last night.</i>
mean + to infinitive = intend to	<i>I meant to call Pete last night, but I forgot.</i>
mean + -ing form = involve	<i>My new job will mean travelling abroad every month.</i>
regret + to infinitive = be sorry to (normally used in the present simple with verbs such as say, tell, inform)	<i>We regret to inform you that your flight has been delayed.</i>
regret + -ing form = feel sorry about	<i>I regret not going to university.</i>
try + to infinitive = do one's best, attempt	<i>He must try to organise his time.</i>
try + -ing form = do something as an experiment	<i>You should try taking some vitamins.</i>
stop + to infinitive = stop briefly to do something else	<i>He stopped to buy some batteries for his MP4 player.</i>
stop + -ing form = finish, give up	<i>We must stop wasting our earth's natural resources.</i>
Too/Enough	
<p>Too has a negative meaning and shows that something is more than enough or necessary. It appears before adjectives or adverbs and is followed by a full infinitive.</p> <p><i>This exercise is too difficult for the students to solve.</i></p> <p>(NOT: ... to solve it.)</p>	<p>Enough has a positive meaning and shows that there is as much of something as is wanted or needed. It appears before nouns but after adjectives or adverbs and is followed by a full infinitive.</p> <p><i>There are enough leaflets to give out to everyone. She is experienced enough to lead the group.</i></p>
Remember!	
<p>Enough also appears in negative sentences to show that more of something is wanted or needed.</p> <p><i>I don't have enough apples to make an apple pie.</i> (= I need more apples.)</p> <p>It is never used before an adjective. Instead we use quite or fairly.</p> <p><i>She's quite active.</i></p>	
Participles	
<p>• Present participles (verb + -ing) describe what someone or something is.</p> <p><i>It was an exciting story.</i> (How was the story? Exciting.)</p> <p>• Past participles describe how somebody feels.</p> <p><i>The children are excited about our trip to Disneyland.</i> (How do they feel? Excited.)</p>	

Remember!

The participle and the rest of the sentence must refer to the same subject.

While playing a game on my computer. I heard a loud knock at the door.

(NOT: ~~*While playing a game on my computer, a loud knock was heard at the door.*~~)

ING-FORM / INFINITIVE

1. He admitted ____ the car but denied ____ it by himself.
A) stealing / doing B) to steal / doing C) stealing / to do D) to steal / to do
2. How do you feel if someone laughs at you? I hate people ____ at me.
A) laughed B) laughing C) being laughed D) to be laughed
3. We often hear her ____ at concerts.
A) sings B) singing C) sang D) to sing
4. Mother wants him ____ to the country during the summer.
A) goes B) go C) to go D) will go
5. ____ many books on history helps school children to get knowledge about the past of different nations.
A) read B) reads C) has read D) reading
6. As well as ____ I like ____ .
A) running/walking B) run/walk C) run/walked D) running/walked
7. He warmed himself by ____ hot tea.
A) drinking B) drank C) drunk D) to drink
8. It's very pleasant ____ on the beach in summer.
A) lie B) to lie C) lay D) lain
9. – I hope my dream will come true this year.
– And what do you dream of?
– Oh, I dream of ____ a law school and ____ a lawyer.
A) to enter / to become B) enter / become C) entering / becoming D) entered / become
10. ____ English is the best way of ____ it.
A) speak / learn B) speaking / learning C) to speak / to learn D) spoke / learning
11. She dreams of her son's ____ a director of the company.
A) becoming B) is becoming C) become D) became
12. Why didn't you try ____ yourself a job?
A) found B) have found C) finding D) to find
13. Nobody heard her ____ English.
A) spoke B) speaks C) speak D) was speaking
14. We stopped at the motorway services ____ something to eat.
A) to get B) to have got C) was getting D) getting
15. I'm not really interested in ____ to the University.
A) go B) went C) going D) being gone
16. This article is worth ____ .
A) reading B) read C) to read D) has read
17. In winter he spends much time in the mountains, he is fond of ____ .
A) to skate B) skated C) skating D) to be skated
18. The street was full of people ____ and ____ home.
A) laughed / gone B) laughing / going C) having laughed / go D) to laugh / to go
19. ____ a foreign language you can ____ great opportunities in your life.
A) know / have B) knowing / to have C) knowing / have D) knows / having
20. On ____ the classroom the teacher asked to the pupil on duty "Who is absent?"
A) entering B) entered C) to enter D) be entering
21. Working in the garden it is pleasant ____ to music.
A) listening B) listened C) to listen D) after listening

22. You are lucky you have not got a child ____ .
A) to look after B) should look after C) looking after D) having looked after
23. He usually left us without ____ a word.
A) to say B) saying C) say D) having been said
24. The horse ____ the race ____ the winner of the same event two years ago.
A) led / was B) leading / is C) leading / was D) to lead / was
25. His mother was against his ____ football.
A) play B) was playing C) playing D) to play
26. Miss Benson was looking forward to ____ the title role in the new play.
A) play B) playing C) to be played D) played
27. My friends need ____ English
A) learns B) to learn C) to have learned D) to be learned
28. When I came into the room she stopped ____ TV.
A) watching B) watch C) watched D) on watching
29. It's never too late ____ .
A) being learned B) not to learn C) to learn D) learning
30. I like ____ the people happy.
A) to have made B) made C) making D) having made

THE PASSIVE

To form the passive we use the verb **to be** in the appropriate tense and the **past participle** of the main verb:

Form	noun + BE (in the correct form) + PAST PARTICIPLE (+ by / with + noun)
Present simple	<i>am/is/are</i> + past participle
Present continuous	<i>am/is/are</i> + <i>being</i> + past participle
Present perfect	<i>has/have</i> + <i>been</i> + past participle
Past simple	<i>was/were</i> + past participle
Past continuous	<i>was/were</i> + <i>being</i> + past participle
Past perfect	<i>had</i> + <i>been</i> + past participle
Future simple	<i>will</i> + <i>be</i> + past participle
Future perfect	<i>will</i> + <i>have</i> + <i>been</i> + past participle
<i>be going to</i> future	<i>is/are going to</i> + <i>be</i> + past participle
Modals	<i>modal</i> + <i>be</i> + past participle
Modals + perfect infinitive	<i>modal</i> + <i>have</i> + <i>been</i> + past participle
Infinitive	<i>to be</i> + past participle
- <i>ing</i> (gerund)	<i>being</i> + past participle

Example	Active	Passive
Present simple	They <i>clean</i> the office every day.	The office <i>is cleaned</i> every day.
Present continuous	They <i>are cleaning</i> the office now.	The office <i>is being cleaned</i> now.
Present perfect	They <i>have</i> already <i>cleaned</i> the office.	The office <i>has</i> already <i>been cleaned</i> .

Past simple	They <i>cleaned</i> the office yesterday.	The office <i>was cleaned</i> yesterday.
Past continuous	They <i>were cleaning</i> the office at 6:00 this morning.	The office <i>was being cleaned</i> at 6:00 this morning.
Past perfect	They <i>had cleaned</i> the office before we arrived.	The office <i>had been cleaned</i> before we arrived.
Future simple	They <i>will clean</i> the office tomorrow.	The office <i>will be cleaned tomorrow</i> .
Future perfect	They <i>will have cleaned</i> the office by the end of the day.	The office <i>will have been cleaned</i> by the end of the day.
<i>be going to future</i>	They <i>are going to clean</i> the office.	The office <i>is going to be cleaned</i> .
Modals	They <i>should clean</i> the office.	The office <i>should be cleaned</i> .
Modals + perfect infinitive	They <i>should have cleaned</i> the office by now.	The office <i>should have been cleaned</i> by now.
Infinitive	They want <i>to clean</i> the office.	They want the office <i>to be cleaned</i> .
– <i>ing form</i>	They want <i>cleaning</i> the office every day.	They want the office <i>being cleaned</i> every day.

The **passive** is often **used** in the following situations:

Use	Example
When the person or people who do the action (the agent) are: <ul style="list-style-type: none">– unknown (to avoid using a general subject, <i>e.g. they, people, someone</i>)– obvious from the context– unimportant	<i>The car was stolen at approximately 1.30 p.m.</i> (More natural than <i>Someone stole the car.</i>) <i>A man was arrested in town yesterday for stealing a car.</i> <i>The suspect will be interviewed.</i>
To emphasise new information (which appears at the end of the sentence)	<i>The suspect was interviewed <u>by Detective Smith</u>.</i> <i>This type of weapon was developed <u>by the Americans</u>.</i>
When the action itself is more important than the agent (as in news headlines, newspaper articles, formal notices, advertisements, instructions, processes, etc.)	<i>Several houses were destroyed in the earthquake.</i>
To avoid starting clauses with long expressions	<i>We were surprised by the number of people trying to leave the city for the long weekend.</i> (More natural than <i>The number of people trying to leave the city for the long weekend surprised us.</i>)
To be impersonal and avoid saying who performs or is responsible for an action	<i>Oil and gas are found beneath the ground or sea.</i> <i>I've been told not to say anything.</i> <i>A page was torn out of my book.</i>
To use a formal style (official announcements, scientific texts, etc.)	<i>All passengers are required to present their ticket to the inspector.</i>

Notes:

- The *present perfect continuous, past perfect continuous, future continuous* and *future perfect continuous* tenses are **not** normally **used** in the passive.
- In everyday speech the verb **to get** can be used instead of **to be** to talk about things that happen by accident or unexpectedly: *Mary's cat **got** run over by a car.* (Instead of: *Mary's cat **was** run over ...*)
- Use **'by' + the agent** (to say who performed the action).
Use **'with' + instrument / material / ingredient** (to say what the agent used).
- A preposition following a verb in an active sentence is placed immediately after the verb in the passive.
Active: *A dog **bit** Alan **on** the leg.*
Passive: *Alan **was bitten on** the leg **by** a dog.*
- The verbs *hear, help, see, make*
in the **active: VERB + BARE infinitive** (without to)
(e.g. *Mum **made** me **tidy** my desk.*)
in the **passive: VERB + FULL infinitive** (with to)
(e.g. *I **was made to tidy** my desk **by** Mum.*)
- **Let** becomes **be allowed to** in the **passive**.
Active: *Our Art teacher **let** us share our paints.*
Passive: *We **were allowed to** share our paints **by** our Art teacher.*

Transitive (which take objects) and Intransitive Verbs (without objects)

Some verbs are **not** normally **used** in the **passive**. They include:

- 1) **intransitive verbs**, such as *appear, arrive, die, grow, happen, laugh, sleep, walk, work, stand up, speak*, etc., e.g.:
Active: *Tony **arrived** at the cinema.*
No passive form: *The cinema **was arrived at** **by** Tony **on time**.* (incorrect)
- 2) many verbs used statively, such as *consist, deserve, look, mind, realize, suit, have, exist, seem, fit, suit, resemble, let, lack*, etc., e.g.:
Active: *You **resemble** your mum.*
No passive form: *Your mum **is resembled** **by** you.* (incorrect)

Direct & Indirect Objects

Some verbs in **active** sentences can be followed by both a **direct** and an **indirect object** (usually a person). Common verbs include: *bring, buy, cost, get, leave, lend, make, offer, owe, pass, pay, promise, read, refuse, send, show, sing, take, teach, tell, throw, write*, etc.

Active	
we can put the indirect object either immediately after the verb, or at the end of the sentence with a preposition (<i>for/to</i> , etc.)	
Form	Example
subject + verb + indirect object + direct object	<i>Michael gave Jill the plane tickets.</i>
subject + verb + direct object + preposition + indirect object	<i>Michael gave the plane tickets to Jill.</i>

When an active verb has two objects we can form **two** different **passive** sentences:

Passive	
either an indirect object or a direct object can be the subject of the passive sentence	
With indirect object as subject of passive verb (more common)	<i>Jill was given the plane tickets (by Michael).</i>
With direct object as subject of passive verb	<i>The plane tickets were given to Jill (by Michael).</i>

Personal / Impersonal Passive Constructions

To express other people’s opinions we can use **special forms** of the **passive**. They can be used with the verbs like *believe, say, feel, hope, etc.* in the following personal and impersonal passive constructions:

Form	Common verbs	Example
Subject + passive + to-infinitive / perfect infinitive (personal construction)	<i>agree, assume, believe, claim, consider, estimate, expect, feel, find, guarantee, know, mean, presume, regard, report, say, suppose, think, understand</i>	<i>Tourism is expected to become a major part of the country’s economy.</i>
There + passive + to-infinitive/perfect infinitive (impersonal construction)		<i>There are reported to have been a record number of accidents on the roads this year.</i>
It + passive + that clause (impersonal construction)	<i>accept, agree, argue, assume, believe, calculate, claim, consider, estimate, expect, feel, know, presume, report, say, suggest, suppose, think, understand</i>	<i>It is thought that the new railway will provide employment opportunities for local people.</i>

Causative Form

Causative : have / get + object (thing) + past participle (have / get something done)	
Actions we arrange for other people to do for us (= we don’t have to do it ourselves, somebody else does it for us)	<i>Did you finally get your bike fixed?</i> <i>You ought to get your blood pressure checked.</i> <i>We had a large wedding cake made.</i> <i>We’ve just had the air-conditioning installed.</i> <i>We are having a new cooker put in tomorrow.</i>
Can be used instead of the passive to refer to unpleasant situation which hasn’t been arranged (e.g. accidents, misfortunes, and other negative and not intended things) NB in this case we use <i>have</i> but not <i>get</i>	<i>I had my wallet stolen last night. (= My wallet was stolen last night)</i> <i>He had his house broken into last week.</i> <i>We had our herb garden vandalised while we were away.</i>
Causative : have + object (person) + bare infinitive / get + object (person) + full infinitive (have somebody do something / get somebody to do something)	

<p>We use this pattern to mean we “make, persuade or cause somebody to do for us”</p> <p>NB <i>get</i> + object (somebody) + full infinitive (to do something) = to persuade sb else to do sth <i>make</i> + object (somebody) + bare infinitive (do something) = to insist that sb do sth</p>	<p><i>I'll have my assistant bring / get my assistant to bring you a copy.</i> <i>Why don't you get the chef to prepare / have the chef prepare you a vegetarian meal?</i></p> <p><i>Did you get Alex to drive you all the way to London?</i></p> <p><i>Mum made us do all our homework before going to the park.</i></p>
<p>Causative : get + past participle</p>	
<p>We use this pattern to mean “become”</p>	<p><i>She got dressed and went downstairs.</i></p>

Example	Active	Passive
Present simple	<i>She cleans the school.</i>	<i>She has the school cleaned.</i>
Present continuous	<i>She is cleaning the school.</i>	<i>She is having the school cleaned.</i>
Present perfect	<i>She has cleaned the school.</i>	<i>She has had the school cleaned.</i>
Past simple	<i>She cleaned the school.</i>	<i>She had the school cleaned.</i>
Past continuous	<i>She was cleaning the school.</i>	<i>She was having the school cleaned.</i>
Past perfect	<i>She had cleaned the school.</i>	<i>She had had the school cleaned.</i>
Future simple	<i>She will clean the school.</i>	<i>She will have the school cleaned.</i>
be going to future	<i>She is going to clean the school.</i>	<i>She is going to have the school cleaned.</i>
Modals	<i>She must clean the school.</i>	<i>She must have the school cleaned.</i>
Infinitive	<i>She wants to clean the school.</i>	<i>She wants to have the school cleaned.</i>
– ing form	<i>She could stop cleaning the school at breaks.</i>	<i>She could stop having the school cleaned at breaks.</i>

- Notes:**
- In general, **get** is more informal than **have** in causative structures.
 - We can use other verbs instead of *get* and *have* with a causative meaning. They include *need*, *want*, and *would like*.
(e.g. *I'd like those cars washed by this evening, please.*)
 - To form negation and question in the causative, use **do/does** (present simple) or **did** (past simple).
 - To refer to the agent, use **by**; to refer to instruments or materials, use **with**.
 - We use other prepositions after some past participles that are used like adjectives
(e.g. *I am frightened of driving on motorways. My car is covered in dirt.*)
 - The structure **get sth done** can also mean “finish doing something”.
(e.g. *We'll set off as soon as I've got the car fixed.*)

THE PASSIVE

1. The delegation _____ at the station by the students yesterday.
A) Meet B) is met C) have been met D) was met
2. I hope that the truth _____ very soon.
A) will find out B) will be finding out C) is found out D) will be found out

3. Everything _____ before you came.
A) is done B) was done C) has done D) had been done
4. The inspector is not in the town. He _____ to another place some days ago.
A) was sent B) sent C) will be sent D) will send
5. It _____ that the Government would do something to relieve the situation.
A) is assumed B) assumed C) was assuming D) was assumed
6. New sources of energy _____ developed nowadays.
A) is being B) has been C) are being D) have been
7. We can't get there in time. By the time we get there the papers _____.
A) will be destroyed B) would be destroyed C) will have been destroyed D) are destroyed
8. You can't come in. She _____ for the TV.
A) is interviewed B) interviews C) is being interviewed D) was interviewed
9. I had an unpleasant feeling that I _____.
A) watched B) was watched C) have been watched D) was being watched
10. Let's go to the seminar. It _____ interesting.
A) used to be B) is supposed to be C) must have been D) needs to be
11. Children _____ taught to respect their elders.
A) should be B) had better C) has to be D) must have
12. This application _____ last week.
A) should be sent B) must have been sent C) ought to have been sent D) should have sent
13. We can't wait any longer! Something _____ immediately.
A) should have been done B) had to be done C) ought to do D) must be done
14. It is probably about time we _____ the car serviced.
A) had B) would have C) will have D) have had
15. Transport systems _____ likely to change in the future. One probable difference is that there _____ more electric vehicles.
A) is / will be B) are / will be C) will / are D) will / would be
16. It is due _____ in five years' time.
A) to complete B) be completed C) be completing D) to be completed
17. No one brought up that question at the meeting. That question _____ up at the meeting.
A) was brought B) won't be brought C) hasn't been brought D) wasn't brought
18. People say that Istanbul is one of the world's most interesting cities. Istanbul _____ one of the world's most interesting cities.
A) said to be B) is said to be C) told to be D) was said to be
19. Long ago, people thought that the earth was flat. Long ago, the earth _____ flat.
A) was thinking to be B) was thought to be C) is thought to be D) thought to be
20. When I arrived, no arrangements _____.
A) had been made B) weren't made C) hadn't been made D) have been made
21. A: Who's going to meet him at the airport? B: He _____ by our ambassador.
A) is going to be met B) will have been met C) is going to meet D) has gone to meet
22. Mars is the first planet _____.
A) to discover B) was discovered C) to be discovered D) to have been discovered
23. People like policemen _____ always _____ against flu.
A) do / vaccinate B) are / vaccinated C) to be / vaccinated D) is / to be vaccinated
24. A speech to the nation was _____ by the Prime Minister, when the information came that it had to be cancelled at the last minute because of a cabinet crisis.
A) would make B) has been made C) being made D) to have been made
25. The authorities will make him pay all his debts. He _____ pay all his debts.
A) is going to be B) will be made C) was made to D) will be made to

26. She’s spring-cleaning the house from bottom to top. The house ____ from top to bottom.

- A) is being spring-cleaned B) was to be spring-cleaned C) has been spring-cleaned
D) is to be spring-cleaned

27. People don’t bring up children properly these days. Children ____ properly these days.

- A) didn’t bring up B) aren’t bringing up C) aren’t brought up D) weren’t brought up

28. Foreign investments ____ reduced by 20 per cent since the election.

- A) have been B) were C) have had D) has been

29. In most non-western countries punishment ____ as a deterrent.

- A) is not seen B) hasn’t seen C) weren’t seen D) aren’t seen

30. They hadn’t done any damage to it. No damage ____ to it.

- A) was done B) had been done C) hadn’t been done D) has been done

ARTICLES

INDEFINITE ARTICLE	
There are two definite articles in English: a and an. ‘An’ is used before vowel sound.	
Use	Example
singular countable nouns when we talk about them in general	I want to buy an iPad. (any iPad)
the verb to be and have (got)	Jillian has (got) a dog. It’s a German Shepherd.
before Mr/Mrs/Miss/Ms when we refer to an unknown person	A Mr Davis left a message for you this morning. (a person that we do not know)
to show price in relation to weight	two euros a kilo
to show distance in relation to speed	100km to an hour
to show frequency	twice a month
Whether we use ‘an’ or ‘a’ depends on the sound, not spelling.	
<ul style="list-style-type: none">The news is on TV in an hour.Being in a film was a unique experience for me.	
DEFINITE ARTICLE	
There is one definite article in English: ‘the’.	
Use	Example
singular countable nouns when we are being specific	Where is the VD you were talking about?
singular countable nouns when we talk about them in general	The radio seemed amazing to people at first.
plural countable nouns when we are being specific	I did not believe the rumors about the prime minister.
uncountable nouns when we are being specific	I followed the advice my lawyer gave me.
We often use ‘the’ when we are talking about something there is only one of.	
<ul style="list-style-type: none">the sky, the sun, the moon, the Prince of Wales, the North Pole, the World Cup	

ZERO ARTICLE	
We often don't use an article at all. This is sometimes is called the zero article.	
Use	Example
plural countable nouns when we talk in general	<i>Journalists often face dangerous situations.</i>
uncountable nouns when we talk in general	<i>News travels fast these days.</i>
before an adjective if it is not followed by a noun	<i>This book is funny.</i> But: <i>It is a funny book.</i>
A(N) / ONE	
Use	Example
a/an refer to an underspecified thing with the meaning any one one when we counting, to put emphasis on number	<i>She read an article.</i> (we are not talking about a specific article) <i>She read one article.</i> (she did not read two articles)
one with the words <i>day, week, month, time, year, morning, night</i> , etc or with a specific day or month to say when something happened, usually in narrations	<i>One warm spring day</i> Fay and Wallace decided to go on a picnic. <i>One Monday</i> Pam was coming out of the mall when she saw a thief.
one day to refer to a future	<i>One day</i> people will travel into space.
one or one of when we mean one person/thing out of many. It is usually contracts with another/ other(s)	<i>One parcel</i> was mine, but the others were for my brothers. <i>One of</i> my friends is Russian.
a/an or one with difference in meaning when counting or measuring money, distance, weight, time, etc.	<i>He had a/one hundred and fifty euros for his new GPS.</i> <i>I bought a/one jar of jam.</i> <i>He spent a/one week sightseeing in Rome.</i>
ONE / ONES	
Use	Example
one in the singular and ones in plural to avoid repeating the noun when it is clear what we mean	<i>My dog is the one with the pointed ears.</i> <i>I don't wear baggy trousers. I wear tight ones.</i>
a/an with one when there is an adjective before one	<i>I want to buy a book. I want a paperback one.</i> But: <i>I want to buy a computer. I want one with a flat screen monitor.</i>
one/ones with this/that	<i>I don't like this pair of shorts, but I like that one.</i>
which one(s) in questions	<i>I like the purple T-shirt. Which one do you like?</i>

ARTICLES

1. I usually have _____ biscuit and _____ cup of coffee at 11 a.m.
A) a/some B) some/some C) a/a D) a/any
2. I was at _____ home all day yesterday.
A) the B) – C) an D) a

3. I have just had _____ great idea.
A) a B) an C) the D) –
4. Columbus was one of _____ first people to cross _____ Atlantic.
A) a B) an C) the D) –
5. _____ British drink too much tea.
A) a B) an C) the D) –
6. _____ Thames flows into _____ North Sea.
A) a B) an C) the D) –
7. Judith earns € 2000 _____ month.
A) a B) an C) the D) –
8. As _____ captain of _____ ship I have _____ complete authority.
A) a, the, a B) an, the, a C) the, the, the D) –, the, an
9. What's on _____ TV today?
A) a B) an C) the D) –
10. The people who live in _____ Netherlands are called _____ Dutch.
A) a, the B) an, the C) the, the D) –, the
11. _____ Football is his whole life.
A) a B) an C) the D) –
12. Sally went to _____ prison to visit her husband.
A) a B) an C) the D) –
13. If we do not protect _____ nature, our environment will get worse and worse.
A) a B) an C) the D) –
14. _____ power doesn't interest him but _____ money does.
A) a B) an C) the D) –
15. We arrived at _____ Heathrow and got a taxi, which took us to _____ Oxford Street.
A) a B) an C) the D) –
16. _____ moon goes round the earth every 27 days.
A) A B) An C) The D) –
17. The Soviet Union was the first country to send a man into _____ space.
A) a B) an C) the D) –
18. I never listen to the radio. In fact, I haven't got _____ radio.
A) a B) an C) the D) –
19. It was a long voyage. We were at _____ sea for four weeks.
A) a B) an C) the D) –
20. – women are often better teachers than _____ men.
A) a B) an C) the D) –
21. We had a very nice meal. _____ cheese was especially good.
A) a B) an C) the D) –
22. I know someone who wrote a book about _____ life of Gandhi.
A) a B) an C) the D) –
23. _____ life would be very difficult without _____ electricity.
A) a B) an C) the D) –
24. _____ Second World War ended in 1945.
A) A B) An C) The D) –
25. Are you interested in _____ art or _____ architecture?
A) a B) an C) the D) –
26. John himself doesn't go to _____ church.
A) a B) an C) the D) –
27. When Ann was ill, we went to _____ hospital to visit her.
A) a B) an C) the D) –
28. _____ Tate Gallery is the main modern art museum in London.
A) a B) an C) the D) –

29. _____city life is very noisy, hectic and dirty.
A) a B) an C) the D) –
30. People only have parks, where they can enjoy _____ nature.
A) a B) an C) the D) –

NOUNS

Nouns are:	Abstract	<i>happiness, freedom</i>	
	Proper	<i>Mark, Africa, Japan</i>	
	Group	<i>team, family, government</i>	
	Common	<i>table, hat, sofa</i>	
Most common nouns referring to people have the same form for men and women		<i>teacher, doctor</i>	
Others have different forms:			
<i>actor – actress</i> <i>bridegroom – bride</i> <i>duke – duchess</i> <i>hero – heroine</i> <i>host – hostess</i>	<i>husband – wife</i> <i>king – queen</i> <i>monk – nun</i> <i>prince – princess</i> <i>waiter – waitress</i>	<i>widower – widow</i> <i>father – mother</i> <i>nephew – niece</i> <i>son – daughter</i>	<i>uncle – aunt</i> <i>lord – lady</i> <i>policeman – policewoman</i> <i>emperor – empress</i>

THE PLURAL FORM OF NOUNS

Nouns are made plural by adding:	
Use	Examples
– s to the noun	<i>table – tables</i>
– es to the noun ending in -s, – ss, – x, – ch, – sh	<i>bus – busses, glass – glasses, fox – foxes, church – churches, bush – bushes</i>
– ies to noun ending in consonant + y	<i>city – cities, party – parties</i>
– s to noun ending in vowel + y	<i>toy – toys, day – days</i>
– es to noun ending in o	<i>tomato – tomatoes</i>
– s to noun ending in vowel + -o	<i>radio – radios</i>
– s to noun ending in double -o	<i>zoo – zoos</i>
– s to noun ending in abbreviations	<i>photograph/photo – photos</i>
– s to noun ending in musical instruments	<i>cello – cellos</i>
– s to noun ending in proper name	<i>Navajo – Navajos</i>
some nouns ending in -o can take either -es or -s .	<i>buffaloes/buffalos, mosquitoes/mosquitos, volcanoes/volcanos, zeroes/zeros, tornadoes/ tornados</i>
– ves to some nouns ending in -f/-fe	<i>wife – wives</i> BUT: <i>chiefs, roofs, cliffs, safes</i>

Compound nouns form their plural by adding -s/-es:	
Use	Example
to the second noun if the compound consists of two nouns	<i>bedroom – bedrooms</i>
to the noun if the compound consists of an adjective and a nouns	<i>ironing board – ironing boards</i>
to the first noun if the compound consists of two nouns connected with a preposition or to the noun if the compound has only one noun	<i>mother-in-law – mothers-in-law, passer-by – passers-by</i>
at the end of the compound if this is not made up of any nouns	<i>breakdown – breakdowns</i>

Irregular plurals:			
<i>man – men</i>	<i>tooth – teeth</i>	<i>sheep – sheep</i>	<i>aircraft – aircraft</i>
<i>woman – women</i>	<i>louse – lice</i>	<i>deer – deer</i>	<i>spacecraft – spacecraft</i>
<i>person – people</i>	<i>mouse – mice</i>	<i>fish – fish</i>	<i>hovercraft – hovercraft</i>
<i>child – children</i>	<i>goose – geese</i>	<i>trout – trout</i>	<i>species – species</i>
<i>foot – feet</i>	<i>ox – oxen</i>	<i>salmon – salmon</i>	<i>means – means</i>

COUNTABLE – UNCOUNTABLE NOUNS

Nouns can be:	
countable (those that can be counted)	<i>one pen – two pens</i>
uncountable (those that can't be counted)	<i>milk, homework</i>
Uncountable nouns take a single verb and are not used with a/an. <i>Some, any, no, much</i> , etc. can be used with them: BUT: we use <i>a</i> in phrases like <i>a relief, a pity, a shame, a knowledge (of sth), a help</i> even though they are uncountable:	<i>Can I have some apple juice, please.</i> <i>What a help you've been!</i> <i>What a shame!</i>

Uncountable nouns are:	
mass nouns (fluids, solids, gases, particles)	<i>milk, bread, air, oxygen, sugar, rice</i>
subjects of study	<i>History, Maths, Physics, Chemistry, Science</i>
Languages	<i>Spanish, German, Japanese, Portuguese, Italian</i>
Games	<i>billiards, basketball, golf, darts, hockey, cricket</i>
Diseases	<i>flu, pneumonia, measles, mumps</i>
natural phenomena	<i>darkness, wind, snow, sunlight</i>
some nouns	<i>accommodation, advise, anger, behavior, business, countryside, courage, dirt, education, homework, housework, information, intelligence, knowledge, luck, music, news, peace, progress, seaside, shopping, traffic, trouble, truth, work</i>
collective nouns	<i>cutlery, furniture, jewelry, luggage, machinery, money, rubbish</i>

Many uncountable nouns can be made countable :		
<i>a piece of paper/cake/information/advice/furniture</i>		
<i>a glass/bottle of water</i>	<i>a pot of yoghurt</i>	<i>a lump of sugar</i>
<i>a jar of jam</i>	<i>a pot/cup of tea</i>	<i>a bag of flour</i>
<i>a rasher of bacon</i>	<i>a kilo/pound of meat</i>	<i>a can of soda</i>
<i>a box/sheet of paper</i>	<i>a tube of toothpaste</i>	<i>a carton of milk</i>
<i>a packet of tea</i>	<i>a bar of chocolate/soap</i>	<i>a pair of trousers</i>
<i>a slice/loaf of bread</i>	<i>an ice cube</i>	<i>a game of soccer</i>

PLURAL NOUNS

Some nouns represent a group of people or things and are usually followed by a plural verb.		
These are:		
objects consisting of two parts:	Garments	<i>jeans, pajamas</i>
	Instruments	<i>glasses</i>
	Tools	<i>scissors</i>
nouns like:	<i>clothes, congratulations, earnings, outskirts, people, police, stairs, surroundings, wages</i>	<i>The people who live next door are friendly</i>

GROUP NOUNS

Group nouns can take either a singular or a plural verb depending on whether we see the group as the whole or as individuals.	<i>army, audience, class, committee, company, council, crew, crowd, headquarters, family, jury, government, press, public, staff, team</i>	<i>The audience has enjoyed the performance. (the audience as a group)</i> <i>The audience were given an autograph at the end of the play. (each person in the audience separately as individuals)</i>
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Nouns used in singular and plural with a different meaning:	
Singular	Plural
<i>Could I have a glass of water, please?</i> <i>I bought my mum a vase made of glass. (the material)</i>	<i>I broke my glasses last night. (spectacles)</i>
<i>He walked past the newsstand and bought a paper. (newspaper)</i> <i>Write your name and telephone number on a piece of paper. (the writing material)</i>	<i>I left some important papers at home. (documents)</i>
<i>I found a hair in my food. (a single hair)</i>	<i>Tracy has got short blond hair. (all the hair on her head)</i>
<i>Helen starts work at 9.00.</i>	<i>We saw beautiful works of art at the art gallery. (creations)</i>
<i>Ted likes dark chocolate.</i>	<i>I have got some chocolates for you. (sweets)</i>
<i>The light rain has stopped.</i>	<i>The rains came later on in this year.</i>

<i>The desk is made of wood. (the material)</i>	<i>We had a picnic in the woods. (forest)</i>
<i>She has a lot of experience in public speaking. (length of time doing it)</i>	<i>We enjoyed listening to him describing his experiences as a nature photographer. (events)</i>
<i>John wants to spend more time with children.</i>	<i>How many times did you take the driving test? (occasions)</i>

NOUNS

1. Be careful, there's _____ on the floor! Someone has broken the window.
A) some glass B) a glass C) glasses
2. There _____ in the area.
A) is a lot of heavy industry B) are much heavy industry C) are a lot of heavy industries
3. _____ on the roads this morning?
A) Was there much traffic B) Were there much traffics C) Was there much traffics
4. He refused to give me _____ about the new project.
A) an information B) any information C) some informations
5. She had _____ when she was younger.
A) a long hair B) long hair C) long hairs
6. I really need _____ before I buy a new car.
A) some advice B) advices C) some advices
7. Did you buy me _____ this morning? I'd like to read it now.
A) a paper B) paper C) some paper
8. We can't store the boxes in this room because there _____.
A) isn't enough spaces B) aren't enough spaces C) isn't enough space
9. Can you come back later? I need _____ to finish this letter I'm writing.
A) a little more time B) more times C) a few more time
10. – Have you ever been to Manchester?
– _____.
A) a little time B) few times C) little times
11. There has been _____ new research done on this recently.
A) a B) some C) any
12. Politics _____ my favourite subject.
A) are B) is C) is being
13. I think I have a healthy diet – I eat a lot of _____ and limit how much _____ I have on my food.
A) fruit/salts B) fruits/salt C) fruit/salt
14. I think he bought too much _____ there's no space left in the living room!
A) furnitures B) more furnitures C) furniture
15. The news _____ on every night at six o'clock.
A) are B) is C) have been
16. The committee _____ having a meeting on Wednesday night.
A) is B) are C) will
17. Seventy thousand pounds _____ enough to buy a house in this area.
A) are B) will C) is
18. _____ of students is increasing.
A) The amount B) The number C) A number
19. _____ of mosquitoes appeared after the rain
A) A large amount of B) A great number of C) Great number of
20. After the negotiations, they had _____ changes in their proposal.
A) few B) little C) a little

21. There are ____ of mosquitoes in the forests in Scandinavia in the summer.
A) swarms B) herds C) flocks
22. As we looked over the side of the boat, we saw a ____ of brightly coloured fish swimming just below the surface.
A) shoal B) pack C) litter
23. There was a ____ of youths standing on the corner; they didn't look at all friendly.
A) staff B) crew C) gang
24. You'll see a ____ of cards on the bookshelf. Will you fetch them for me, please?
A) bunch B) pack C) stack
25. The government has appointed a ____ of biologists to look into the problem.
A) team B) cast C) staff
26. In the North of England, most houses are made of ____, but in the South, bricks are more common.
A) stones B) stone C) brick
27. When will the ____ be delivered?
A) good B) goods C) better
28. Please don't park there. That is the employee of the ____ parking place.
A) month B) months' C) month's
29. ____ coffee shop is going out of business because Sam and Joe can no longer stand working together.
A) Sam and Joe B) Sam and Joe's C) Sam's and Joe's
30. Excuse me. Could you tell me where the ____ restroom is?
A) mens' B) man's C) men's

MODALS
(ability, permission, advice, criticism,
obligation and necessity, degrees of certainty)

Use	Verb	Present/Future	Past
Ability/ capability	can to be able to	He <i>can/can't</i> draw. She <i>is able</i> to work quickly. I <i>will be able</i> to visit Paris next year.	She <i>could/was able</i> to draw when she was three. She <i>was able</i> to finish her science project. He <i>couldn't/wasn't able</i> to read when he was two. They <i>couldn't /weren't able</i> to solve the mystery.
Possibility	can may to be likely to	She <i>can</i> find the solution to the problem.(90% certain) It <i>could</i> be serious. (50% certain) He <i>may</i> be ill.(50% certain) It <i>is likely</i> that Mike will pass the exam. Mike <i>is likely</i> to pass the exam.	— He <i>could</i> have lost his job. (thankfully he didn't) We <i>might</i> have needed to ask for help.(perhaps we needed to) It <i>was likely</i> that Mike would pass the exam. Mike <i>was likely</i> to pass the exam.

Probability	should ought	Robert <i>should</i> be home soon. (90% certain, it's probable) They <i>ought to</i> win the Champion's League.(They will probably win)	He <i>should</i> have finished the report by now.(He has probably finished) <i>They ought to</i> have sent the parcel by now. (They have probably sent it by now)
Logical assumption	must can	He <i>must</i> be rich.(I am sure he is rich) They <i>can't</i> be tired. They've just woken up.(I'm sure they aren't tired) She <i>couldn't</i> possibly be a pilot. She <i>can't</i> fly a plane.(I'm sure she isn't a pilot)	He <i>must</i> have broken his leg.(I am sure he has broken his leg) You <i>can't</i> have lost your book. It's in your bag.(I'm sure you haven't lost it) It <i>couldn't</i> have been David yu saw. He's in Brazil.(I'm sure it wasn't him)
Permission	can could may might to be allowed to	We <i>can/are allowed to</i> use a dictionary in class. You <i>can't/are not allowed to</i> bring mobile phones into class. <i>Could</i> I open the window, please?(polite; asking for permission) <i>Might</i> I play the lead role?(more formal; asking for permission) You <i>may</i> take a seat.(formal; you are allowed to) I'm afraid you <i>can't/mustn't</i> write in pencil. (informal; you aren't allowed to) Visitors <i>may not</i> touch the exhibits.(formal; it's forbidden-written notice)	We <i>could /were allowed to</i> carry one item of luggage on the plane. She <i>was allowed to</i> go camping in the forest. We <i>couldn't/weren't allowed</i> <i>to</i> leave school without permission. — — — —
Necessity	must have to need	I <i>must</i> leave now. It's late. (I'm obliged to, I say so) Philip <i>has to</i> hand in his assignment tomorrow. (necessity coming from outside the speaker; he's obliged to) My bedroom <i>needs</i> painting/ <i>needs to</i> be painted.(it's necessary)	— I <i>had to</i> pay my school fees. (I was obliged to) My bedroom <i>needed</i> painting/ to be painted. (it was necessary) He <i>didn't have to/didn't</i> <i>need to</i> pay: it was free. (it wasn't necessary for him to pay and he didn't – absence of necessity)

		You <i>don't have to/don't need to/ needn't</i> pay: it's free. (absence of necessity)	He <i>needn't</i> have brought his laptop with him after all. (it wasn't necessary for him to bring his laptop, but he did)
Advice	should ought to had better shall	You <i>should/ought to</i> stay in bed; you are ill.(general advice; I advise you) You <i>had better</i> tidy up your bedroom.(advice on a specific situation) <i>Shall</i> I apply for the job?(asking for advice)	You <i>should</i> have/ <i>ought to</i> have stayed in bed.(you didn't) <i>It would have been better</i> if you hadn't got angry.(but you did) <i>Should</i> I have applied for the job?
Criticism	could should ought to	She <i>could</i> at least let us know. (it is the right thing to do) She <i>should</i> be more friendly. (but she isn't) You really <i>ought to</i> be more sensitive.(it's the right thing to do)	She <i>could</i> at least have apologized to us. (but she didn't) She <i>should</i> have been more friendly.(but she wasn't) You really <i>ought to</i> have been more sensitive.(it was the right thing to do, but you didn't do it)
Obligation/duty	must/had to ought to	You <i>must</i> pay a membership fee to join the club.(it's the law) We <i>ought to</i> support a charity. (it's the right thing to do, but we don't always do it)	He <i>had to</i> have a passport to travel abroad) They <i>ought to</i> have been more helpful.(it was the right thing to do, but they didn't do it)
Polite requests	can/could may/might will/would	<i>Can</i> I use your computer, please?(informal) <i>Could</i> I have some paper, please?(polite) <i>May</i> I see you in private?(formal) <i>Might</i> I see your in private?(very formal) <i>Will</i> you help with the cleaning up later?(very friendly) <i>Would</i> you mind waiting outside?(polite)	— — — — — — —
Offers	can shall would	<i>Can</i> I explain this to you? <i>Shall</i> I explain this to you? <i>Would</i> you like me to carry these bags for you?	— — —

Suggestions	shall can/could	Shall we go to the cinema tonight? (Let's..) We can revise for the test on Monday, if you like. We could go shopping together.	— — She could have given us a lift home.
Prohibition	can't mustn't may not	You can't speak during the exam.(you are not allowed to) You mustn't leave litter on the beach.(it's forbidden) You may not eat in the laboratory.(formal – it's not allowed)	We couldn't speak during the exam.(we weren't allowed to)

Forms with Modals

- **Modal + be + -ing** expresses an action in progress now (e.g. *She may be sleeping.*)
- **Modal + have been + -ing** expresses an action in progress in the past. (e.g. *He may have been working.*)
- **Modal + have + past participle** expresses a complete action in the past. (e.g. *She shouldn't have shouted at Tim yesterday.*)

NB!

Be able to can be used for other tenses, too.
(e.g. *I've been able to play the piano since I was five.* (present perfect))

Could and **might** are not used to give permission.
(e.g. *"Could I go home now?" – Yes, you can/may.* NOT: *Yes, you could*)

We usually use **be allowed to** to talk about permission for one particular action in the past.
(e.g. *We were allowed to work together on our History project.*
NOT: *We could work together on our History project.*)

We often use **could** to talk about permission in the past in reported speech.
(e.g. *"You can/are allowed to work together on your History project," the teacher said. The teacher said we could work together on our History project.*

Had to is the past form of both **must** and **have to**.
(e.g. *She must go to the dentist's today.*(present)
She had to go to the dentist's yesterday.(past))

Must and **have to** have different meanings in questions.
(e.g. *Must I eat all my vegetables?* = Do you insist that I eat all my vegetables?
Do I have to eat all my vegetables? = Is it necessary for me to eat all my vegetables?)

Must is never used as an infinitive. In this case, we use **to have to**.
(e.g. *I'd hate to have to move from this city.*
NOT: *I'd hate to must move from this city.*)

We use **should /ought to** to give advice, but we use **must** to give strong advice.
(e.g. *"You should/ought to go out more often," my friend said to me.* (advice which may or may not be followed).
"You must take vitamin C", the doctor said to me. (advice that is likely to be obeyed))

MODALS

1. You ____ open the windows. I'm cold.
A) shouldn't B) can't C) mustn't D) needn't
2. Shoes ____ be either black or brown.
A) don't B) are C) may D) need

3. A: My car has been stolen. B: _____.
 A) You should ring the police. B) Will you phone the police?
 C) Could you ring the police? D) You are phoning the police.
4. He _____ read faster a few years ago.
 A) can B) could C) might D) must
5. A horse _____ go twice as fast as an elephant.
 A) used to B) can C) is used to D) is able
6. _____ you speak Spanish?
 A) May B) Are C) Can D) Is
7. A: _____ I go? B: Yes, you can.
 A) Could B) Am C) Need D) Did
8. _____ you help me with my homework?
 A) Must B) Need C) Can D) Should
9. A: I've got toothache. B: You'd _____ go to the dentist.
 A) better B) should C) used to D) must
10. I _____ like to listen to guitar music.
 A) will B) can C) would D) could
11. His illness got worse and worse. In the end, he _____ go into hospital for an operation.
 A) will have to B) must C) had to D) ought to have
12. You _____ any more aspirins; you've had four already.
 A) mustn't take B) needn't have taken
 C) shouldn't have taken D) had better not take
13. I've searched everywhere for Bob but I _____ to find him.
 A) wasn't able B) am not able
 C) haven't been able D) couldn't
14. A: Mrs. Taylor was found dead with a wire around her neck.
 B: She _____ strangled.
 A) had to be B) ought to have been
 C) should have D) must have been
15. You _____ spanked her. She didn't deserve it.
 A) shouldn't have B) needn't have
 C) mustn't have D) couldn't have
16. A: I wonder who took my alarm clock.
 B: It _____ Julia. She _____ supposed to get up early.
 A) might be / is B) could be / is
 C) had to be / was D) must have been / was
17. In a hundred years' time we _____ out of water to drink.
 A) must have run B) might have been/run
 C) should have run D) may have run
18. If you'd explained your problem to me, I _____ to help you.
 A) was able B) will have been able
 C) would have been able D) could have
19. Joe ran all the way. It wasn't necessary. Joe _____ run all the way.
 A) needn't have B) need have
 C) didn't need to D) doesn't need to
20. Tom was serious when he said he wanted to be an actor when he grew up. We _____ at him. We hurt his feelings.
 A) shouldn't have laughed B) needn't have laughed
 C) mustn't have laughed D) shouldn't have been laughed
21. He _____ hungry. He isn't eating his food.
 A) should be B) needn't have been C) might not have been D) must not be

22. All the lights in Terry’s room are turned off. He _____ sleeping.
A) must have been B) had to be C) must be D) must not be
23. Let’s go to the seminar. It _____ interesting.
A) used to be B) is supposed to be C) must have been D) needs to be
24. Children _____ taught to respect their elders.
A) should be B) had better C) has to be D) must have
25. This application _____ last week.
A) should be sent B) must have been
C) ought to have been sent D) should have sent
26. We can’t wait any longer! Something _____ immediately.
A) should have been done B) had to be done
C) ought to do D) must be done
27. A: I overslept this morning.
B: You _____ your alarm clock.
A) had better set B) had to set
C) should have set D) ought to have been
28. Rice _____ have water in order to grow.
A) must B) should C) had better D) ought to
29. I _____ to go now. I have a class in ten minutes.
A) had better B) have got C) must D) should
30. “Doctors are supposed to help sick people” means: _____.
A) They help sick people. B) They should help sick people.
C) They must be helping sick people. D) They might have helped sick people.

CONDITIONALS

	Use	Conditional Clause	Main Clause
Zero Conditional	We use the zero conditional for facts, things that are generally true or that you believe to be true. You can use if or when and the meaning doesn't change	If + Present tense,	Present tense
		<i>If you <u>speak</u> foreign language, you <u>have</u> better job. When it <u>rains</u>, the ground gets <u>wet</u>.</i>	
First Conditional	We use the first conditional for possible future results of an action or situation. Using if means that we are not sure about the possible result. Using when means we think the possible result is more likely	If + Present tense,	+ will / won't + bare infinitive
		If + Present tense,	+ shall/should/will/would/can /could/may/might + bare infinitive
		<i>If our competitors <u>find out</u> about our new product, they <u>will want</u> to copy it. When management <u>doesn't give</u> us the budget we need, <u>we could have</u> problems.</i>	
	Advice, order, proposal, request	If + Present tense,	imperative
		<i>If I'm not in the office, please <u>leave</u> message.</i>	

Second Conditional	We use the second conditional to talk about the possible result of an imagined situation in the present or future. We say what the conditions must be for the present or future situation to be different	If + Past tense,	should/would/might/could + verb
		<u>If the price was lower, I would buy the blue car.</u>	
Third Conditional	We use the third conditional when we imagine a different past, where something did or did not happen, and we imagine a different result	If + had + Participle II,	should/would/might/could have + participle II
		<u>If I had known about the problem, I would have done something.</u>	

Conditional Sentences with wish / if only

Wish / regret about present	Форма	Use
<i>I wish / if only</i>	+ Past tense or + could + bare infinitive	We use wish and if only to talk about things that we would like to be different in either the present or the past. If only is usually a bit stronger than wish .
<u>I wish I had an umbrella.</u>		
<u>I wish I could fly.</u>		
Regret about the past	Form	Use
<i>I wish / if only</i>	+ Past Perfect	We can use wish/if only + a past perfect form to talk about something we would like to change about the past.
<u>I wish I had known Ann that Ann was ill. (I didn't know that.)</u>		

Expressing annoyance	Form	Use
<i>I wish / if only</i>	+ subject + would + bare infinitive	We can use wish + would(n't) to show that we are annoyed with what someone or something does or doesn't do. We often feel that they are unlikely or unwilling to change.
<u>I wish it would stop raining.</u>		

CONDITIONALS
ZERO TYPE

1. If you ___ faith in something, you ___ in something you cannot prove.

- A) have / believe
- B) had / believe

- C) will have / will believe
- D) have / will believe

2. If you ___ ice, it ___.

- A) will heat / will melt
B) will heat / melts

- C) heat / melts
D) heat / will melt

3. The grass ___ wet if it ___.

- A) gets / rains
B) will get / rains

- C) will get / will rain
D) get / rain

4. If public transport ___ efficient, people ___ using their cars.

- A) is / will reduce
B) will be / will reduce

- C) is / reduce
D) will be / reduce

5. If you ___ water, it ___ a solid.

- A) will freeze / will become
B) freeze / will become

- C) will freeze / becomes
D) freeze / becomes

CONDITIONALS

TYPE 1

1. If it ___ this winter, we ___ skiing.

- A) snow / go
B) snowed / went

- C) snows / shall go
D) snowed / had gone

2. If you ___ wisely, you ___ cheerfully.

- A) command / will be obeyed

- C) commanded / would have been obeyed
D) command / will obey

B) had commanded / would be obeyed

3. The British people think, if you ___ tea ___ you.

- A) were depressed / cheers
B) are depressed / will cheer

- C) shall be depressed / will cheer
D) have been depressed / cheered

4. I ___ my work in time if you ___ me.

- A) shall do / help
B) do / will help

- C) should do / helps
D) have done / help

5. They are expecting us. They will be disappointed if we ___.

- A) won't come
B) haven't come

- C) didn't come
D) don't come

6. If you ___ till half past six, you ___ dinner at about eight.

- A) are working / will have
B) will be working / will have

- C) will working / will have
D) working / will be having

7. He ___ the picture if it ___ him.

- A) will buy / impress
B) would buy / impresses

- C) will buy / impresses
D) will buy / will impress

8. If you ___ Oxford, you ___ some interesting old buildings.

- A) will visit / will see
B) visit / see

- C) visited / will see
D) visit / will see

9. We ___ if they ___.

- A) shall not know / come
B) don't know / will come

- C) didn't know / will come
D) haven't known / come

10. If you ___ properly, you ___ any problems with the test next week.

- A) will revise / don't have
B) revised / won't have

- C) will revise / won't have
D) have revised / won't have

CONDITIONALS

TYPE 2

1. If I ___ you, I ___ it.

- A) am / regretted
B) am / regrets

- C) were / wouldn't regret
D) is / didn't regret

2. If Helen ____ anywhere in the world, she ____ in India.
 A) lived / live
 B) live / would live
 C) could live / would live
 D) didn't live / would live
3. ____ you really ____ me if I ____ away?
 A) Would/ follow/ go
 B) Will/ follow/ am going
 C) Would/ follow/ went
 D) Will/ follow/ would have gone
4. If I were you I ____.
 A) shall wait
 B) wait
 C) would wait
 D) waited
5. If you ____ the Prime Minister what ____ you ____?
 A) are / would / have done
 B) were / would / do
 C) will be / will / do
 D) have been / are / doing
6. If I ____ the car myself, I ____ you use it.
 A) needed / would let
 B) don't need / would let
 C) didn't need / wouldn't let
 D) didn't need / would let
7. If he ____ generous, he ____ the poor.
 A) would be / would help
 B) is / would have helped
 C) was / will help
 D) was / would help
8. If you ____ at a plant, ____ up early?
 A) were working / would you have to get
 B) worked / would you get
 C) were working / were you getting
 D) working / will you get
9. I am sure Mike will lend you some money. I ____ surprised if he ____.
 A) will be / refused
 B) am / refused
 C) would have been / refused
 D) would be / refused
10. If I ____ you, I ____ learning French next year.
 A) am / start
 B) was / shall start
 C) am / should start
 D) were / should start

CONDITIONALS

TYPE 3

1. The boy ____ at home an hour before if he had left his school at one o'clock yesterday.
 A) would be
 B) would have been
 C) was
 D) had been
2. ____, he would have signed his name in the corner.
 A) If he would have painted the picture
 B) If he had painted the picture
 C) If he paints the picture
 D) If he painted the picture
3. If you had asked him yesterday, he ____ you everything.
 A) told
 B) would tell
 C) would have told
 D) will tell
4. If you had worked more, you ____ to translate this article yesterday.
 A) are able
 B) was able
 C) were able
 D) would have been able
5. If you ____ in time yesterday, we would have done this work.
 A) had come
 B) came
 C) have come
 D) would come
6. She ____ if she ____ that she was ill.
 A) won't go out / knows
 B) didn't go out / knew
 C) hasn't gone out / has known
 D) wouldn't have gone out / had known
7. If she ____ her new glasses yesterday, she would have noticed them.
 A) wore
 B) had been wearing
 C) would wear
 D) were wearing

8. I ___ my work if you ___ me then. Thank you.

A) haven't finished / don't help

B) shouldn't have finished / hadn't helped

C) didn't finish / didn't help

D) shouldn't finish / didn't help

9. If he ___ everything from the start, we ___ it earlier.

A) hadn't spoiled / would have done

B) didn't spoil / would do

C) didn't spoil / would have done

D) hadn't spoiled / would do

10. If I ___ a list, I would not have forgotten to pay the bills.

A) have made / would not have forgotten

B) made / will not forget

C) made / will not have forgotten

D) had made / would not have forgotten

CONDITIONALS MIXED

1. If you ___ the dictionary yesterday, I ___ to translate the article today.

A) had given / would be able

B) give / am able

C) gave / will be able

D) will give / am able

2. If the help ___ in time, the experiment ___ tomorrow afternoon.

A) had offered / would be completed

B) was offered / will be completed

C) had been offered / would be completed

D) is offered / would be completed

3. If you ___ these pills yesterday, you ___ well now.

A) had taken / would be

B) took / would be

C) had taken / had been

D) took / will be

4. If I had gone to the party last night, I ___ tired now.

A) will be

B) am

C) would be

D) would have been

5. She didn't know if the letter ___ by the time she ___.

A) would be delivered / will come

B) would deliver / comes

C) will be delivered / came

D) would have been delivered / came

6. If he ___ English well, he ___ the article without difficulty yesterday.

A) knew / would have translated

B) know / had been translated

C) has known / will have translate

D) would know / will translate

7. If you ___ harder last year, you ___ English well now.

A) worked / had known

B) work / will now

C) had worked / would know

D) will work / know

8. If you ___ harder, you ___ more money and you ___ to buy a car.

A) have worked / would earn / could

B) had worked / would have earned / would be able

C) had worked / would earn / will be able

D) has worked / would have earned / could

9. If you ___ your swimming suit, you would be able to go for a swim now.

A) don't leave

B) were not leaving

C) will not leave

D) hadn't left

10. If I had a mobile, I ___ you last night.

A) called

B) had called

C) would call

D) would have called

WISH / IF ONLY

1. I wish ___ more responsible at work.

A) she were

B) her were

C) she will be

D) she is

2. If only ___ me yesterday!

A) you helped

B) you have helped

C) you had helped

D) you help

3. I wish you ___ laughing at him!

A) stop

B) would stop

C) stopped

D) will stop

- 4.If only I _____ all the cake!

A) have not eaten
B) had not eaten
5. I wish I _____ in time yesterday evening! I have missed the beginning of the performance.

A) had come
B) have come
6. He wishes he _____ enough money to buy that car.

A) has
B) had
7. She wishes _____ making quarrels.

A) they would stop
B) them would stop
8. If only I _____ on holiday.

A) am
B) will be
9. He wishes he _____ a celebrity.

A) is
B) was
10. If only I _____ to help you!

A) was able
B) am able
- C) did not eat
D) not eaten
- C) came
D) did come
- C) will have
D) is having
- C) they will stop
D) they stopped
- C) was
D) have been
- C) will be
D) has been
- C) will be able
D) have been able

CLAUSES

Relative Clauses

Relative clauses give more information about the person, thing, place, etc. that we are talking about. They are introduced by the following relative pronouns and adverbs:

	Use	Example
who	to refer to people (and animals when we want to give them personality)	<i>There are a lot of people who hate injections.</i>
which	to refer to things, concepts, and animals	<i>Did you see the film which was on TV last night?</i>
whom	to refer to people as the object of the relative clause (mainly in formal contexts; and directly after a preposition)	<i>That is the consultant with whom I spoke.</i>
that	a more informal word for <i>who, which, when, where, why</i> ; only used in defining relative clauses	<i>This is the prescription that the doctor gave me.</i>
when	to refer to time; = <i>in/on/etc. which</i>	<i>Do you remember the day when we met?</i>
where	to refer to place or situation; = <i>in/at/etc. which</i>	<i>The neighbourhood where he lives is quite.</i>
why	to refer to reasons; often after the word <i>reason</i> ; = <i>the reason for which</i> ; only used in defining relative clauses	<i>That's (the reason) why I don't like violent TV programmes.</i>
whose	the possessive of <i>who</i> and <i>which</i> ; can also come after a preposition	<i>That's the house the windows of which/ whose windows were broken.</i>

<i>what</i>	= <i>the things which</i> ; only used in defining relative clauses	<i>What I don't understand is why she didn't take her pills.</i>
-------------	--	--

There are two types of relative clause: **defining relative clauses** and **non-defining relative clauses**:

Defining relative clauses	Non-defining relative clauses
<p>Identify which person, thing, place, etc. we mean exactly. We cannot leave the relative clause out of the sentence because without it, the sentence would sound incomplete.</p> <p><i>This is the car that I saw here yesterday.</i></p> <ul style="list-style-type: none">• We do not use a comma or commas: <i>The young man who lives next door has a dog.</i> (= The relative clause explains who I'm talking about. Without it, the listener won't know who I'm referring to.)• We can use <i>that</i> instead of <i>who/which/etc.</i> (more formal): <i>That's the doctor that did Karen's operation.</i>• We can leave out the relative pronoun if it is the object of the clause (less formal): <i>It's the kind of job (which/that) I'd like to have.</i>• <i>When, where</i> and <i>why</i> can be omitted: <i>I'll never forget the day when I broke my arm / I'll never forget the day I broke my arm.</i>• We cannot put a number or a determiner such as <i>some, none, much</i> and <i>many</i> before <i>of which</i> or <i>of whom</i>.	<p>Give additional information about the person, thing, place, etc. we are talking about and is not essential to the meaning of the main sentence. A sentence would still make sense if we remove the non-defining relative clause.</p> <p><i>The summer here, which I don't like, lasts for months.</i></p> <ul style="list-style-type: none">• We use a comma or commas to separate it from the main clause: <i>The young man, who lives next door, has a dog.</i> (= The listener knows who "the young man" is. The relative clause is extra information.)• We cannot use <i>that</i> instead of <i>who/which/etc.</i>• We cannot leave out the relative pronoun: <i>Dr Lake, who is my uncle, is 50 years old.</i>• We don't use <i>why</i>, but <i>where</i> and <i>when</i> cannot be omitted: <i>Harley Street, where she was born, is famous for its clinics.</i>• We can put a number or a determiner such as <i>some, none, much</i> and <i>many</i> before <i>of which</i> or <i>of whom</i>. <i>I bought some drugs, some of which were expensive.</i>

The table below shows **how relative pronouns are used** in these two types of relative clause:

		Subject	Object	Possession
Defining relative clause	<i>Used for People</i>	<i>who/that</i>	<i>who/whom/that</i>	<i>whose</i>
	<i>Used for things/animals</i>	<i>which/that</i>	<i>which/that</i>	<i>whose</i>
Non-defining relative clause	<i>Used for People</i>	<i>who</i>	<i>who/whom</i>	<i>whose</i>
	<i>Used for things/animals</i>	<i>which</i>	<i>which</i>	<i>whose</i>

Notes:

- **Prepositions** in relative clauses can be placed:
1) at the end of the relative clause (*usual*)
*Miss Berry was the person **who/that** I sent the letter to.*
2) relative pronouns can be omitted (*more usual*)
*Is this book (**which/that**) you were looking for?*
3) before the pronoun (*very formal – not usual*)
*Miss Berry was the person to **whom** I sent the letter.*
*Is this book **for which** you were looking?*
- **Which** can refer to the whole preceding (main) clause, rather than preceding noun (relative clause is separated from the preceding main clause with a comma):
*She had lied to him, **which made him furious.** (= which refers to She had lied to him.)*
- **Whom, which, whose** can be used in expressions of quantity with **OF** (*some of, many of, half of, etc.*):
We read many new articles. Many of them were informative.
*We read many **new articles, many of which** were informative.*

NB

Suggest / advise / recommend + *that*-clause

He *advised* **that I should** work hard. (*we can use *infinitive* He advised me to work hard).
He *suggested* **that I work / should** work hard. (*we can use *-ing form* He suggested working hard.
NOT He suggested to work hard.)
He *recommended* **that I apply / should** apply for that job. (*we can use *-ing form* He recommended
booking a trip through a travel company).

Whatever, whichever, etc.

We use *whatever, whichever, whoever, wherever* and *whenever* to talk about a person, thing, place, etc., when it does not matter who, what, which, when, where, etc. **Whichever** usually comes **before a noun**; *whatever, whoever* and *whenever* usually come **before a clause**:

Things / Actions	<i>whichever</i>	<i>Buy whichever book you want. (= any book you want)</i>
	<i>whatever</i>	<i>Whatever she can do to help, she will. (= anything she can do)</i>
People	<i>whoever</i>	<i>Invite whoever you like. (= anyone)</i>
Places	<i>wherever</i>	<i>I'll go wherever I like. (= to any place)</i>
Time	<i>whenever</i>	<i>Come whenever you like. (= at any time)</i>

TIME CLAUSES

We use the following *time conjunctions* to introduce time clauses:

when, as, while, before, after, since, until/till, whenever, as long as, by the time, as soon as, the moment (that), no sooner than, hardly when, once, immediately, the first/ last /next time, etc.

Notes:

- When the time clause precedes the main clause a comma is used

Whenever she has time,

time clause

she writes stories

main clause

She writes stories

main clause

whenever she has time

time clause

- **will /would** are never used in **time clauses**

Come to my office **as soon as** you arrive. (NOT: ... **as soon as** you will arrive.)

- **when (time conjunction) + present / past**

I'll buy some fruit **when** I go to the market.

when (question word) + will/would

We don't know **when** she'll be home this evening.

CLAUSES OF PURPOSE

Clauses of purpose are used to explain why somebody does something.

We can express **positive purpose** using:

- **to+ infinitive**

Rachel phoned the box office **to book** the tickets.

- **in order to/so as to + infinitive** (formal)

She bought a laptop computer **in order to work** at home.

- **so that + can/will** (present/future reference)

He works hard **so that** he **can** support his family.

- **so that + could/would** (past reference)

We took a taxi **so that** we **could** get to the airport on time.

- **in case + present tense** (present or future reference)

Take some sandwiches **in case** you **get hungry**.

- **in case + past tense** (past reference)

She had taken some money with her **in case** she **needed** it.

NB: in case is never used with **will** or **would**.

- **for + noun** (expresses the purpose of an action)

I've sent them a card **for their anniversary**.

- **for+ -ing form** (expresses the purpose of something or its function)

CD Roms are used **for storing** information.

- **with a view to + -ing form**

Jack bought an old house **with a view to renovating** it.

We can express **negative purpose** using:

- **in order not to/so as not to + infinitive**

She had some breakfast **so as not to/in order not to be hungry**.

NB: We never use **not to** to express negative purpose.

- **prevent+ noun/pronoun (+from) + - ing form**

Seat belts **prevent drivers (from) having** serious injuries.

- **avoid+ - ing form**

He studied hard **to avoid failing** the test.

- **so that+ can't/won't** (present/future reference)

I'll take some notes **so that** I **won't** forget the important information.

- **so that+ couldn't/wouldn't** (past reference)

He turned the music down **so that** he **wouldn't** wake the baby.

NB

SO has many different uses.
Be careful not to confuse them when using *SO* to express *purpose*.
Result: *I was feeling tired, so I went to bed early.*
Purpose: *He turned the music down so that he wouldn't wake baby.*

CLAUSES OF REASON

Clauses of reason are used to express the reason for something. They are introduced with the following words/expressions: **because, as/since, the reason for/why, because of/on account of/ due to, now that, for, etc.:**

<i>because</i>	<i>I turned on the heating because it was cold. Because it was cold, I turned on the heating.</i>
<i>as/since</i> (= because)	<i>We couldn't go out as/since it was raining. As/since it was raining, we couldn't go out.</i>
<i>the reason for + noun/-ing form</i>	<i>The reason for his delay was the heavy traffic. The reason for his being delayed was the heavy traffic.</i>
<i>the reason why + clause</i>	<i>The heavy traffic was the reason why he was delayed.</i>
<i>because of/on account of/ due to + noun</i>	<i>All flights were cancelled because of/on account of/ due to the thick fog.</i>
<i>because of/on account of/ due to the fact that+ clause</i>	<i>She was thrilled because of/on account of/ due to the fact that she won the competition.</i>
<i>now (that)+clause</i>	<i>Now (that) she has a driving license, she can drive to work.</i>
<i>for (=because) (informal written style)</i>	<i>He couldn't read the small print, for his eye sight was poor. NB! A clause of reason introduced with for always comes after the main clause.</i>

CLAUSES OF RESULT

Clauses of result are used to express result. They are introduced with the following words/expressions:

<i>as a result/therefore/ consequently/as a consequence</i>	<i>We want to go on holiday. As a result/ Therefore/ Consequently/As a consequence, we are saving up money.</i>
<i>So</i>	<i>I was feeling ill, so I went to the doctor's.</i>
<i>such a/an + adjective+ singular countable noun</i>	<i>It was such a great performance that we want to see it again.</i>
<i>such+ adjective + plural/uncountable noun</i>	<i>They are such nice people that I am going to invite them to my party. He gave us such good advice that we solved the problem.</i>

<i>such a lot of</i> + plural/uncountable noun	<i>There were such a lot of books on my desk that I couldn't work.</i> <i>There was such a lot of dust in the room that I couldn't breathe.</i>
<i>so</i> + adjective/adverb	<i>The story was so boring that the students lost interest.</i>
<i>so</i> + adjective + a(n)+ noun	<i>He was so clever a boy that he passed all his exams.</i>
<i>so much/little</i> + uncountable noun	<i>There is so much pollution in the city that John wants to move.</i> <i>Paul has got so little time that he can't go out this weekend.</i>
<i>so many/few</i> + plural noun	<i>There were so many people at the performance that there was standing room only.</i> <i>She had so few friends that she often felt lonely.</i>

CLAUSES OF CONCESSION

Clauses of concession are used to express a contrast. They are introduced with the following words/expressions:

<i>but</i>	<i>He was ill, but he still went to work.</i>
<i>although/even though/through</i> + clause	<i>Although/Even though/Though we wore scarves and gloves, we were cold.</i> <i>We were cold although/even though/though we wore scarves and gloves.</i> <i>We were cold. We wore scarves and gloves, though.</i>
<i>in spite of /despite</i> + noun/ -ing form	<i>In spite of /Despite our hard work, we didn't finish on time. We didn't finish on time in spite of/despite working hard.</i>
<i>in spite of/despite</i> + the fact that + clause	<i>In spite of /Despite the fact that he was rich, he wasn't happy.</i>
<i>however/nevertheless</i>	<i>He wasn't invited to the party. However/Nevertheless, he turned up.</i> NB! A comma is always used after however/nevertheless .
<i>while/whereas</i>	<i>She is artistic, while/whereas her brother is more practical.</i>
<i>yet</i> (formal)/ <i>still</i>	<i>The sun was shining, yet it was rather warm.</i> <i>My grandfather is 90. Yet, he is still able to look after himself.</i>
<i>on the other hand</i>	<i>I would like to eat at a fancy restaurant. On the other hand, I can't afford it.</i>

Notes:

- **Even though** is more emphatic than **although**.
- **Though** is informal and is often used in everyday speech. It can also be put at the end of a sentence.
- **In spite of/Despite** can be placed in the middle of the sentence.
*Dan will take part in the race **in spite of/despite** being unfit.*
- We use the perfect **-ing** form to show that the action happened before the result.
*They didn't win, **in spite of/despite having trained** so hard.*

CLAUSES OF PLACE

Clauses of place are introduced with: **where, wherever, everywhere, anywhere**, etc.
(e.g. *We'll enjoy ourselves **wherever** we go.*)
NB Will / would are never used in clauses of place.
*Everywhere I **look** I find your things.* (**NOT:** *Everywhere I will look...*).

PARTICIPLE CLAUSES

<p>Present participles end in -ing Past participles usually end in -ed, OR <i>V₃</i> (irregular verbs) Perfect participles = having + past participle</p>	
Use	Example
To replace a relative clause (present and past participles)	<i>She was the nurse looking after the patients at the time. (who was looking)</i> <i>The boy taken to hospital was 14 years old. (who was taken)</i> <i>She lives in a house built in the nineteenth century. (that was built)</i>
To follow prepositions and conjunctions (present and perfect participles)	<i>After giving blood, I went home.</i> <i>After having given blood, I went home.</i>
To explain the reason for/result of something (to replace a clause of reason/result) (present and perfect participles)	<i>Knowing that John wouldn't be there, she didn't go to the party. (because she knew)</i> <i>Being frightened of needles, Tony was not looking forward for the injection. (because he was frightened)</i> <i>Being quite good looking, Ralph decided to make a career as a model. (Ralph was quite good looking, so he decided to make a career as a model.)</i> <i>Being exhausted, he went straight to bed. (He was exhausted, so ...)</i> <i>Having had several operations before, Jack wasn't particularly nervous this time. (because he had had)</i> <i>Having broken his leg, he can't play tomorrow. (He's broken ... , so ...)</i>
To replace a time clause (present participle)	<i>Realising he had left the light on, he asked the taxi driver to turn back. (When he realised ...)</i>
To replace a clause of contrast (past participle)	<i>Although released twenty years ago, the song is still very popular. (Although it was released ...)</i>
To replace <i>and</i> + coordinate clause (to talk about actions happening at the same time or one after the other) (present participles)	<i>I was sitting in the waiting room and could hear the sound of the dentist drilling. = Sitting in the waiting room, I could hear the sound of the dentist drilling. (at the same time)</i> <i>He turned off the light and went to bed. = Turning off the light, he went to bed</i>

To replace <i>and + coordinate clause</i> (to talk about past actions happening in sequence) (<i>perfect participles</i>)	<i>Having finished</i> my homework, I decided to go to the cinema.
As an alternative passive form (<i>past participles</i>)	<i>Given</i> an aspirin, I began to feel better. (<i>when/because I was given</i> an aspirin) <i>Located</i> in the city center, the cinema is very popular. (<i>The cinema is located</i> in the city centre, <i>so</i> it's very popular)
As an alternative conditional form (to replace a clause of condition) (<i>past participle</i>)	<i>Given</i> the chance, I'd definitely study pharmacology. (<i>If I were given</i> the chance)

Notes:

- When the participle clause doesn't have its own subject, the clause and the rest of the sentence both refer to the same subject
e.g. **Standing** in the hot, crowded room, **I** began to feel dizzy. (= I was standing)
NOT: Standing in the hot, crowded room, **my head** began to feel heavy. (= my head was standing, BUT in fact IT WASN'T)

CLAUSES

1. No one seemed to know _____.
A) why was he angry B) which party has won
C) when the festival was due to start D) what is his latest decision
2. "Oh dear! It looks as if it is going to rain again." Mother was afraid that _____.
A) it was raining again B) it was going to rain
C) it is going to rain again D) it looked like rain again
3. I doubt _____ anybody knows how to solve the housing problem in Turkey.
A) whether B) which C) why D) what
4. The doctor recommended that she _____ in bed for a few days.
A) will stay B) stay C) would stay D) to stay
5. _____ is still uncertain.
A) Why did they lose the match B) He is really guilty
C) When will they come D) Who first reported the fire
6. The accused pretended that he _____ the lawyer's question.
A) didn't understand B) hasn't understood C) doesn't understand D) wouldn't understand
7. He didn't even apologize. This made her really angry. _____ he didn't even apologize made her really angry.
A) Why B) What C) The fact that D) The reason
8. On entering the restaurant, I immediately realized _____ so popular.
A) why was it B) how is it C) the fact that was D) why it was
9. His doctor recommended that he _____ taking sleeping pills for a while.
A) would try B) should try C) tries D) tried
10. The law requires that all cars _____ regularly tested for safety and efficiency.
A) should be B) to be C) were to be D) have to be
11. "Why don't we go out for dinner?" His wife suggested that _____.
A) they would go out for dinner B) they (should) go out for dinner
C) we will go out for dinner D) we'd like to go out for dinner
12. "I'd love to come." she said. She said _____ to come.
A) she had liked B) I'd like C) she'd like D) I'd liked

13. "Did she agree with me?" He wondered if _____.
 A) she'd agreed with he B) she agreed with him
 C) she'd agreed with him D) she'd agree with him
14. Rio de Janeiro _____ is famous for its carnival is the most visited city in South America.
 A) which B) whose C) who D) why
15. Having full service is the reason _____ I always choose resort hotels for my holidays.
 A) which B) whose C) who D) why
16. She is the singer _____ new Single went straight to number one in the charts.
 A) which B) whose C) who D) why
17. 1997 was the year _____ Robbie Williams released his first solo single.
 A) which B) when C) who D) why
18. Call me _____ you get your test results.
 A) till B) as soon as C) while D) whereas
19. The secretary was typing the memo _____ the manager was talking to a client.
 A) while B) as soon as C) until D) why
20. He started blushing _____ he _____ his mistake.
 A) while/ realized B) when/realising C) once/ had realised D) once/ realising
21. I found my scarf _____ I _____ sweater from the shelf.
 A) as/ was pulling B) after/ would pull C) since/ puling D) why/ was pulling
22. She takes a hot bath _____ she _____ a long day.
 A) whenever/ has had B) once/ having C) whose/ has had D) why/ had
23. _____ had I started the car than I _____ it was low on petrol.
 A) By the time/ noticed B) No sooner/ noticed C) When/ had noticed D) While/ noticed
24. We had put up the party decorations _____ Carol _____ back from school.
 A) whenever/ has had B) when/ was coming C) by the time/ came D) why/ came
25. I will be by your side for _____ you _____ me.
 A) as long/ need B) as/ needing C) because/ needs D) why/ had needed
26. Ian set his alarm clock _____ miss the meeting.
 A) so as not to B) as not to C) because not to D) in order to
27. Jess called me _____ remind me to bring his MP3 player.
 A) so as not to B) as to C) because to D) in order to
28. I spoke softly so that I _____ wake the baby.
 A) wouldn't B) couldn't C) won't D) hadn't woken
29. I'll write it down in my agenda so that I _____ forget.
 A) won't B) couldn't C) mustn't D) can't
30. _____ the heavy traffic, we managed to get to work on time.
 A) However B) In spite of C) While D) Despite of
31. I eat a lot of meat _____ my sister is a vegetarian.
 A) however B) in spite of C) while D) despite
32. He enjoys the opera, he doesn't like rock concerts, _____.
 A) whereas B) though C) on the other hand D) on the one hand
33. They decided to go for a walk _____ the roads were icy.
 A) whereas B) even though C) despite D) in spite of
34. _____ it sounds like a good idea, there's something about it I don't like.
 A) Although B) Despite C) In spite of D) while
35. Mum had a lot of preparations for Sunday lunch _____ she had invited some old friends from school.
 A) whereas B) as C) so that D) in spite of
36. Everything in the fridge spoiled _____ a power cut.
 A) whereas B) even though C) due to D) in spite of
37. The company sent drivers to pick us up _____ a massive strike.
 A) on account of B) even though C) as D) though

38. We quickly got bored _____ there was nothing to do.
A) whereas B) even though C) so D) since
39. My new school is _____ close to home _____ you can even walk there.
A) so / that B) in spite / of C) as / as D) so / as
40. It was _____ a tiring lecture _____ I couldn't keep my eyes open.
A) such/ that B) so/ that C) such as/ that D) as/ that

ADJECTIVES

COMPARATIVE AND SUPERLATIVE ADJECTIVES

Adjectives	Positive	Comparative	Superlative
of one syllable add <i>-(er)</i> <i>r/ -(e)st</i>	tall simple	taller simpler	the tallest the simplest
of two syllables ending in <i>-ly, - r , - w</i> add <i>-er/-est</i> or <i>-ier/-iest</i>	easy narrow	easier narrower	the easiest the narrowest
of two or more syllables take <i>more/most</i>	powerful intelligent	more powerful more intelligent	the most powerful the most intelligent

Irregular adjectives

Positive	Comparative	Superlative
bad	worse	worst
evil	worse	worst
good	better	best
ill	worse	worst
far	farther/further	farthest/furthest
well	better	best
late	later	latest (time)
late	later	last (position)
little	less	least
much	more	most
many	more	most
near	nearer	nearest
old	older	oldest
old	elder	eldest

NB

Far has two comparative and superlative forms: *farther/farthest* and *further/furthest*. We use them to talk about distances:

Chris swam to the **farther/ further** end of the lake.

Further can also mean ‘more’ or ‘extra’. We cannot use *farther* in the same way:

For **further** information, please write to the above address. (= more information)

Old has two comparative and superlative forms: *older/oldest* and *elder/eldest*. We use *elder/eldest* for family members:

David's **elder** son is studying law at Harvard.

We cannot use *than* with *elder*.

He is ~~elder than me~~. He is **older than me**.

Determiners

<p>less (than), the least</p> <p>We can use <i>less</i> + adjective (+ <i>than</i>) and <i>the least</i> + adjective (+ <i>of/in/etc.</i>) to make negative comparisons:</p>	<p><i>This film was less successful (than original). It was the least successful of all his films.</i></p>
<p>far/much/a lot + comparative</p> <p>We use <i>far</i>, <i>much</i> or <i>a lot</i> before a comparative adjective for emphasis. There is little difference in meaning, although <i>far</i> is often stronger:</p>	<p><i>Bill is far/much/a lot richer than Tom.</i></p>
<p>the + comparative, the + comparative</p> <p>The structure <i>the</i> + comparative, <i>the</i> + comparative can be used to show that things change or vary together:</p>	<p><i>The older I get, the more forgetful I become.</i></p>

Comparative structures

<p>as ... as, not as/so ... as</p> <p>– To say that two things, people, places, etc. are the same or equal in some way, we use <i>as</i> + adjective/adverb + <i>as</i>:</p> <p>– To say that two things, people, places, etc. are different, we use <i>not as/so ... as</i>:</p> <p>– We cannot use <i>so ... as</i> in affirmative sentences:</p> <p>– We can omit the second part of the comparison if it is clear who or what we are talking about:</p>	<p><i>He's as tall as Harry.</i></p> <p><i>Mary is as tall as Jane but she isn't as tall as Andrew. The café is not as crowded as it was earlier.</i></p> <p><i>She worked so hard as Pete. X</i> <i>She worked as hard as Pete. /</i> <i>She didn't work so hard as Pete. /</i> <i>She didn't work as hard as Pete. /</i></p> <p><i>She's not as tall (as him/as he is).</i> <i>John didn't do as well as Helen in the exam.</i> <i>John didn't do as well (as her/as she did).</i></p>
<p>Be careful: we use <i>as ... as</i>, not <i>as ... so</i>:</p>	<p><i>Tea isn't as strong so coffee. X</i> <i>Tea isn't as strong as coffee.</i></p>
<p>as many/much/little/few as</p> <p>• We also use <i>as many/much/little/few as</i> in comparisons. Notice that we do not use <i>a</i>:</p> <p>We cannot use <i>more</i>, <i>less</i> or <i>several</i> in the same way.</p>	<p><i>Bill doesn't have as much money as Anne. If she had as little money as he did, she would think differently.</i></p> <p><i>Amy doesn't have as many meals as Fred. If Amy had as few meals as Fred, she would be thinner.</i></p>
<p>the same (as)</p> <p>– <i>Same</i> is followed by the preposition <i>as</i>. We always use <i>the</i> before <i>same</i>:</p> <p>– We can use <i>exactly</i> before <i>the same</i> for emphasis:</p>	<p><i>Their car is the same (as ours). Peter is the same age (as George).</i></p> <p><i>Their car is exactly the same (as ours). Peter is exactly the same age (as George).</i></p>

<p>like and as</p> <p>Note the difference between <i>like</i> and <i>as</i>: we use <i>like</i> to say that things, people, places, etc. are similar. We use <i>as</i> to say what job, duty, use or appearance somebody or something has</p>	<p><i>like</i> + noun <i>He runs like the wind.</i> <i>Like the Greeks, Italians use olive oil a lot.</i></p> <p><i>like</i> + pronoun <i>My brother is just like me. Like you, I'm not very keen on football.</i></p> <p><i>as</i> + noun <i>S He works as a doctor.</i> <i>As your teacher, I advise you to work harder.</i> <i>Don't use your shirt as a towel!</i></p>
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ADJECTIVES FOLLOWED BY PREPOSITIONS

Adjectives	Preposition
angry, annoyed, anxious, certain, confident, excited, happy, nervous, pleased, right, sorry, upset	about
amazed, angry, annoyed, bad, excellent, good, hopeless, lucky, skilful, skilled, surprised	at
amazed, amused, bored, impressed, shocked, surprised	by
famous, late, ready, responsible, sorry, suitable	for
absent, different, safe	from
disappointed, interested, involved	in
keen, reliant	on
afraid, ashamed, aware, capable, certain, confident, critical, envious, fond, full, guilty, incapable, jealous, kind, nice, proud, scared, short, stupid, sure, suspicious, terrified, tired	of
accustomed, engaged, friendly, generous, inferior, kind, married, polite, rude, superior, similar	to
friendly, patronising	towards
angry, annoyed, bored, busy, careful, content, crowded, delighted, disappointed, familiar, friendly, furious, happy, occupied, pleased, satisfied	with

<p>NB</p> <p>Some adjectives can be followed by more than one preposition. Here are some examples: <i>angry about</i> = angry because of a situation or action <i>angry at/with</i> sb = angry because of sb.</p>
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SO AND SUCH

Form	Meaning/Use	Example
So		
<i>so</i> + adjective/adverb	very, extremely	It's so hot in here! She could run so fast !
	to such a great degree or amount	Don't look so angry . Don't walk so fast !

<i>so</i> + adjective/adverb (+ <i>that</i>)	to emphasise the degree or amount of sth, by saying what the result is	The car is so old (that) I can't get any spare parts for it. The drives so fast (that) nobody can keep up with her.
<i>so many/much/little/few</i>	to emphasise the degree or amount of sth	How did you make so much money?
<i>so many/much/little/few</i> (+ <i>that</i>)	to emphasise the degree or amount of sth, by saying what the result is	There were so many people queuing outside the theatre (that) we went back home.
Such		
<i>such</i> + adjective + plural/ uncountable noun	very, extremely	She's got such lovely hair! They're such good friends.
<i>such</i> + adjective + plural/ uncountable noun (+ <i>that</i>)	to emphasise the degree or amount of sth, by saying what the result is	They're such good friends (that) they tell each other everything.
<i>such a/an</i> + adjective + singular noun	very, extremely	It was such a beautiful day!
<i>such a/an</i> + adjective + singular noun (+ <i>that</i>)	to emphasise the degree or amount of sth, by saying what the result is	It was such a hot day (that) we decided to go for a swim.

TOO AND ENOUGH

Form	Example
<i>enough</i> + noun	<i>Do we have enough cheese for a pizza?</i>
<i>enough</i> + noun + to-infinitive	<i>Do you have enough money to buy the book?</i>
<i>not</i> + adjective/adverb + <i>enough</i>	<i>You're not driving fast enough! We'll be late!</i>
<i>not</i> + adjective/adverb + <i>enough</i> (+ <i>for sb</i>) + to-infinitive	<i>I'm not clever enough to study medicine. She didn't explain it clearly enough for everyone to understand.</i>
<i>too</i> + adjective/adverb	<i>I can't drink this – it's too hot.</i>
<i>too</i> + adjective/adverb (+ <i>for sb</i>) + to-infinitive	<i>The coffee was too hot to drink. He walked too quickly for the children to keep up with him.</i>

ADVERBS
COMPARATIVE AND SUPERLATIVE ADVERBS

Adjectives	Positive	Comparative	Superlative
adverbs having the same form as their adjectives add <i>-er/-est</i>	fast	faster	the fastest

early drops -y and adds -ier/-iest	early	earlier	the earliest
two syllable or more syllables take <i>more/most</i>	quickly	more quickly	the most quickly

Irregular adverbs

<i>Adverb</i>	<i>Comparative</i>	<i>Superlative</i>
a lot	more	the most
badly	worse	the worst
far	farther/further	the farthest/furthest
little	less	the least
much	more	the most
well	better	the best

ADVERBS: DIFFERENT FORMS AND MEANINGS

<i>Adverb</i>	<i>Meaning</i>	<i>Example</i>
deep	a long way into or below the surface of sth	<i>The box had been hidden deep into the ground.</i>
deeply	very; very much	<i>We are all deeply grateful.</i>
direct	without stopping or changing direction	<i>We flew direct to Rome.</i>
directly	with no other person/action/process between	<i>You'll be directly responsible to your manager.</i>
	Immediately	<i>We left directly after the meeting.</i>
	exactly in a particular position or direction	<i>She looked directly at us.</i>
free	without paying	<i>We got into the cinema free.</i>
freely	without anyone stopping or limiting sth	<i>He comes and goes freely.</i>
hard	using a lot of effort, energy or attention	<i>He always works hard.</i>
hardly	with a lot of force	<i>She pushed the door hard.</i>
	almost not	<i>No, he's not my friend. We hardly know each other.</i>
high	at or to a level high above the ground	<i>He can jump high.</i>
highly	Very	<i>He's a highly successful businessman.</i>
	to a high level or standard	<i>It's a highly paid job.</i>
	with admiration	<i>I think highly of you.</i>

<i>last</i>	after everything or everyone else	<i>He came last in the race.</i>
	most recently	<i>When did you last see Eric?</i>
<i>lastly</i>	Finally	<i>Lastly, I'd like to thank Mrs Jones.</i>
<i>late</i>	after the usual or arranged time	<i>Do you have to work late today?</i>
<i>lately</i>	Recently	<i>Have you seen Natasha lately?</i>
<i>right</i>	Correctly	<i>You guessed right.</i>
<i>rightly</i>	Justifiably	<i>He was rightly upset.</i>
<i>wide</i>	Completely	<i>Open your mouth wide.</i>
<i>widely</i>	in many places or by many people	<i>She has travelled widely.</i>

ADJECTIVES COMPARISONS

1. -Please, give me this bouquet of flowers. I think it is ____ than the rest ones.
– But it's ____ . -Never mind. I'll buy it.
A) beautiful / expensive B) more beautiful / more expensive
C) the most beautiful / most expensive D) most beautiful / most expensive
2. I make ____ mistakes now than last year.
A) few B) fewer C) – D) the fewest
3. You won't find ____ restaurant than this. They'll all be ____ expensive ____ this one.
A) the cheapest / as / as B) a cheaper / as / as
C) a cheaper / as more D) the cheapest / as / more
4. Nancy's car is ____ than mine, but Ben's car is ____ car.
A) the most expensive / more expensive B) more expensive / the most expensive
C) expensiver / expensivest D) most expensive / the more expensive
5. Your essay was ____ than Jim's, but it was ____ than Mary's.
A) better / worse B) gooder / badder C) better / worst D) best / worse
- 6 A: They look the same size to me. B: No. This one ____ than the other.
A) slightly is bigger B) is slight bigger C) is slightly bigger D) slight is bigger

ADJECTIVE OR ADVERB

- A.
7. She touched him on the arm *gentle/ gently*.
8. Heather turned up at the party *unexpected/ unexpectedly*.
9. It's *probable/ probably* too late to catch the plane now.
10. The exam was *surprising/ surprisingly* easy – everyone passed.
11. There was a *true / truly* beautiful view from the bedroom.
12. Workers are digging *deep/deeply* to build the tunnel.
13. The plane flew *high/highly* above the city
14. They travelled *deep/deeply* into the jungle collecting seeds
15. I'll be there *short/shortly* Wait by the exit!
16. He arrived *late/lately* for work again.
17. The supermarket is quite *near/nearly* our house.
18. She is *high/highly* experienced in her field.
19. It's *hard/hardly* surprising that he failed: he didn't try very hard/hardly.
20. We went *near/nearly* the waterfall and felt the spray on our faces.
21. I've noticed a change in his behaviour *late/lately*.
22. They got in *free/freely*, because James knew the owner.

B.

23. A: When will the fruit be ready to eat? B: It's difficult to _____.
 A) exact say B) say exactly C) say exact D) exactly say
24. A: What did you have to eat? We had sushi and it _____.
 A) wonderfully tasty B) tasty wonderful C) wonderful taste D) tasted wonderful
25. A: Did you see Carl yesterday? – B: Yes, he was behaving in a very _____.
 A) strangely manner B) more strangely manner
 C) strange manner D) more strange manner
26. I find people who spit in the street _____.
 A) offensive B) offensively C) offender D) offence
27. Her condition improved _____. There was a _____ improvement in her condition.
 A) steady / steadiness B) steadiness / steady
 C) steady / steadily D) steadily / steady
28. Fleming discovered penicillin _____.
 A) accidentally B) accidental C) accident D) on accident
29. The boss looked at him _____.
 A) astonishing B) unhappy C) angrily D) hardly

SO/ SUCH

30. Passing my driving test was *so / such* a relief.
31. We're having *such / such an* awful weather that we can't go for a swim.
32. We had *so / such a* terrible time that we swore we wouldn't do it again.
33. She loved him *so / such* deeply that she couldn't bear it when he was away.
34. There were *so / such* few people there they nearly cancelled the performance.
35. The film was *so / such a* boring I wanted to leave.
36. There was *so / such* much noise I could hardly hear myself think!
37. Joe was *so / such an* angry that he started shouting at me.

ENOUGH/ TOO/ VERY

38. If you've had _____ food, I'll take the plates away.
 A) such B) enough C) very D) too
39. She doesn't speak Spanish well _____ to order a meal on her own.
 A) such B) so C) very D) enough
40. That's a _____ beautiful piece of music. What is it?
 A) such B) so C) very D) too
41. She was speaking _____ fast for us to understand what she was saying.
 A) such B) so C) enough D) too
42. It seems that she isn't good _____ to be in the team.
 A) such B) so C) very D) enough
43. Are you _____ or do you want me to switch on the heating?
 A) warm enough B) too warm C) pretty cold D) quite cold
44. I've made _____ many mistakes in this letter. I think I'll type it again.
 A) such B) so C) very D) too
45. This is not _____.
 A) a big enough van B) big a enough van
 C) an enough big van D) a van enough big

PRONOUNS

Much / Many / Little / Few	
We use <i>much</i> and <i>little</i> with uncountable nouns:	much time / much luck / little energy / little money/
We use <i>many</i> and <i>few</i> with plural nouns:	many friends / many people / few cars / few countries
We use <i>much/many</i> especially in negative sentences and questions. A <i>lot (of)</i> is also possible:	<ul style="list-style-type: none">• <i>We didn't spend much money, (or We didn't spend a lot of money.)</i>• <i>Do you know many people? (or Do you know a lot of people?)</i>• <i>I don't go out much, (or I don't go out a lot.)</i>
In positive sentences a <i>lot (of)</i> is more usual. <i>Much</i> is unusual in positive sentences in spoken English:	<ul style="list-style-type: none">• <i>We spent a lot of money, (not 'We spent much money')</i>• <i>He goes out a lot. (not 'He goes out much')</i>
You can use <i>many</i> in positive sentences, but a <i>lot (of)</i> is more usual in spoken English:	<ul style="list-style-type: none">• <i>A lot of people (or many people) drive too fast.</i>
But note that we use <i>too much</i> and <i>so much</i> in positive sentences:	<ul style="list-style-type: none">• <i>We spent too much money.</i>
<i>Little</i> and <i>few</i> (without 'a') are negative ideas (=not much / not many):	<ul style="list-style-type: none">• <i>We must be quick. There is little time. (=not much, not enough time)</i>• <i>He isn't popular. He has few friends. (=not many, not enough friends)</i>
You can say <i>very little</i> and <i>very few</i> :	<ul style="list-style-type: none">• <i>There is very little time.</i>• <i>He has very few friends.</i>
Some / Any / Much / Many	
<i>Some</i> A little, a few or small number or amount. We usually use some in positive sentences for countable and uncountable nouns.	<i>I have some friends in London.</i> <i>I usually drink some wine with my meal.</i>
Sometimes we use some in a question, when we expect a positive YES answer.	<i>Would you like some more tea?</i> <i>Could I have some more sugar please?</i>
<i>Any</i> One, small or all. It is used with negative sentences. When asking questions and when a sentence is grammatically positive, but the meaning of the sentence is negative.	<i>Do you have any ice cream left for me?</i> <i>My brother never does any chores.</i> <i>We use any for both countable and uncountable nouns.</i> <i>Do you have any cheese?</i> <i>He doesn't have any friends in Paris.</i>
Both / Both of / Neither / Neither of / Either / Either of	
We use <i>both/ neither/ either</i> for two things. You can use these words with a noun (both books, neither book etc.). For example, you are talking about going out to eat this evening. There are two restaurants where you can go. You say:	<ul style="list-style-type: none">• <i>Both restaurants are very good, (not 'the both restaurants')</i>• <i>Neither restaurant is expensive.</i>• <i>We can go to either restaurant. I don't mind, (either = one or the other, it doesn't matter which one)</i>

<p><i>Both of... / neither of... / either of...</i></p> <p>When you use both/ neither/ either + of, you always need the... / these/ those... / my/ your/ his/ Tom's... (etc.). You cannot say 'both of restaurants'. You have to say 'both of the restaurants', 'both of those restaurants' etc.:</p>	<ul style="list-style-type: none"> • <i>Both of these restaurants are very good.</i> • <i>Neither of the restaurants we went to was (or were- inf.) expensive.</i> • <i>I haven't been to either of those restaurants. (= I haven't been to one or the other)</i> You don't need <i>of</i> after <i>both</i>. So you can say: <ul style="list-style-type: none"> • <i>Both my parents are from London, or Both of my parents...</i>
<p>You can use both of / neither of / either of + us/ you/them:</p>	<ul style="list-style-type: none"> • (talking to two people) <i>Can either of you speak Spanish?</i> • <i>I asked two people the way to the station but neither of them knew.</i>
<p>You must say 'both of before us/ you/ them (of is necessary):</p>	<ul style="list-style-type: none"> • <i>Both of us were very tired, (not 'Both us were...')</i>
<p>After neither of... a singular (formal English) or a plural verb (informal English) is possible:</p>	<ul style="list-style-type: none"> • <i>Neither of the children wants (or want) to go to bed.</i>
<p>You can also use both/ neither/ either alone:</p>	<ul style="list-style-type: none"> • <i>I couldn't decide which of the two shirts to buy. I liked both, (or I liked both of them.)</i> • <i>'Is your friend British or American?' 'Neither. She's Australian.'</i> • <i>'Do you want tea or coffee?' 'Either. I don't mind.'</i>
<p><i>Both... and...:</i></p>	<p><i>Both Ann and Tom were late.</i></p> <p><i>I was both tired and hungry when I arrived home.</i></p>
<p><i>Neither... nor...:</i></p>	<p><i>Neither Liz nor Robin came to the party.</i></p> <p><i>She said she would contact me but she neither wrote nor phoned.</i></p>
<p><i>Either... or...:</i></p>	<p><i>I'm not sure where he's from. He's either Spanish or Italian.</i></p> <p><i>Either you apologise or I'll never speak to you again.</i></p> <p><i>Either James or I am to do it.</i></p>
<p>No / None / Not a / Not any</p>	
<p><i>No and None:</i></p> <p>We use <i>no</i> + noun.</p>	<ul style="list-style-type: none"> – She had <i>no</i> shoes on. – <i>No</i> information was given about how the study was conducted. – There will be <i>no</i> busses until tomorrow.
<p><i>None</i> is used without any noun after it.</p>	<ul style="list-style-type: none"> – Have we got any more sugar? There's <i>none</i> in the kitchen. – How many cats have you got? «<i>None</i>».
<p><i>No</i> or <i>none</i> (of) is used instead of <i>not a</i> or <i>not any</i> to emphasize the negative idea in a sentence.</p> <p><i>No</i> or <i>none</i> of is used but <i>not any</i> can't be used in initial position in a clause or sentence.</p> <p><u>Note:</u> <i>No</i> and <i>none</i> of are often preferred instead of <i>not any</i> in formal written English.</p>	<ul style="list-style-type: none"> – <i>No</i> force was needed to make them move. (<i>not any</i> force was needed). – <i>None</i> of the children was awake. (<i>not any</i> of the children ...).

<p><i>Not a:</i> <i>Not a</i> is used in a formal or literary style. <i>Not a</i> is also used in initial position in a clause or sentence.</p>	<ul style="list-style-type: none">– <i>Not a</i> word would she utter about the robbery.– <i>Not a</i> sound came from the classroom.
<p><i>No:</i> After <i>no</i>, a singular noun is used in situations where we would expect one of something, a plural noun where we would expect more than one. <u>Note:</u> Sometimes either a singular or plural with little difference in meaning can be used.</p>	<ul style="list-style-type: none">– <i>No</i> answer (or answers) could be found.– We want to go to the island but there's <i>no</i> boat (or no boats) to take us.
<p><i>None of:</i> <i>None of</i> can be used with a plural noun and the verb can be either singular or plural, although the singular form is usually more formal.</p>	<ul style="list-style-type: none">– <i>None of</i> the children were awake. (or ...was awake).– <i>None of</i> the parcels have arrived yet. (or ... has arrived yet). <p><u>Note:</u> However, when <i>none</i> is used with an uncountable noun, the verb must be singular.</p> <ul style="list-style-type: none">– <i>None of</i> the water was kept in the jar.– <i>None of</i> the money has been transferred to Cuba.
<p><i>No amount of:</i> If we want to give emphasis to <i>no</i> or <i>none of</i>, we can use phrases like <i>no amount of</i> with uncountable nouns and <i>not one (of)</i> with singular countable nouns.</p>	<ul style="list-style-type: none">– She was so seriously ill that <i>no amount of</i> expensive treatment could cure her.– It was clear that <i>no amount of</i> negotiation would bring the employers and workers closer together.
Possessives	
<p>Basic use We use Possessives to express a relation, often the fact that someone has something or that something belongs to someone.</p>	<p><i>My diary</i> is the diary that belongs to me.</p>
<p>Compare the possessive form of a noun.</p>	<p><i>Luke's diary</i> <i>our neighbour's birthday</i></p>
<p><i>Determiners and pronouns</i> Possessive determiners (sometimes called 'possessive adjectives') come before a noun.</p>	<p><i>my diary our neighbour her birthday</i> NOT <i>the diary of me</i> and NOT <i>the my diary</i></p>
<p>NOTE A possessive determiner can come after <i>all</i>, <i>both</i> or <i>half</i>, or after a quantifier + <i>of</i>.</p>	<p><i>all my money some of your friends a lot of his time one of our neighbours</i></p>
<p>We leave out the noun if it is clear from the context what we mean. When we do this, we use a pronoun. We say <i>mine</i> instead of <i>my diary</i>.</p>	<p><i>I'll just look in my diary. ~ I haven't got mine with me.</i> NOT <i>I haven't got my.</i> and NOT <i>I haven't got the mine.</i> <i>That isn't Harriet's coat. Hers is blue.</i> <i>Whose is this pen? ~ Yours, isn't it?</i></p>
<p>A possessive pronoun is often a complement.</p>	<p><i>Is this diary yours? NOT IS this diary to you?</i></p>
<p>NOTE We can use the possessive form of a noun on its own.</p>	<p><i>That isn't my diary – it's Luke's.</i></p>

But we do not use an apostrophe with a possessive pronoun. NOT <i>your's</i>	We can use <i>yours</i> at the end of a letter, e.g. <i>Yours sincerely/faithfully</i> .
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	Determiners		Pronouns	
	Singular	Plural	Singular	Plural
First person	<i>my pen</i>	<i>our house</i>	<i>mine</i>	<i>ours</i>
Second person	<i>your number</i>	<i>your coats</i>	<i>yours</i>	<i>yours</i>
Third person	<i>his father</i> <i>her decision</i> <i>its colour</i>	<i>their attitude</i>	<i>his</i> <i>hers</i>	<i>theirs</i>

PRONOUNS

1. You must learn to defend ____, Tom!

A) yourself

B) yourselves

C) himself

D) ourselves
2. I have not got ____ paint.

A) any

B) some

C) –

D) many
3. Is this umbrella ____?

A) to you

B) of you

C) you

D) yours
4. There were not ____ people at the market yesterday.

A) many

B) much

C) a few

D) a little
5. Give that ball to Tom and me. It ____.

A) is mine

B) is ours

C) is theirs

D) is our
6. There is only ____ water in the glass. Give me some more, please.

A) many

B) much

C) a few

D) a little
7. We can all get on the bus. There are only ____ passengers on it now.

A) many

B) much

C) a few

D) a little
8. I have two boys, but ____ of them like pop music.

A) either

B) both

C) no

D) none
9. Do you walk ____, now that you live in a village?

A) a lot of

B) few

C) very many

D) more

10. It cost me ____ than I thought it would.
 A) fewer C) more
 B) much D) a lot
11. Terry is ____.
 A) an old friend of mine C) old friend of me
 B) an old friend's D) old friend's
12. Since the old lady's husband died, she has been living ____.
 A) herself C) by itself
 B) on her own D) by her
13. There were ____ people in the queue that it was impossible to get on the bus.
 A) so many C) so few
 B) so much D) such a lot
14. ____ way is acceptable.
 A) Either C) None
 B) Both D) All
15. They were all strangers to me. I had met ____ of them before.
 A) all C) none
 B) neither D) either
16. The man ____ is sitting at this table is my friend.
 A) how C) who
 B) what D) which
17. ____ house is almost the same as ____ neighbours' house. The only difference in appearance is that ____ is grey and ____ is white.
 A) our / ours / ours / theirs C) my / hers / my / her
 B) ours / ours / our / their D) our / our / ours / theirs
18. ____ chapter did you like best?
 A) What C) Which
 B) Whose D) That
19. I have bought ____ books for you.
 A) any C) some
 B) anyone D) someone
20. ____ Ken ____ Dan had fun at the party.
 A) Neither / nor C) Neither / or
 B) Either / or D) Either / nor
21. Why did not you ask ____ to help ____?
 A) somebody / your C) anyone / yourself
 B) anybody / you D) somebody / yourselves
22. ____ do you like best – your brother or your sister?
 A) What C) Which one
 B) Who D) Whose
23. As ____ is clear to ____, I am not going to say ____ else.

- A) everything / somebody / anything

B) everybody / somebody / anybody

24. It is very quiet in the office today. There is ____ here. ____ is on holiday.

A) nobody / Everybody

B) anybody / Everybody

25. Is there ____ in the room?

A) anybody

B) someone

26. This is our new teacher, ____ just started work today.

A) that

B) who he

27. "Who did you send a Valentine's card to?"

"I am not telling you, but it was someone ____ name begins with B"

A) which

B) who her

28. "Have you seen Jason Green's latest film?"

"Is that the one in ____ joins the FBI?"

A) which he

B) that he

29. She is one of the few people to ____ I can really talk.

A) which

B) whom

30. This is not ____ book. It must be ____.

A) my / yours

B) your / she

C) everything / everybody / anything

D) somebody / nobody / something

C) nobody / All of them

D) somebody / Nothing

C) somebody

D) nobody

C) which he

D) who

C) whose

D) whose her

C) whom he

D) which

C) that

D)who

C) his / her

D) yours / mine

PREPOSITIONS

PREPOSITIONS OF TIME

Preposition	Use	Example
At	with clock times and points of time in the day	at nine o'clock, at 6.35
	with holiday periods	at midnight, at noon, at dawn, at lunchtime, at night
	in some phrases	at Christmas, at Easter, at Ramadan
		at the weekend/ at weekends, at the moment, at present, at the time, at the beginning, at the end, at last, at times

<i>In</i>	<p>with the main parts of the day</p> <p>with years, months, seasons and centuries</p> <p>for things that will happen at the end of the period mentioned</p>	<p>in the morning, in the afternoon, in the evening</p> <p>in 2011, in March, in (the) winter, in the twentieth century</p> <p>in an hour, in a couple of minutes, in a week, in a moment</p>
<i>On</i>	<p>with dates and specific days</p>	<p>on 8 August, on Tuesday, on Fridays, on weekdays, on New Year's Day, on Christmas Day, on Wednesday morning, on a fine day, on the day of arrival</p>
<i>By</i>	<p>means 'before or not later than the point in time mentioned'</p>	<p><i>We must finish by Monday.</i></p>
<i>Until</i>	<p>means up to the point in time mentioned'</p>	<p><i>I'll be at the library until noon.</i></p>
<i>During</i>	<p>means 'from the beginning to the end of a period in time' or 'at some point in a period in time'</p>	<p><i>He worked as a waiter during the summer. (= all through the summer) She fell asleep during the lecture. (= at some point in the lecture)</i></p>

PREPOSITIONS OF PLACE

Preposition	Use	Example
<i>At</i>	<p>– shows an exact position or particular place where sb/sth is or where sth is appenng</p> <p>– in some phrases</p>	<p><i>There was a huge queue at the bus stop.</i></p> <p>at the top/bottom, at the corner, at the crossroads, at home, at school, at work at Brenda's, at the wedding/funeral, at the end of the wad, at 18 Hill Street, at the door, at the North Pole</p>
<i>In</i>	<p>– at a point within an area or a space; into sth (e.g. a container)</p> <p>– in some phrases</p>	<p><i>No running is allowed in the building. I'm in the living room. The photos are in that box over there. We arrived in the US on Wednesday. (But; We arrived at the station at six.)</i></p> <p>in an armchair, in bed, in the centre, in the country, in the world, in hospital, in prison, in the centre of town, in the north/south, in the middle, in the sky, in town, in London/ Europe, in Hill Street (but at 18 Hill Street)</p>
<i>On</i>	<p>– touching or forming part of a surface</p>	<p><i>The laptop's on my desk.</i></p> <p><i>There was a portrait of her on the wall.</i></p>

	– in some phrases	<i>on the beach, on an island, on the coast, on board, on a cruise, on an excursion, on a trip, on a tour, on Earth, on a stool, on a farm, on a mountain, on the radio, on TV, on page 3, on the pavement, on a screen, on top of sth, on the corner, on the left/right, on the second floor</i>
<i>Under</i>	at a lower level than sth or covered by sth	<i>The dog hid under the bed. She was holding a purse under her arm.</i>
<i>Over</i>	above or higher than sth, without touching it	<i>You can hang that painting over the sofa.</i>
<i>Above</i>	in a higher position than sth else	<i>They live in the apartment above ours.</i>
<i>Near</i>	only a short distance from sb or sth	<i>Do you live near here?</i>
<i>next to</i>	close to sb or sth, with nothing in between	<i>She sat next to her husband.</i>
<i>Beside</i>	next to or very close to the side of sb or sth	<i>Come and sit beside me.</i>
<i>By</i>	beside or near sth	<i>She stood by the window.</i>
<i>in front of</i>	further forward than sb or sth	<i>He sits in front of me at school.</i>
<i>Behind</i>	at or towards the back of sb or sth	<i>She hid behind the door.</i>
<i>between</i>	in or through the space that separates two things, people or places	<i>He sat between Nick and Amanda.</i>
<i>Among</i>	in or through the middle of a group of people or things	<i>We saw a small hut among the trees.</i>
<i>opposite</i>	facing sb or sth	<i>There's an Internet café opposite the library.</i>

PREPOSITIONS OF MOVEMENT

Preposition	Use	Example
<i>Into</i>	Towards the inside or inner part of sth	<i>She came into the room. I saw him going into the shop. Get back into bed.</i>
<i>Onto</i>	Moving to a position on a surface, area or object	<i>He walked onto the stage.</i>
<i>out of</i>	Away from the inside of sth	<i>Get out of my room! He walked out of the office.</i>
<i>To</i>	Towards/in the direction of sb/sth	<i>I returned to England last month. I'm going to Room 3 for a seminar.</i>

<i>From</i>	Starting at a particular place or position	What time did he come home <i>from</i> school?
<i>towards</i>	Moving, looking, facing, etc. in the direction of sb/sth	He noticed two policemen coming <i>towards</i> him. All the windows face <i>towards</i> the river.
<i>Up</i>	Towards a higher place or position	Let's walk <i>up</i> the hill.
<i>Down</i>	Towards a lower place or position	She fell <i>down</i> the stairs.
<i>Over</i>	From one side of sth to the other side of it	The man jumped <i>over</i> the fence.
<i>Along</i>	From one place on sth such as a line, road or edge towards the other end of it	They were driving <i>along</i> Willow Road.
<i>Across</i>	From one side of sth to the other	He swam <i>across</i> the river.
<i>through</i>	Into one side or end of an entrance, passage, hole, etc. and out of the other side or end	The burglars must have got in <i>through</i> the window.
<i>Past</i>	Up to and beyond a person or place, without stopping	She walked right <i>past</i> me.
<i>Off</i>	Down or away from a place	I fell <i>off</i> my bike. The boy jumped <i>off</i> his bed.

PREPOSITIONS

- 1. Wreckage from the plane was scattered _____ a wide area.
A) over B) from C) on D) at
- 2. The toilet is straight _____ that door, then _____ the stairs on the left.
A) through / up B) opposite / from C) next to / over D) across / down
- 3. He shared his property _____ his daughter and his sister.
A) among B) between C) amongst D) within
- 4. She was standing laughing _____ a crowd of fans.
A) among B) between C) within D) next to
- 5. She got married _____ her childhood sweetheart.
A) – B) with C) at D) to
- 6. I dreamt _____ you last night.
A) with B) off C) about D) for
- 7. Sometimes I dream _____ running away to a farm.
A) – B) about C) of D) on
- 8. I was in hospital _____ two weeks _____ the semester.
A) for / during B) for / for C) since / in D) since / during
- 9. Turkey has entered _____ a new trade agreement with Germany.
A) to B) with C) – D) into
- 10. When I entered _____ the room everybody was speaking loudly.
A) – B) into C) to D) in
- 11. You can borrow my dictionary, but I must have it back _____ Monday.
A) by B) until C) till D) to
- 12. If you are _____ the North Pole, every direction is south.
A) against B) in C) on D) at

13. They moved the chair because It was _____ their way.
A) at B) on C) off D) in
14. We drove about _____ taxis all day.
A) by B) in C) on D) with
15. They may have come _____ an earlier train.
A) on B) by C) with D) in
16. _____ Denmark, teachers are _____ the best-paid workers.
A) At / between B) In / among C) In / between D) In / in
17. His efforts resulted _____ success.
A) in B) for C) from D) with
18. His illness resulted _____ bad food.
A) in B) from C) with D) for
19. Wrap your scarf _____ your neck to keep warm.
A) of B) with C) at D) around
20. The car had been left _____ the side of the road.
A) on B) with C) at D) in
21. He's sitting _____ the front of the car.
A) at B) on C) over D) in
22. They found it _____ the bottom of the sea.
A) at B) in C) on D) upon
23. The museum will be open _____ half past eight _____ five o'clock.
A) at / to B) from / till C) till / at D) of / until
24. As the boxer realized he was getting _____ the end of the round he started to relax.
A) ahead of B) at C) away from D) towards
25. Break this chocolate _____ pieces and share it _____ all the children.
A) to / among B) into / among C) into / between D) off / to
26. He lives _____ a village _____ the hills.
A) in / beneath B) at / under C) on / in D) below / with
27. If you're sure he'll be back _____ then, I'll wait, thank you.
A) until B) till C) to D) by
28. The rider fell _____ his horse as it was jumping _____ a stream.
A) from / through B) off / over C) out of / on D) of / from
29. I was _____ work when thieves broke _____ our house.
A) in / in B) at / in C) on / to D) at / into
30. A: Which way do you have to go if you travel _____ air?
B: You go _____ Bahrain.
A) on / through B) by / via C) by / to D) by means of / through

REPORTED SPEECH

Reported Speech: Tense and Modal Changes

We use reported speech when we want to say what someone else said, e.g. *Jason said he was going to buy a new pair of trainers.*

If the reporting verb is in the past (e.g. *said*), we usually have to change the tense of what the person actually said.

Direct Speech	Reported Speech	Example
present simple	past simple	<i>'I need a credit card,' said Tim – Tim said he needed a credit card.</i>
present continuous	past continuous	<i>'I'm taking Lizzie shopping,' said Tim. – Tim said he was taking Lizzie shopping.</i>
present perfect simple	past perfect simple	<i>'I've bought Tom a present,' said Tim. – Tim said he'd bought Tom a present.</i>
present perfect continuous	past perfect continuous	<i>'I've been thinking about buying a car,' said Tim. – Tim said he'd been thinking about buying a car.</i>
past simple	past perfect simple	<i>I spent six euros,' said Tim. – Tim said he'd spent six euros.</i>
past continuous	past perfect continuous	<i>I was hoping to find a new top,' said Tim. – Tim said he'd been hoping to find a new top.</i>
past perfect simple	past perfect simple (no tense change)	<i>'I'd looked everywhere for my credit card before I found it,' said Tim. – Tim said he'd looked everywhere for his credit card before he found it.</i>
past perfect continuous	past perfect continuous (no tense change)	<i>'I'd been looking for that book for weeks before I found it,' said Tim. – Tim said he'd been looking for that book for weeks before he found it.</i>
am/is/are going to	was/were going to	<i>'I'm going to go shopping,' said Tim. – Tim said he was going to go shopping.</i>
Will	Would	<i>'I'll need a credit card,' said Tim. – Tim said he would need a credit card.</i>
Can	Could	<i>I can take Lizzie shopping,' said Tim. – Tim said he could take Lizzie shopping.</i>
must /have to	had to	<i>I must go to the supermarket,' said Tim. – Tim said he had to go to the supermarket.</i>
May	Might	<i>I may go shopping later,' said Tim. – Tim said he might go shopping later.</i>

NB We do not need to make any changes to the verb tense or modal when we are reporting a specific fact or when something is still true.

*'Most banks **charge** interest,' said Tim – Tim said most banks **charge** interest.*

Reported Speech: Pronoun and Determiner Changes

Direct Speech	Reported Speech	Example
My	his/her	'I've lost my credit card,' said Tim. – Tim said he had lost his credit card.
this/that + noun	the/that	I love this sweater,' said Tim. – Tim said he loved the / that sweater.
this/ that + verb	It	This is a lovely sweater,' said Tim. – Tim said it was a lovely sweater.
these/those + noun	the/those	I love those sweaters,' said Tim. – Tim said he loved the / those sweaters.
these/those + verb	They	I love those sweaters,' said Tim. – Tim said he loved the / those sweaters.
verb + these/those	Them	I love those sweaters,' said Tim. – Tim said he loved the / those sweaters.

Reported Speech: Time and Place Changes

Direct Speech	Reported Speech	Example
Here	there	I usually shop here /said Tim. – Tim said he usually shopped there .
now/at the moment	then /at that moment	'I'm shopping at the moment ,' said Tim. – Tim said he was shopping then / at that moment .
Tomorrow	the next/following day	'I'm going shopping tomorrow ,' said Tim. – Tim said he was going shopping the next/following day .
Tonight	that night	'I'm going shopping tonight ,' said Tim. – Tim said he was going shopping that night .
next week/month/ year	the following week/ month/year	'I'm going shopping next week ,' said Tim. – Tim said he was going shopping the following week .
Yesterday	the day before/the previous day	'I went shopping yesterday ,' said Tim. – Tim said he'd been shopping the day before / the previous day .
last week/month/ year	the week/month/year before/the previous week/ month/year	'I went shopping last week ,' said Tim. – Tim said he'd been shopping the week before/the previous week .
Ago	before/previously	'I went shopping two days ago ,' said Tim. – Tim said he'd been shopping two days before / previously .

Reporting questions

Questions can be reported by using <i>ask, inquire/enquire, wonder</i> or <i>to know</i> . The word order is usually like a statement. Question marks are not used. <i>I asked Elaine when she had lunch.</i> NOT <i>I asked Elaine when she did have lunch.</i>	
<i>I asked Elaine, 'Where did you have lunch?'</i>	<i>I asked Elaine where she had lunch.</i>
<i>I inquire, 'What time does the flight get in?'</i>	<i>I inquire what time the flight gets in.</i>
<i>Peter asks, 'Who have you invited?'</i>	<i>Peter is wondering who we've invited.</i>
<i>Dan was asking, 'Is there a waiting-room?'</i>	<i>Dan was asking if/whether there was a waiting-room.</i>
<i>Sophie asks, 'Who left this bag here?'</i>	<i>Sophie wanted to know who left the bag there.</i>
The tense can change from present to past in the same way as in a statement.	
<i>What do you want?</i>	<i>The man asked what we wanted.</i>
<i>Who are you waiting for?</i>	<i>Alex wondered who I was waiting for.</i>
<i>Will there be a band?</i>	<i>They asked if there would be a band.</i>

Other changes include:

Direct Speech	Reported Speech	Example
<i>have, do, be</i> or modal (i.e. <i>yes/no</i> questions)	use <i>if</i> or <i>whether</i>	'Can you get me an ice cream, Tom?' asked Tim. – Tim asked Tom if/whether he could get him an ice cream.
<i>what, who, which, when, where, why</i> and <i>how</i>	<i>what, who, which, when, where, why</i> and <i>how</i>	'Why did you buy these shoes?' asked Tim. – Tim asked me why I had bought those shoes.

REPORTED SPEECH

1. The teacher promised ____.
- A) that we can learn three English songs B) if we learn three English songs
- C) we would learn three English songs D) whether we would learn three English songs
2. Bill: "Have you seen any interesting comedy lately, Nancy?"
- Bill asked Nancy ____.
- A) if she will see an interesting comedy lately B) if she saw an interesting comedy lately
- C) what comedy Nancy saw lately D) if she had seen an interesting comedy lately
3. Nick: "Did you see a bird in the tree?"
- Nick wonders ____ in the tree.
- A) if I saw a bird B) that I saw a bird C) if I had seen a bird
- D) whether I see a bird
4. Dick to Lucy: "Have you received my telegram?"
- Dick asked if ____.
- A) Lucy had received his telegram B) Lucy has received his telegram
- C) Lucy would receive his telegram D) Lucy will receive his telegram

5. Ann: "Write down my address"

Ann asked me ____.

- A) he wrote down her address B) to write down her address
- C) he had written down her address D) she writes down her address

6. He said: "I am very busy today"

He said ____.

- A) he had been very busy that day B) he is very busy today
- C) he was very busy that day D) he is very busy that day

7. Helen said: "Where have you been yesterday?"

Helen asked ____.

- A) where she had been the day before B) where she had been yesterday
- C) where she was the day before. D) where she could be the day before.

8. He thought: "What am I going to do?"

He thought ____.

- A) what was he going to do B) what he was going to do
- C) what he is going to do D) it he was going to do

9. Mother asked me ____.

- A) why I have spent all the money B) that I had spent all the money
- C) if I had spent all the money D) when I spend all the money

10. "Do not play in the street!"

- A) My mother told me do not play in the street B) My mother said to play in the street
- C) She asked me to play in the street D) My mother told me not to play in the street

11. Ann: "Is your sister good at English?"

Ann asked me ____.

- A) that my sister is good at English B) if my sister was good at English
- C) whether my sister has been good at English D) my sister is good at English

12. Tom: "Do not forget to bring my book, Ann".

Tom asked Ann: ____.

- A) that she did not forget to bring his book B) that she does n't bring his book
- C) not to forget to bring his book D) not to forget to bring her book

13. Mother: "We are going to have supper".

Mother says ____.

- A) they are going to have supper B) they were going to have supper
- C) that they would have supper D) they won't have supper

14. Jack said: "I was at home yesterday."

Jack said ____.

- A) he was at home B) Jack said he was at home the day before
- C) he will be at home D) he had been at home the day before

15. "Do you go in for sports?", he asked.

He asked ____.

- A) he went in for sports B) if I went in for sports
- C) if I'll go in for sports D) I should go in for sports

16. "Will Tom help me?" she said.

She asked ____.

- A) will Tom help her B) if Tom would help her
- C) whether he will help her D) whether would he help her

17. Peter said, "Alice, are you busy now?"

Peter asked Alice ____.

- A) she was busy B) if she was busy then
C) she would be busy D) if she wasn't busy then

18. My sister said: "I hope we shall go on an excursion to the lake".

My sister said that ____ on an excursion to the lake.

- A) she hopes we will go B) she didn't hope that we shall go
C) she hoped they would go D) she hoped we were going

19. Jim and Julia have been in the restaurant for an hour and they have not been served yet. Julia is angry.

"I thought ____ a good place"

- A) it had been B) it has been C) it will be D) it was

20. "Did you work at a factory 3 years ago?" she asked her friend. She asked her friend if she ____.

- A) worked at a factory 3 years ago B) had worked at a factory 3 years before
C) really worked at a factory 3 years before D) work at a factory

21. She said she ____ her friend for ages.

- A) did not B) had not seen C) has not seen D) does not see

22. He asked her "Did anybody call this morning?" He asked her ____.

- A) if anybody called this morning B) if somebody had called that morning
C) if somebody called that morning D) who called that morning

23. Teacher: "Tom, read the story, please". Teacher asked Tom ____.

- A) to read the story B) read the story
C) that he reads it D) whether he reads the story

24. He said "I met him in 1950".

He said ____.

- A) I met him in 1950 B) he had been met by him in 1950
C) he used to meet him in 1950 D) he had met him in 1950

25. Jane asked Bob: "What did you buy yesterday?"

Jane asked Bob what ____.

- A) he would buy the next day B) he bought yesterday
C) he had bought the day before D) had he bought the day before

26. He said, "I do not want to see this film".

He said that ____.

- A) he did not want to see that film B) he does not want to see a film
C) he would not want to see this film D) he wanted to see that film

27. He says "What do the pupils study?"

He asks ____.

- A) what do the pupils study B) what the pupils study
C) what the pupils studied D) what the pupils have studied

28. My mother told me ____.

- A) did not go there B) that I can go there C) not to go there D) not going there

29. The director wondered ____.

- A) if I have known English B) if I knew English
C) he knows English D) how I know English

30. Mary says "I clean my room every day."

Mary says that ____.

- A) I clean her room every day B) she cleans my room every day
C) she cleaned her room every day D) she cleans her room every day

WORD FORMATION

There are four main kinds of word formation: prefixes, suffixes, conversion and compounds.

Word Formation of the Nouns

Simple	<i>arm</i>	<i>foot</i>	<i>school</i>
Compound	<i>arm</i>	+ <i>chair</i>	<i>armchair</i>
Derivative	<i>work</i>	+ <i>-er</i>	<i>worker</i>

Word Formation of the Adjectives

Simple	Derivative	
<i>tall</i> <i>nice</i> <i>handsome</i> <i>pretty</i> <i>hot</i> <i>small</i> <i>nice</i>	With a prefix	With a suffix
	<i>untrue</i> <i>incorrect</i> <i>illogical</i> <i>impossible</i> <i>irresponsible</i>	<i>dangerous beautiful</i> <i>careless</i> <i>lucky</i> <i>foolish</i> <i>troublesome</i> <i>childlike</i> <i>central</i> <i>golden</i> <i>lovely</i> <i>comfortable</i> <i>different</i> <i>talkative</i>

Formation of Adverbs from Adjectives

1. Consonant + -y → -ly *careful – carefully, serious – seriously*
2. Ending -ic + -ally. *drastic – drastically, frantic – frantically*
3. Ending -le is changed by -ly *horrible – horribly, terrible – terribly*
4. Ending -e + -ly *scarce – scarcely, but: whole – wholly, true – truly*

Word Formation of the Verbs

Simple	<i>to ask</i> <i>to go</i> <i>to work</i>	
Derivative	with suffix	<i>wide</i> + <i>-en</i> = <i>widen</i> <i>symbol</i> + <i>-ize</i> = <i>symbolize</i> <i>mode</i> + <i>-fy</i> = <i>modify</i>
	with prefix	<i>un-</i> + <i>do</i> = <i>undo</i> <i>re-</i> + <i>make</i> = <i>remake</i> <i>dis-</i> + <i>like</i> = <i>dislike</i> <i>mis-</i> + <i>understand</i> = <i>misunderstand</i>

Compound	<i>down + load = download</i> <i>broad + cast = broadcast</i> <i>over + came = overcame</i>
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The Most Common Prefixes

Prefix	Meaning	Examples
anti –	against/opposed to	anti-government, anti-racist, anti-war
auto –	self	autobiography, automobile
de –	reverse or change	de-classify, decontaminate, demotivate
dis –	reverse or remove	disagree, displeasure, disqualify
down –	reduce or lower	downgrade, downhearted
extra –	beyond	extraordinary, extraterrestrial
hyper –	extreme	hyperactive, hypertension
il-, im-, in-, ir –	not	illegal, impossible, insecure, irregular
inter –	between	interactive, international
mega –	very big, important	megabyte, mega-deal, megaton
mid –	middle	midday, midnight, mid-October
mis –	incorrectly, badly	misaligned, mislead, misspelt
non –	not	non-payment, non-smoking
over –	too much	overcook, overcharge, overrate
out –	go beyond	outdo, out-perform, outrun
post –	after	post-election, post-war
pre –	before	prehistoric, pre-war
pro –	in favour of	pro-communist, pro-democracy
re –	again	reconsider, redo, rewrite
semi –	half	semicircle, semi-retired
sub –	under, below	submarine, sub-Saharan
super –	above, beyond	super-hero, supermodel
tele –	at a distance	television, telepathic
trans – ultra –	across extremely	transatlantic, transfer ultra-compact, ultrasound
un –	remove, reverse, not	undo, unpack, unhappy
under –	less than, beneath	undercook, underestimate
up –	make or move higher	upgrade, uphill

Suffixes: spelling

Often, the suffix causes a spelling change to the original word. In the table above, the -e ending of complicate and create disappears when the -ion suffix is added. Other examples of spelling changes include:	
beauty, duty + -ful	→ beautiful, dutiful (-y changes to i)
heavy, ready + -ness	→ heaviness, readiness (-y changes to i)
able, possible + -ity	→ ability, possibility (-le changes to il)
permit, omit + -ion	→ permission, omission (-t changes to ss)

Common suffixes and examples

Noun suffixes

Suffix	Examples of nouns
– age	baggage, village, postage
– al	arrival, burial, deferral
– ance/-ence	reliance, defence, insistence
– dom	boredom, freedom, kingdom
– ee	employee, payee, trainee
– er/-or	driver, writer, director
– hood	brotherhood, childhood, neighbourhood
– ism	capitalism, Marxism, socialism (philosophies)
– ist	capitalist, Marxist, socialist (followers of philosophies)
– ity/-ty	brutality, equality, cruelty
– ment	amazement, disappointment, parliament
– ness	happiness, kindness, usefulness
– ry	entry, ministry, robbery
– ship	friendship, membership, workmanship
– sion/-tion/-xio	expression, population, complexion

Adjective suffixes

Suffix	Examples of adjectives
– able/-ible	drinkable, portable, flexible
– al	brutal, formal, postal
– en	broken, golden, wooden
– ese	Chinese, Japanese, Vietnamese
– ful	forgetful, helpful, useful
– i	Iraqi, Pakistani, Yemeni

– ic	classic, Islamic, poetic
– ish	British, childish, Spanish
– ive	active, passive, productive
– ian	Canadian, Malaysian, Peruvian
– less	homeless, hopeless, useless
– ly	daily, monthly, yearly
– ous	cautious, famous, nervous
– y	cloudy, rainy, windy

Verb suffixes

Suffix	Examples of verbs
– ate	complicate, dominate, irritate
– en	harden, soften, shorten
– ify	beautify, clarify, identify
– ise/-ize	economise, realise, industrialize (-ise is most common in British English; – ize is most common in American English)

Adverb suffixes

Suffix	Examples of adverbs
– ly	calmly, easily, quickly
– ward(s)	downwards, homeward(s), upwards
– wise	anti-clockwise, clockwise, edgewise

Conversion

Conversion involves the change of a word from one word class to another. For example, the verbs to email and to microwave are formed from the nouns email and microwave
<i>Can you text her?</i> (verb from noun text, meaning to send a text-message)
<i>They are always jetting somewhere.</i> (verb from noun jet)
<i>If you're not careful, some downloads can damage your computer.</i> (noun from verb download)
<i>OK, so the meeting's on Tuesday. That's a definite.</i> (noun from adjective)
<i>It's a very big if and I'm not at all sure we can afford it.</i> (noun from conjunction, meaning 'it's not at all certain')
<i>All companies have their ups and downs.</i> (nouns from prepositions)
We also use conversion when we change a proper noun into a common noun:
<i>Has anybody seen my Dickens?</i> (copy of a book by Dickens)

Compounding

When we use **compounding**, we link together two or more bases to create a new word. Normally, the first item identifies a key feature of the second word. **Compounds** are found in all word classes. The most common types of compounds are: Nouns: car park, rock band

Adjectives: heartbreaking, sugar-free, airsick

Verbs: oven-bake, baby-sit, chain-smoke

Adverbs: good-naturedly, nevertheless

It is sometimes difficult to know where to put hyphens in words that are compound ed. It is also difficult to know whether to separate words (e.g. post box) or to join the words (e.g. postbox). In such cases, it is best to check in a good learner's dictionary.

WORD FORMATION

Use the words in brackets to form a new word that fits into the gap.

1. How long is the _____ from Rome to Paris? (FLY)
2. Pulling my front tooth didn't hurt. – It was completely _____ (PAIN).
3. We offer free _____ for purchases over € 100 (DELIVER).
4. You have the _____. – You can either go by bus or walk (CHOOSE).
5. You need a lot of _____ to write a good story (IMAGINE)
6. The lesson was _____. I almost fell asleep. (BORE)
7. Don't be so _____. This is the second vase you have broken this month (CARE).
8. It's simply _____. I have won the lottery. (BELIEVE)
9. He has to wear these gloves for _____ reasons. (SAFE)
10. Sally was _____ for two years before she found a new job. (EMPLOY)
11. In India, there are a lot of _____ in the streets. (BEG)
12. When I gave up smoking I started putting on more _____. (WEIGH)
13. _____, I was invited to watch the new film (LUCKY)
14. The _____ of our rainforests is a serious problem. (DESTROY)
15. Thank you for being so _____ yesterday. (HELP)
16. He has been a long- _____ runner for a few years now. (DISTANT)
17. This is my last _____. – Don't walk across the lawn! (WARN)
18. He gave me some good _____ on where to go shopping. (ADVISE)
19. The new flat is not _____. It's too expensive. (AFFORD)
20. I have made a few _____ to your article. (CORRECT)
21. The audience gave the violinist a round of _____. (APPLAUD)
22. What we saw was beyond all _____. (EXPECT)
23. She is a student of the _____. (HUMAN)
24. What is the _____ of the Danube River. (LONG)
25. Drug _____ is a problem causing great concern. (ADDICT)
26. Failure to apply in time may result in a _____ of benefits. (LOSE)
27. My _____ is the history of Elizabethan England (SPECIAL)
28. My father takes great _____ in his work. (PROUD)
29. This bag contains all my photographic _____. (EQUIP)
30. The bank robbers were sentenced to twelve years of _____. (PRISON)

QUESTION TAGS

Positive statement,	negative tag
Sugar is sweet,	isn't it?
Negative statement,	positive tag
You don't know me, We <i>never</i> enjoy his singing	do you? do we?

Form	Example
With <i>be</i> as the main verb	Are you British, aren't you? He is handsome, isn't he?
With <i>auxiliary verbs</i> and <i>modals</i>	You haven't done the work, have you? He is reading a book, isn't he? She didn't visit him yesterday, did she? We should preserve endangered species, shouldn't we?
With <i>have</i> as a main verb	He has a book, hasn't/doesn't he?
With <i>other verbs</i>	She lives in London now, doesn't she? She lived in London in 2018, didn't she? She hadn't finished the work by 6 yesterday, had she?
NB	
<i>I am</i> ► <i>aren't I?</i>	I am older than you, aren't I!
<i>Imperative</i> ► <i>will/won't you?</i>	Don't do it, will you? Say it in a loud voice, won't you?
<i>There is/are</i> ► <i>isn't/aren't there?</i>	There is a book on the table, isn't there?
<i>Everyone/Someone/Anyone/No one</i> ► <i>they?</i>	Everyone enjoyed the play, didn't they?
<i>Let's</i> ► <i>shall we?</i>	Let's sing, shall we?
<i>This/that is</i> ► <i>isn't it?</i>	That is our teacher over there, isn't it?
<i>Have got</i> ► <i>don't (AE); haven't (BE)</i>	They have got much money, don't they? They have got much money, haven't they?

SHORT ANSWERS

Yes / No answers	
<i>yes + subject + auxiliary verb / no + subject + negated auxiliary verb</i>	My girlfriend is beautiful. – Yes, she is. /No, she isn't. They loved cats. – Yes, they did./No, they didn't. Are you in love? – Yes, I am. /Yes, we are.

So – Neither / Nor answers	
<i>so + auxiliary/modal verb + personal pronoun/noun</i> (to agree with a positive statement)	Lucy likes coffee. So do I. Jill went to the cinema yesterday. So did I. They've been to Colombia. So have I. He would like a cup of tea. So would I. Emma can speak Russian. So can I.
<i>neither/nor + auxiliary/modal verb + personal pronoun/noun</i> (to agree with a negative statement)	Lucy doesn't like coffee. Neither / nor do I. Jill didn't go to the cinema yesterday. Neither / nor did I. He wouldn't like a cup of tea. Neither would I. Emma can't speak Russian. Neither can I.
Too – either answers	
<i>personal pronoun/noun + auxiliary/modal verb + too</i>	I hate mushrooms. <i>I do too</i> (= I also hate mushrooms).
<i>personal pronoun/noun + negative auxiliary/modal verb + either</i>	I don't live in London. <i>I don't either</i> (= I also don't live in London).

QUESTION TAGS

1. He had no practice in composing music, ____?
A) didn't he B) had he C) does he D) has he
2. You have read all Shevchenko's books, ____?
A) not you B) have you C) haven't you D) aren't you
3. You have a bad headache, ____?
A) isn't it B) don't you C) does it D) haven't you
4. He never thought what might come out of it, ____?
A) does he B) hasn't he C) didn't he D) did he
5. She comes from the family of Donovan, ____?
A) hasn't he B) didn't she C) do you D) doesn't she
6. There are so many people in the street, ____?
A) are they B) are there C) aren't they D) aren't there
7. You don't play the piano, ____?
A) don't you B) do you C) doesn't it D) does it
8. There won't be any trouble, ____?
A) wasn't there B) will not there C) will there D) do there
9. The boy wasn't able to do it alone, ____?
A) didn't he B) wasn't he C) was he D) did he
10. They have to ask somebody else to help them, ____?
A) haven't they B) have they C) do they D) don't they

SHORT ANSWERS

11. -Don't you know I'm a football fan? – ____ . I shout for Galatasaray.
A) Not, did I B) He is too C) So am I D) Either do I
12. Our professor thinks we like his subject. What about yours?
A) So does he. B) No, our professor is very young.
C) Our students don't know anything. D) Yes, the student's life is not sugar and candy.
13. "I don't like reptiles."
A) Neither am I B) So do I C) Neither do I. D) I don't like them too

14. I am fond of reading.
A) So do I B) Neither can he C) So wasn't he D) So is my son
15. -"My friend can't go to the theatre tonight." - ____ .
A) Neither can I B) So can I C) I don't either D) Neither do I
16. -I haven't read "David Copperfield" by Charles Dickens.
A) Neither has my brother. B) Neither can I. C) So, did I D) Either does he.
17. She didn't see anyone she knew, and ____ did Nick.
A) either B) or C) neither D) still
18. I can never find my books.
A) Neither can I B) Her too C) Neither does she D) I can't too
19. I wasn't at school when I heard the news.
A) So did I. B) Yes, I was. C) Did you? D) Neither were they.
20. -He saw nobody in the room, and you? - ____ .
A) neither did I B) so did I C) neither do I D) so do I
21. - I am proud of my country, and you? - ____ .
A) so we do B) so did we C) so are we D) we too
22. -His uncle is a very clever man. -And ____ .
A) his father too. B) his father also. C) so does his father D) so is his father.
23. - I don't like people who tell lies, and you? - ____ . I just hate them.
A) I too B) I also C) So do I D) Neither do I
24. - My little brother is very clever. - ____ .
A) so was mine B) so is mine C) my is too D) mine is either
25. A: George is a student, and you? B: ____ .
A) He is B) So am I C) A student D) Yes, I am

KEYS

Module 1 People (Appearance and Character). Family and Social Life

Part I Test

Task 1	Task 2	Task 3	Task 4	Task 5	Task 6
1 B	6 C	11 G	17 C	23 C	33 B
2 C	7 A	12 E	18 F	24 B	34 A
3 F	8 B	13 F	19 A	25 D	35 C
4 E	9 A	14 D	20 E	26 B	36 D
5 A	10 D	15 B	21 B	27 C	37 C
		16 H	22 H	28 A	38 A
				29 A	39 D
				30 B	40 B
				31 D	41 D
				32 D	42 C

Part II Vocabulary Focus

Task 1	Task 2A	Task 2B	Task 3
1. attracted to	1. plucked	1. ambitious	1. close-knit
2. chatted her up	2. chubby	2. selfish	2. get on
3. asked her out	3. scruffy	3. modest	3. adolescent
4. wined and dined	4. handsome	4. stubborn	4. divorced
5. got on	5. overweight	5. generous	5. half-brothers, stepsisters
6. go out	6. freckles	6. shy	6. fiancé, couple
7. courting	7. highlights	7. intelligent	7. foster
8. fallen in love	8. ponytail	8. cheerful	8. toddlers, siblings
9. living in sin	9. complexions	9. friendly	9. bridesmaid/godmother
10. cohabiting	10. birthmarks	10. confident	10. newly-wed couple
11. proposed	11. sideburns	11. disorganised	11. brides
12. got engaged	12. parting	12. reserved	12. nuclear
13. engagement	13. pointed	13. absent-minded	13. wife-to-be
14. tie the knot	14. eyelashes	14. sociable	14. honeymoon
15. split up			
16. drift apart			

Module 2 Natural World. Environment
Part I Test

Task 1	Task 2	Task 3	Task 4	Task 5	Task 6
1 H	6 B	11 B	17 D	23 C	33 C
2 B	7 A	12 C	18 B	24 A	34 D
3 E	8 C	13 H	19 G	25 D	35 A
4 A	9 D	14 D	20 A	26 B	36 A
5 F	10 C	15 E	21 F	27 C	37 B
		16 G	22 H	28 A	38 C
				29 B	39 C
				30 B	40 D
				31 C	41 B
				32 C	42 A

Part II Vocabulary Focus

Task 1	Task 2	Task 3
1. sustainable	1. endangered	1. protection
2. extinction	2. blossom	2. breeds
3. solar energy	3. environmentally	3. lifespan
4. biodegrade	4. downpour	4. to
5. greenhouse gas	5. roots	5. mates
6. global warming	6. deciduous	6. in
7. polluter	7. flocks	7. of
8. rainforest	8. mammals	8. in
9. wildlife	9. rodents	9. on
10. recycle	10. wastes	10. on
11. desertification	11. cut down	11. black
12. natural resources	12. harms	12. risen
13. fossil fuel	13. drought	13. desert
14. greenhouse effect	14. lining	14. footprint

Module 3 Education
Part I Test

Task 1	Task 2	Task 3	Task 4	Task 5	Task 6
1 B	6 A	11 H	17 D	23 C	33 A
2 A	7 B	12 D	18 B	24 C	34 B
3 F	8 C	13 A	19 F	25 A	35 C

4 C	9 D	14 B	20 E	26 B	36 A
5 E	10 D	15 G	21 A	27 D	37 B
		16 C	22 H	28 B	38 A
				29 A	39 A
				30 D	40 D
				31 D	41 B
				32 A	42 C

PART II Vocabulary Focus

Task 1	Task 2	Task 3
1. tuition fee	1. prospectus	1. passed
2. timetable	2. degree	2. measure
3. postgraduate	3. qualification	3. speak
4. extra-curriculum activity	4. educate	4. qualifications
5. assessment	5. awarded	5. failed
6. bursary	6. recognized	6. task
7. cheating	7. held	7. subject
8. cramming	8. doubt	8. study
9. compulsory	9. benefit	9. test
10. assignments	10. graduated from	10. classmates
11. grade point average	11. revising	11. scholarship
12. certificate	12. studying	12. keep up
13. to hand out	13. honours	13. fall behind
14. monitor	14. higher	14. catch up

Module 4 Work. Jobs. Employment
PART I Test

Task 1	Task 2	Task 3	Task 4	Task 5	Task 6
1 B	6 A	11 B	17 E	23 A	33 C
2 G	7 D	12 A	18 B	24 C	34 C
3 C	8 B	13 E	19 G	25 D	35 B
4 A	9 B	14 C	20 D	26 A	36 D
5 E	10 A	15 H	21 A	27 A	37 B
		16 F	22 C	28 D	38 A
				29 A	39 C
				30 B	40 A
				31 C	41 B
				32 B	42 B

Part II Vocabulary Focus

Task 1	Task 2	Task 3
1. high-paying job	1. a (job)	1. dole
2. human resources	2. b (make)	2. work
3. occupation	3. b (salary)	3. flexible
4. manager	4. a (unskilled part-time)	4. in
5. earn (make, take home)	5. c (retired)	5. employees
6. employment	6. a (employment)	6. live
7. professional	7. b (experience)	7. work
8. career ladder	8. c (recruiters)	8. made
9. competition	9. a (freelancers)	9. given
10. promoted	10. c (tax preparers)	10. clients
11. salaries	11. b (get paid)	11. leave
12. dismissed	12. c (perks)	12. resignation
13. headhunter	13. c (increments)	13. taking
14. prospects	14. a (incentive)	14. overtime

Module 5 Food. Culture (Art, Music)

Part I Test

Task 1	Task 2	Task 3	Task 4	Task 5	Task 6
1 F	6 C	11 B	17 E	23 D	33 A
2 B	7 A	12 G	18 H	24 B	34 C
3 A	8 B	13 D	19 A	25 C	35 D
4 H	9 D	14 C	20 F	26 A	36 B
5 C	10 D	15 A	21 B	27 C	37 A
		16 H	22 D	28 C	38 C
				29 B	39 A
				30 B	40 C
				31 A	41 A
				32 D	42 B

Part II Vocabulary Focus

Task 1	Task 2	Task 3
1. fast food	1. Dish	1. for
2. consume	2. filled	2. off
3. cuisine	3. on	3. fiddle

4. vegetarian

5. main course

6. recipe

7. takeaway

8. booking

9. Blend

10. dined

11. calories

12. dessert

13. spectacular

14. amateur
4. carton

5. stuffed

6. between

7. fond of

8. fan

9. landscape

10. opera

11. illustrator

12. Reaction

13. Keen

14. Crazy
4. reservation

5. expense

6. out

7. actor

8. conductor

9. spectacular

10. picky

11. cuisine

12. disappoint

13. play

14. music

Module 6 Shopping& Services
Part I Test

Task 1	Task 2	Task 3	Task 4	Task 5	Task 6
1 B	6 B	11 C	17 C	23 B	33 A
2 A	7 D	12 H	18 F	24 D	34 C
3 C	8 A	13 F	19 D	25 C	35 A
4 H	9 C	14 E	20 B	26 B	36 C
5 D	10 A	15 A	21 E	27 A	37 B
		16 G	22 A	28 B	38 B
				29 C	39 A
				30 A	40 C
				31 B	41 D
				32 C	42 A

Part II Vocabulary Focus

- Task 1

1. Agent

2. special

3. traveller’s

4. interest

5. refund

6. try on

7. launch

8. withdraw
- Task 2

1. refund

2. complain

3. faulty

4. bargains

5. warranty

6. discount

7. worthless

8. stock
- Task 3

1. exchange

2. cash

3. bulk

4. full

5. clear

6. deposit

7. profit

8. cost

9. insurance

10. transfer

11. match

12. fit

13. suits

14. bargain
9. business

10. funding

11. profit

12. on

13. in

14. in
9. get

10. suit

11. wear

12. fortune

13. receipt

14. price

Module 7 Travelling and Tourism

Part I Test

Task 1	Task 2	Task 3	Task 4	Task 5	Task 6
1 E	6 A	11 H	17 H	23 A	33 A
2 C	7 C	12 F	18 D	24 B	34 B
3 G	8 D	13 A	19 A	25 D	35 C
4 H	9 B	14 B	20 C	26 C	36 D
5 A	10 D	15 D	21 B	27 D	37 B
		16 C	22 F	28 A	38B
				29 A	39 A
				30 B	40 C
				31 C	41D
				32 D	42 A

Part II Vocabulary Focus

- Task 1

1. travels across

2. hitch-hike

3. catch up with

4. book

5. arrange

6. go away

7. yacht

8. check in

9. sunbathe

10. sightseeing

11. ferry

12. culture

13. put up

14. double decker
- Task 2

1. voyage

2. border

3. drop off

4. keen

5. keep up

6. regrets

7. boat

8. liner

9. on board

10. see off

11. set out

12. In order

13. take off

14. pull in
- Task 3

1. sight

2. fare

3. territory

4. season

5. native

6. inhabitants

7. immigration

8. miss

9. at

10. earth

11. in

12. timetable

13. in advance

14. guide

Module 8 Sports. Health
Part I Test

Task 1	Task 2	Task 3	Task 4	Task 5	Task 6
1 F	6 B	11 D	17 F	23 A	33 B
2 H	7 C	12 B	18 D	24 C	34 A
3 G	8 D	13 H	19 A	25 B	35 C
4 A	9 A	14 A	20 H	26 A	36 B
5 C	10 B	15 G	21 B	27 D	37 D
		16 F	22 E	28 B	38 D
				29 B	39 A
				30 D	40 C
				31 C	41 B
				32 D	42 B

Part II Vocabulary Focus

Task 1	Task 2	Task 3
1. Football	1. challenges	1. tablet
2. rules	2. contagious	2. muscles
3. teams	3. injure	3. ill
4. health	4. kicking	4. points
5. sledging	5. victory	5. drew
6. healthcare	6. wins	6. record
7. clubs	7. healthy	7. scoring
8. patients	8. scored	8. contracted
9. athleticism	9. attempt	9. patient
10. medicine	10. pain	10. treatment
11. competition	11. fitness	11. quarantined
12. League	12. won	12. spread
13. Spectator	13. isolate	13. symptoms
14. Running	14. goals	14. cluster

Module 9 Science. Technology
Part I Test

Task 1	Task 2	Task 3	Task 4	Task 5	Task 6
1 C	6 B	11 D	17 D	23 A	33 C
2 H	7 A	12 H	18 H	24 C	34 D
3 E	8 D	13 A	19 B	25 B	35 D
4 G	9 C	14 G	20 C	26 C	36 B

5 B	10 C	15 C	21 F	27 C	37 A
		16 E	22 A	28 D	38 C
				29 C	39 B
				30 B	40 A
				31 D	41 B
				32 C	42 A

Part II Vocabulary Focus

Task 1	Task 2	Task 3
1. breakthrough	1. find out	1. artificial
2. discovery	2. natural	2. engine
3. design	3. take	3. modern
4. research	4. on	4. on
5. studying	5. discovered	5. observation
6. exploration	6. update	6. award
7. technology	7. bookmark	7. on
8. survey	8. up	8. succeeded
9. predict	9. downloaded	9. to
10. patent	10. estimated	10. order
11. developed	11. experiments	11. cause
12. invention	12. efficient	12. down
13. confirm	13. with	13. out
14. engineering	14. software	14. method

Module 10 State. Society
Part I Test

Task 1	Task 2	Task 3	Task 4	Task 5	Task 6
1 B	6 D	11 E	17 H	23 B	33 B
2 C	7 C	12 D	18 F	24 D	34 C
3 D	8 B	13 B	19 C	25 C	35 A
4 F	9 C	14 C	20 B	26 A	36 D
5 H	10 A	15 H	21 A	27 D	37 A
		16 F	22 D	28 A	38 B
				29 C	39 C
				30 B	40 B
				31 A	41 A
				32 C	42 B

Part II Vocabulary Focus

<i>Task 1</i>	<i>Task 2</i>	<i>Task 3</i>
1. care	1. obey	1. support
2. argument	2. polite	2. typical
3. approval	3. promise	3. close
4. courage	4. blame	4. ancient
5. pity	5. ancient	5. blame
6. object	6. assist	6. polite
7. sensible	7. kind	7. pleased
8. nervous	8. bad-tempered	8. relationship
9. disguised	9. ordinary	9. audience
10. pretend	10. attack	10. sympathetic
11. connect	11. convince	11. nervous
12. support	12. force	12. sensible
13. enjoy	13. independent	13. group
14. ban	14. rely on	14. popular

Module 11 Houses and Homes

Part I Test

Task 1	Task 2	Task 3	Task 4	Task 5	Task 6
1 C	6 D	11 G	17 C	23 A	33 A
2 G	7 C	12 C	18 F	24 B	34 B
3 D	8 A	13 A	19 H	25 B	35 A
4 E	9 D	14 D	20 A	26 A	36 B
5 F	10 D	15 E	21 B	27 A	37 A
		16 H	22 E	28 B	38 D
				29 C	39 A
				30 A	40 B
				31 B	41 B
				32 A	42 A

Part II Vocabulary Focus

<i>Task 1</i>	<i>Task 2</i>	<i>Task 3</i>
1. fall behind on the rent	1. expires	1. on
2. give a month's notice	2. position	2. drawbacks
3. bedsit	3. evicted	3. within
4. mansion	4. happen	4. facilities

5. penthouse	5. view	5. privacy
6. prefab house	6. conveniences	6. restored
7. estate agent	7. short	7. to
8. free of charge	8. be	8. attached
9. flatmate	9. measures	9. luxury
10. spacious	10. bear	10. in
11. central heating	11. maintenance	11. amenities
12. accommodation	12. mortgage	12. in advance
13. stay	13. beach house	13. prefer
14. neighbour's door	14. dream home	14. in

GRAMMAR FOCUS KEYS

PRESENT TENSES

1. A	11. A	21. C
2. B	12. D	22. A
3. A	13. C	23. B
4. A	14. E	24. B
5. B	15. D	25. D
6. A	16. C	26. B
7. A	17. C	27. B
8. C	18. B	28. A
9. B	19. C	29. C
10. C	20. E	30. B

PAST TENSES

1. E	11. C	21. A
2. A	12. D	22. E
3. C	13. B	23. C
4. B	14. E	24. B
5. E	15. D	25. A
6. B	16. C	26. A
7. E	17. D	27. B
8. C	18. B	28. B
9. C	19. D	29. D
10. C	20. C	30. A

FUTURE TENSES

1. B	11. B	21. C
2. C	12. B	22. C
3. E	13. B	23. E
4. E	14. A	24. D
5. A	15. B	25. C
6. D	16. D	26. C
7. C	17. C	27. D
8. C	18. A	28. D
9. A	19. C	29. B
10. E	20. C	30. A

MIXED TENSES

1. B	11. B	21. E
2. B	12. A	22. D
3. C	13. A	23. C
4. C	14. B	24. A
5. B	15. E	25. A
6. B	16. B	26. A
7. B	17. E	27. C
8. B	18. C	28. B
9. D	19. B	29. D
10. E	20. E	30. B

BE / GET USED TO – USED TO / WOULD

1. used to	16. B
2. used to / would	17. C
3. used to	18. A
4. used to	19. B
5. didn't use to	20. C
6. used to	21. B
7. a	22. A
8. c	23. A
9. a	24. C
10. c	25. B
11. b	26. C
12. c	27. B
13. a	
14. c	
15. a	

INFINITIVE AND-ING FORMS

1. A	11. A	21. C
2. B	12. D	22. A
3. B	13. C	23. B
4. C	14. A	24. C
5. D	15. C	25. C
6. A	16. A	26. B
7. A	17. C	27. B
8. B	18. B	28. A
9. C	19. C	29. C
10. B	20. A	30. C

THE PASSIVE

1. D	11. A	21. A
2. D	12. C	22. C
3. D	13. D	23. B
4. A	14. C	24. C
5. D	15. B	25. D
6. C	16. D	26. A
7. C	17. D	27. C
8. C	18. B	28. A
9. D	19. B	29. A
10. B	20. A	30. B

ARTICLES

1. C	11. D	21. C
2. B	12. C	22. C
3. A	13. D	23. D
4. C	14. D	24. C
5. C	15. D	25. D
6. C	16. C	26. D
7. A	17. D	27. C
8. A	18. A	28. C
9. D	19. D	29. D
10. C	20. D	30. D

NOUNS

1. A	11. B	21. A
2. A	12. B	22. A
3. A	13. C	23. C
4. B	14. C	24. B
5. B	15. B	25. A
6. A	16. A	26. B
7. A	17. C	27. B
8. C	18. B	28. C
9. A	19. B	29. B
10. B	20. A	30. C

MODALS

1. A	11. C	21. D
2. C	12. A	22. C
3. A	13. C	23. B
4. B	14. A	24. A
5. D	15. A	25. C
6. C	16. D	26. D
7. A	17. D	27. C
8. C	18. C	28. A
9. A	19. A	29. B
10. C	20. A	30. B

CONDITIONALS

ZERO TYPE	TYPE 1	TYPE 2	TYPE 3	MIXED	WISH / IF ONLY
1. A	1. C	1. C	1. B	1. A	1. A
2. C	2. A	2. C	2. B	2. C	2. C
3. A	3. B	3. C	3. C	3. A	3. B
4. C	4. A	4. C	4. D	4. C	4. B
5. D	5. D	5. B	5. A	5. D	5. A
	6. A	6. D	6. D	6. A	6. B
	7. C	7. D	7. B	7. C	7. A
	8. D	8. A	8. B	8. B	8. C
	9. A	9. D	9. A	9. D	9. B
	10. D	10. D	10. D	10. D	10. A

CLAUSES

1. C	15. D	28. A
2. B	16. B	29. A
3. A	17. B	30. B
4. B	18. B	31. C
5. D	19. A	32. B
6. A	20. C	33. B
7. C	21. A	34. A
8. D	22. A	35. B
9. B	23. B	36. C
10. A	24. C	37. A
11. B	25. A	38. D
12. C	26. A	39. A
13. C	27. D	40. A
14. A		

ADJECTIVES

ADVERBS

1. B	16. late	31. such
2. B	17. near	32. such a
3. B	18. highly	33. so
4. B	19. hardly	34. so
5. A	20. near	35. so
6. C	21. lately	36. so
7. gently	22. free	37. so
8. unexpectedly	23. B	38. B
9. probably	24. D	39. D
10. surprisingly	25. C	40. C
11. truly	26. A	41. D
12. deep	27. D	42. D
13. high	28. A	43. A
14. deep	29. C	44. D
15. shortly	30. such	45. A

PRONOUNS

1. A	11. A	21. B
2. A	12. B	22. B

3. D	13. A	23. C
4. A	14. A	24. A
5. B	15. C	25. A
6. D	16. C	26. D
7. C	17. D	27. C
8. B	18. C	28. A
9. D	19. C	29. B
10. C	20. A	30. A

PREPOSITIONS

1. A	11. A	21. D
2. A	12. D	22. A
3. B	13. D	23. B
4. A	14. C	24. D
5. B	15. A	25. B
6. C	16. B	26. A
7. C	17. A	27. D
8. A	18. B	28. B
9. D	19. D	29. D
10. A	20. A	30. B

REPORTED SPEECH

1. C	11. B	21. B
2. D	12. C	22. B
3. A	13. A	23. A
4. A	14. D	24. D
5. B	15. B	25. C
6. C	16. B	26. A
7. A	17. B	27. B
8. B	18. C	28. C
9. C	19. D	29. B
10. D	20. B	30. D

WORD FORMATION

1. Flight	11. beggars	21. applause
2. Painless	12. weight	22. expectation
3. Delivery	13. luckily	23. humanities

- | | | |
|-----------------|-----------------|------------------|
| 4. Choice | 14. destruction | 24. length |
| 5. Imagination | 15. helpful | 25. addiction |
| 6. Boring | 16. distance | 26. loss |
| 7. Careless | 17. warning | 27. specialty |
| 8. Unbelievable | 18. advice | 28. pride |
| 9. Safety | 19. affordable | 29. equipment |
| 10. Unemployed | 20. corrections | 30. imprisonment |

QUESTION TAGS
SHORT ASNWERS

- | | |
|-------|-------|
| 1. B | 15. A |
| 2. C | 16. A |
| 3. B | 17. C |
| 4. D | 18. A |
| 5. D | 19. D |
| 6. D | 20. A |
| 7. B | 21. C |
| 8. C | 22. D |
| 9. C | 23. D |
| 10. D | 24. B |
| 11. C | 25. B |
| 12. A | |
| 13. C | |
| 14. D | |

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ПОСІБНИК
для підготовки до ЄВІ
з англійської мови
до магістратури

Укладачі:

Лисицька Олена Павлівна,
Микитюк Світлана Степанівна,
Мельнікова Тетяна Вячеславівна та ін.

За загальною редакцією професора *В. П. Сімонок*

Видається в авторській редакції

Комп'ютерна верстка *О. А. Лисенко*

Підписано до друку 09.03.2021.
Формат 60×84 1/8. Папір офсетний. Гарнітура Times.
Ум. друк. арк. 27,44. Обл.-вид. арк. 12,65. Вид. № 2734.
Тираж 100 прим.

Видавництво «Право» Національної академії правових наук України
та Національного юридичного університету імені Ярослава Мудрого
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до Державного реєстру видавців, виготівників і розповсюджувачів
видавничої продукції — серія ДК № 4219 від 01.12.2011 р.

Виготовлено у друкарні ТОВ «ПРОМАРТ»
Тел. (057) 717-28-80

www.pravo-izdat.com.ua

ISBN 978-966-998-188-2

