



МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ
Національний авіаційний університет

АНГЛІЙСЬКА МОВА

**Практикум для слухачів Інституту
доуніверситетської підготовки**

**VIVERE!
VINCERE!
CREARE!**

Київ 2016

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УДК 811.111 (076.5)
ББК Ш 143. 21-923
А 647

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Затверджено методично-редакційною радою Національного авіаційного університету (протокол № 14 від 03.07.2008 р.).

Англійська мова: практикум [для слухачів Інституту доуніверситетської підготовки] / уклад. : М. А. Абисова, Л. О. Панасенко. – К. : НАУ, 2016. – 100 с.

ISBN 978-966-598-493-1

У практикумі подані навчальні тестові завдання з англійської мови, які можуть бути використані для підготовки до проходження зовнішнього незалежного тестування та написання модульно-контрольних робіт з англійської мови для вступу на обрану спеціальність Національного авіаційного університету.

Для слухачів Інституту доуніверситетської підготовки Національного авіаційного університету, учнів старших класів загальноосвітніх шкіл, усіх типів гімназій та ліцеїв, учителів, а також для всіх, хто самостійно вивчає англійську мову.

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ISBN 978-966-598-493-1

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ЗАГАЛЬНІ МЕТОДИЧНІ ВКАЗІВКИ

Практикум укладено для слухачів Інституту доуніверситетської підготовки з урахуванням Загальноєвропейських Рекомендацій з мовної освіти щодо рівнів володіння іншомовним мовленням, Державного освітнього стандарту з іноземних мов, Програми для загальноосвітніх навчальних закладів.

Практикум спрямований на визначення відповідності знань слухачів ІДП з англійської мови вимогам Програми вступних випробувань з іноземних мов до вищих навчальних закладів України.

Завдання тестового типу, що складають Практикум, об'єднано в шість тематичних розділів, кожний з яких, в свою чергу, поділено на шість підрозділів: читання; тематична лексика; ідіоматичні вирази; словобудова; граматики; письмо, спрямованих на перевірку певної області володіння мовою.

Підрозділ «Reading» спрямована на перевірку вміння вільно і правильно читати літературні та суспільно-політичні тексти, підібрані на базі вивченого лексичного і граматичного матеріалу. Підрозділ включав вправи, спрямовані на перевірку сформованості в слухачів умінь в трьох видах читання: розуміння основного змісту; пошук необхідної інформації; повне розуміння.

Підрозділи «Vocabulary» та «Idioms» спрямовані на повторення, закріплення та розширення базових знань з лексики сучасної англійської мови.

Підрозділ «Word-Building» націлений на перевірку рівня сформованості навиків вживання засобів словоутворення.

Підрозділ «Grammar» має на меті перевірити, наскільки вільно слухачі орієнтуються у вживанні видо-часових форм дієслова англійської мови.

Підрозділ «Writing» спрямований на перевірку вміння планувати письмове висловлювання відповідно до заданої теми та будувати його відповідно до наданого плану.

Враховуючи те, що поданий матеріал дозволяє повторити та узагальнити вивчене з англійської мови, виявляючи та ліквідуючи прогалини в знаннях, він може виявитися корисним не тільки для слухачів ІДП, а й для учнів загальноосвітніх шкіл, ліцеїв та гімназій під час підготовки до вступу до вищих навчальних закладів незалежно від обраного професійного профілю, а також для всіх тих, хто займається вивченням англійської мови самостійно.

ENTRY TEST

Variant № 1

І рівень

I. Fill in the gap with a suitable word. Circle the chosen variant.

1. Ask me questions I... my best to answer them:
a) do; b) make; c) will do; d) will make.
2. Measles broke ... in the village:
a) down; b) out; c) off; d) in.
3. He decided to ... with his plans in spite of her objections:
a) go through; b) go ahead; c) call off; d) bring up.
4. The clock ... it's five past ten:
a) tells; b) says; c) talks; d) speaks.
5. My marriage ... five years ago:
a) set up; b) broke up; c) went up; d) turned up.

II. Find the synonym of the italicized word. Circle the chosen variant.

1. You may show him the new play because he *adores* (...) theatre:
a) is interested in; b) loves; c) desires; d) appreciates.
2. They have an *aggressive* (...) dog:
a) fierce; b) forceful; c) quiet; d) clumsy.
3. Show me the *nearest* (...) way to the station:
a) advance; b) momentary; c) unending; d) direct.
4. He is famous for his *thrilling* (...) detective stories:
a) exciting; b) boring; c) funny; d) skilled.
5. Students *imitated* (...) the picture of a well-known painter:
a) ignored; b) handed; c) copied; d) wrapped.

III. Fill in the gap with a suitable word. Circle the chosen variant.

1. It was a difficult period. We had to work ... than usual:
a) hard; b) hardly; c) hardest; d) harder.
2. Yesterday we reached ... Cape of Good Hope:
a) a; b) an; c) the; d) no article.
3. ... are my children - Susan and Tom.
a) these; b) this; c) that; d) it.
4. He stayed there for ... two months:
a) about; b) near; c) by; d) on.
5. The ... brought milk.
a) milkmans; b) milkmen; c) milkmens; d) milkman's.

IV. Open the brackets. Change the verb given in the brackets if necessary.

1. If I **1**)... (be) you I **2**)... (drink) a cup of warm milk.

2. If I **1**)... (have) anything to tell you, I **2**) ... (tell) you. (*But there is no news.*)

3. When morning came, the storm already **1**) ... (stop), but the snow still **2**) ... (fall).

4. What **1**) ... you (do) when you **2**) ... (win) lots of money?

5. If you **1**) ... (touch) that electric cable, you **2**) ... (be) electrocuted.

Variant № 2

І рівень

I. Fill in the gap with a suitable word. Circle the chosen variant.

1. Quite ... people were in the park:
a) a few; b) few; c) a little; d) little.
2. Measles broke ... in the village:
a) down; b) out; c) off; d) in.
3. I tried to fix the car but I... a complete mess:
a) took; b) made; c) did; d) put.
4. While skating ... full speed I heard a car coming behind:
a) with; b) at; c) to; d) on.
5. I had run out of money but luckily I was able to ... some:
a) lend; b) rent; c) loan; d) borrow.

II. Find the synonym of the italicized word. Circle the chosen variant.

1. His speech *affected* (...) public opinion greatly in that question:
a) included; b) influenced; c) improved; d) rejected.
2. It is time to be going home; your mother will be *worried* (...).
a) anxious; b) quiet; c) irritable; d) tiresome.
3. *This fiery* (...) young man begins to cry over little things:
a) unpleasant; b) terrified; c) hot-tempered; d) amazed.
4. Follow your own *natural* (...) inclinations:
a) artificial; b) sensible; c) inborn; d) significant.
5. They were busy and couldn't *extend* (...) their visit:
a) keep; b) prolong; c) pay; d) reject.

III. Fill in the gap with a suitable word. Circle the chosen variant.

1. With the population of nearly 7 million, London is much ... than Paris:
a) big; b) more big; c) biggest; d) bigger.
2. Last summer we went to ... seaside for two weeks:
a) a; b) an; c) the; d) no article.
3. I phoned Sarah last night and gave ... the message:
a) she; b) her; c) hers; d) she's.
4. The lifeguard saved the child... drowning:
a) about; b) near; c) from; d) on.
5. We had some ... for dinner.
a) salmons; b) salmon's; c) salmons; d) salmon.

IV. Open the brackets. Change the verb given in the brackets if necessary.

1. If I **1**)... (not, be) sure of positive results, I **2**)... (not, start) any business.

2. You **1**)... (watch) the film if you **2**) ... (not, be) busy with the task. (*But you're busy.*)

3. Tom notices that she **1**) ... (look) at him, and he **2**) ... (feel) shy.

4. When it **1**) ... (get) too hot, please, **2**) ... (turn on) the conditioning.

5. If I **1**) ... (be) you I **2**) ... (sell) the car.

Variant № 3

І рівень

I. Fill in the gap with a suitable word. Circle the chosen variant.

1. He'll find the titles of the units in the course book by looking at the ... :
a) appendix; b) glossary; c) contents; d) headline.
2. Arguing with her is a ... of time:
a) passing; b) spending; c) waste; d) having.
3. Do you think it's possible to ... everything that we've studied:
a) memory; b) revise; c) repeat; d) teach.
4. The bus driver will tell you where to ... off:
a) go; b) get; c) leave; d) set.
5. Arguing with her is a ... of time:
a) passing; b) spending; c) waste; d) having.

II. Find the synonym of the italicized word. Circle the chosen variant.

1. We *required* (...) extra help in that situation:
a) provided; b) needed; c) compelled; d) rejected.
2. He traveled with *his faithful* (...) servant, a) patient:
b) good-natured; c) trusty; d) disloyal.
3. The committee isn't able to solve the *principal* (...) economic problems:
a) basic; b) various; c) identical; d) rare.
4. We thought her manners were rather *odd*(...).
a) obvious; b) modest; c) strange; d) secretive.
5. Under circumstances he had to *alter* (...) his way of living:
a) improve; b) make up; c) compare; d) change.

III. Fill in the gap with a suitable word. Circle the chosen variant.

1. Baseball is the ... game in the USA:
a) popular; b) most popular; c) more popular; d) popularest.
2. His favorite newspaper is ... Guardian:
a) a; b) an; c) the; d) no article
3. ... are my children – Susan and Tom:
a) these; b) this; c) that; d) it.
4. If you persist... talking during the class, I will have to punish you:
a) about; b) on; c) by; d) at
5. I like watching the cartoon series with a little boy and ten wild:
a) goose; b) geeses; c) geese; d) geeses.

IV. Open the brackets. Change the verb given in the brackets if necessary.

1. When it **1)** ... (rain), the roads **2)** ... (be) slippery

2. If you **1)** ... (read) instructions carefully you **2)** ... (give) right answers. (*But usually you don't*).

-
3. Suppose you **1)** ... (be asked) to move out, what **2)** ... you (do)?

-
4. If she **1)** ... (lock) all the doors, nobody **2)** ... (get in).

-
5. I **1)** ... (finish) my work before he **2)** ... (phone) me.
-

V. Turn the following sentences into Reported Speech.

1. "I am reading the text now", said Tom.

2. "Don't ask me such a question", she said.

3. "Ann was my only friend", said Lizzy.

4. "You're right, Mike", he said at last.

5. "I think, he has done it", I said.

II рівень

VI. Read the text. Choose the proper word/ word combination from given below the text to fill in gaps 1-5. There is one word/ word-combination that you won't need to use.

At the southern end of Waterloo Bridge in London, by the banks of the River Thames, stand the Royal national Theatre, the National Film Theatre and the Royal Festival Hall. In (1)... to this centre of London's cultural activity, are the subways (2) ..., which offer some relief from the cold at night. They have become a Mecca for the homeless. The place is littered with the cardboard boxes and old mattresses that they use as beds. It became so popular there in the 1980s that each person had their own, much-prized space that they would guard carefully. It gave them a sense of security and became (3) ... that the locals gave the area a nickname - Cardboard City.

The 1980s saw an enormous increase in people sleeping rough in Britain, as many unemployed came to cities in the south, especially London, where jobs were easier to find. But it's virtually impossible to get a job in Britain without a permanent address. They (4) ... no work and nowhere to live. Today the housing charity Shelter estimates there are around 100,000 homeless people in London alone, who are either in temporary accommodation or simply living on the streets.

The British public are asked by their government not to give money to street beggars. People (5) ... the homeless are being told to donate money to charities who specialize in caring for the poor. Another way you can help is to buy a copy of the Big Issue weekly magazine.

A close by

B a sense of dignity

C so permanent

D sympathetic to

E stark contrast

F ended up with

III рівень

VII. Write ten sentences FOR or AGAINST the given statement.

Any hobby is a complete waste of time; it can't make you interesting to others.

Variant № 4

I рівень

I. Fill in the gap with a suitable word. Circle the chosen variant.

1. Halfway through the first act, the actor forgot his ... :
a) lines; b) parts; c) declamations; d) speeches.
2. It isn't very ... to leave the lights on when you are not in the room:
a) economic; b) economical; c) economy; d) econometrician.
3. She has all the right... to become a successful manager:
a) education; b) qualifications; c) experience; d) applications.
4. Could you pass me another ... of sugar:
a) piece; b) bit; c) slice; d) lump.
5. She has all the right... to become a successful manager:
a) education; b) qualifications; c) experience; d) applications.

II. Find the synonym of the italicized word. Circle the chosen variant.

1. He was *amusing* (...) us with jokes all the evening:
a) amazing; b) entertaining; c) disturbing; d) exaggerating
2. He has done nothing *lawbreaking* (...):
a) terrible; b) disrespectful; c) trustworthy; d) illegal
3. They promised to abolish *force d*(...) labor:
a) compulsory; b) voluntary; c) hard; d) overall
4. They are our *steady* (...) customers:
a) accidental; b) general; c) regular; d) special
5. He asked to let him *select* (...) some books:
a) display; b) choose; c) borrow; d) buy

III. Fill in the gap with a suitable word. Circle the chosen variant.

1. Her ... brother is a doctor:
a) old; b) older; c) elder; d) eldest.
2. The tower of London is ... popular tourists' attraction:
a) a; b) an; c) the; d) no article.
3. My last trip was on ... Saturday:
a) these; b) this; c) that; d) those.
4. She is very popular... her classmates:
a) about; b) near; c) by; d) with.
5. Their... live in these cities:
a) sons-in-law; b) son-in-laws; c) son's-in-law; d) son-in-law's.

IV. Open the brackets. Change the verb given in the brackets if necessary.

1. When he **1**) ... (get) this job, he **2**) ... (buy) his own flat.

2. If I **1**) ... (know) that you like octopus I **2**) ... (buy) it yesterday. (*But I didn't know*).

3. I **1**) ... (wait) you until you **2**) ... (be) ready.

4. If you **1**) ... (live) not far from my house I **2**) ... (visit) you every day. (*But you live in another town*).

5. Please **1**) ... (not, phone) me at two o'clock, I **2**) ... (have) dinner at this time.

V. Turn the following sentences into Reported Speech.

1. "When are you going to visit us?" she asked me.

Variant № 5

Гривень

I. Fill in the gap with a suitable word. Circle the chosen variant.

1. Brain's room was an ... place:
a) amazement; b) amazing; c) amazed; d) amaze.
2. It isn't very ... to leave the lights on when you are not in the room:
a) economic; b) economical; c) economy; d) econometrician.
3. Could you pass me another ... of sugar:
a) piece; b) bit; c) slice; d) lump.
4. The mercury in the thermometer is ... to changes in temperature:
a) sensitive; b) sensible; c) senseful; d) sensate.
5. Though it was clear that he was wrong she ... no comments:
a) did; b) didn't do; c) made; d) didn't make.

II. Find the synonym of the italicized word. Circle the chosen variant.

1. The student's behavior *astonished* (...) everyone:
a) surprised; b) guessed; c) scared; d) packed.
2. They work under *difficult* (...) conditions:
a) total; b) trying; c) major; d) messy.
3. I had to leave the city for an *indefinite* (...) period:
a) particular; b) inconsiderable; c) significant; d) undetermined.
4. She is the *appropriate* (...) person for this position:
a) arrogant; b) changeable; c) right; d) sociable.
5. I want to *settle* (...) the problem once and for all:
a) solve; b) persuade; c) deceive; d) postpone.

III. Fill in the gap with a suitable word. Circle the chosen variant.

1. He doesn't drive as ... as you:
a) good; b) well; c) better; d) best.
2. Alison was ... first person to arrive at the party:
a) a; b) an; c) the; d) no article.
3. She didn't want... help:
a) anybody; b) nobody's; c) somebody's; d) anybody's.
4. They had quarrel... date of the party:
a) at; b) near; c) by; d) on.
5. Look, your pyjamas ... on the bed:
a) is; b) was; c) are; d) were.

IV. Open the brackets. Change the verb given in the brackets if necessary.

1. When they **1**) ... (catch) the criminals, I **2**) ... (get) my car back.

-
2. **1**) ... (write) your name on your bag in case you **2**) ... (lose) it.
-

3. If the temperature **1** ... (be) low, the reaction **2** ... (stop).

4. If you **1** ... (not, be) so nervous, you **2** ... (not, make) mistakes. (*You are very nervous*).

5. If you **1**... (come) to the theatre yesterday, you **2**... (enjoy) the play.

V. Turn the following sentences into Reported Speech.

1. "Can I come in?" he asked.

2. "While there is life there is hope", said Sir Henry.

3. "Don't keep us in suspense", he said.

4. "I was there in 1990", Harry said.

6. "I'll never return to this city again", said Ann to Kevin.

II рівень

VI. Read the text. Choose the proper word/ word combination from given below the text to fill in gaps 1-5. There is one word/ word-combination that you won't need to use.

If you look from a helicopter at any English town, you will see that the residential areas **(1)** ... entirely of rows of small boxes, each with its own little patch of green. In better-off areas, these boxes will be further apart, and the green patches **(2)** ... them will be larger.

What you cannot see from your helicopter, you will learn as soon as you try to visit any English home. You may have its address and a map, but you will have great difficulty in finding the house you are looking for. Some humorists claim this is the result of "**(3)** ... to mislead foreigners", pointing out that our streets are never straight, every time a street bends, it is given a different name, there are at least 60 confusing synonyms for "street", and the numbering of the houses is hopelessly illogical.

The house numbers are at least as well camouflaged as the street names. They are either **(4)** ..., or even not there at all. The Englishman's home is much more than just his castle; it is also his identity and his prime obsession. The mania for home improvements is widespread. Research shows that only 2 % of English males and 12 % of females have never done any Do-It-Yourself.

Working on home improvements is an opportunity to exercise our creative talents. Or at least that's how we like to think of it. **(5)** ... it may sometimes be an economic necessity, we see the arrangement, furnishing and decorating of our homes as an expression of our unique personal taste.

A hidden

B attached to

C consist almost

D at least

E a conspiracy

F although

UNIT 1. NEAREST AND DEAREST (Topics 1–5)

Reading

Exercise 1. You are going to read a magazine article about a woman who works for the film industry. Choose the most suitable heading from the list A-I for each part 1–7 of the article. There is one extra heading which you do not need to use. There is an example at the beginning (0).

A	Initial career move	D	Determination is essential	G	Chance of stardom in future
B	The purpose of an audition	E	Looking good on the screen	H	Turning down promising actors
C	Huge effort to attend auditions	F	Choosing an alternative career	I	The pressures in holding auditions

My Kind of Life

Fiona Bartle is a talent scout for a film company. It's her job to find the right faces for the right film. She has spent the last month selecting the final cast for a new soap opera for teenagers.

0	B
----------	----------

I studied Theatre Arts at university and had intended to end up working as a stage manager in a theatre. However, during one summer holiday I did some voluntary work with a children's theatre group and I met a number of casting agents - people whose job it is to look for children to take part in any new production. They do this by holding auditions -which are rather like interviews -where they can assess a child's acting ability.

1	
----------	--

It was fascinating sitting in on the auditions. Children whom I thought were brilliant, who could sing and dance and had such confidence were not always the ones who got the parts. The casting agents would explain that one of the things they were looking for was how photogenic the child would appear in front of the camera, so each audition is videoed and watched on a monitor at the same time as the child is performing live.

2	
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Three people usually sat in on each audition and the director made the final decision. The schedule was always very tight and auditions were held in a different place each day for a period of up to two weeks at a time. So they were constantly on the move and might audition up to a hundred young hopefuls in one day. I spent two days accompanying children to these auditions, and it was that experience that attracted me to the profession.

3	
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However, when I first left university I worked as a personal assistant to the Production Manager of children's animation and Cartoon Company. It was my job to look after his diary, arrange meetings, book actors and musicians for recording sessions and so on and in that way I met hundreds of different people. Then one day I heard that a TV company was looking for a casting agent and I applied for and got the job.

4	
---	--

I was prepared for the hard work and the travel but one thing that I was completely unprepared for was the emotional strain of the job. You arrive at the hall where the auditions are being held to be greeted by hundreds of young people all desperate to be chosen. And sometimes, however good they are, they are simply not right for the part, so you end up disappointing the vast majority of these kids.

5	
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Obviously they've all worked and rehearsed enormously hard to get as far as the first audition. Most of them are accompanied by their teachers or a parent, they may have traveled miles to reach the place on time and spent money on fares and new clothes and so on. And they've got probably no more than five minutes to show us what they can do. Some of them are so nervous they just freeze, others are over-confident and burst into tears when you have to tell them they are not what you're looking for.

6	
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In an ideal world you'd like to be able to offer everyone a job. But it is a very competitive world and if you can't survive these knocks early on when you're still a teenager, the chances are you've picked the wrong profession. But if you believe in yourself and you can cope with these setbacks, it is worth auditioning over and over again. Sometimes people wait years before they get through an audition and there are no guarantees that you'll succeed in this business.

7	
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But on the positive side there's enormous job satisfaction to be gained from choosing the right actors for a new production. I know that all the hours I've spent this last month will have been worth it when the first episode of this new soap is broadcast, and perhaps some of these new young faces will go on to become big names in the years ahead.

Exercise 2. You are going to read a magazine article in which four different women talk about the importance of their own personal space. For questions choose from the people A-D. The people may be chosen more than once. When more than one answer is required, these may be given in any order. There is an example at the beginning (0)

Which of the women

1. Spends her day in conversation with others? ...
2. Would like to take exercise during the day? ...
3. Worries she might upset other people? ...
4. Builds in a special time to be alone at home? ...
5. Escapes outside to find peace and quiet? ...
6. Likes to prepare mentally for what is to come? ...
7. Gets annoyed if she has no time to herself? ...
8. Thinks other people may feel equally stressed? ...
9. Relies entirely on her home environment for space? ...
10. Feels pressurized by too many demands at work? ...
11. Relies on personal space early in the day? ...
12. Creates space for herself even if she is not at home? ...
13. Has no time to relax during her working day? ...

My Own Personal Space

A Katrin

I always need to get away from other people at some point during the day. It's not that I don't get on with others, I've loads of friends. But I work in a really busy office in the centre of town and from the moment I leave home each morning it's non-stop. Crowds on the buses, busy streets, office bustle, phones, e-mail, do this, do that... By the time the end of the day comes, I'm desperate for some peace and quiet. Even if I'm going out later in the evening, I always make sure I have at least an hour to myself without anyone being able to disturb me. I arrive home, make myself a drink and lie on the sofa. I close my eyes and relax by concentrating on each part of my body in turn, beginning with my neck. Even if I'm away from home, I try to find the time just to be alone in order to unwind and recharge my batteries. If I don't make this space for myself, I feel really tense and irritable.

B Lia

I share a student flat with three others, so there's never a quiet moment. When I come back from college in the evenings it's quite likely that there'll be other people there as well and we'll all have supper together. It's great fun but towards the end of the evening I feel really tired and so I like to disappear by myself for a while. It's hopeless to try and find any privacy in the flat, so I go out for a walk. Whatever the weather, I walk through the park which is quite close. Late at night it's usually empty. There are just shadows and the rustle of animals and birds. It's very peaceful and it gives me the opportunity to reflect on the day and to think about what I have to do the next day. When I get back to the flat I like to go straight to bed. Usually I fall asleep pretty quickly even if the others are still up and chatting or listening to music. If I don't get this time to myself, I'll be like a bear with a sore head the next morning and not nice to know!

C Beatriz

I'm a night owl and I absolutely hate getting up in the mornings. If people try and talk to me before midday, I really snap at them. Being an actress means that I work late so it's important that I create space for myself at the beginning of each day. And because I use my voice so much, in fact totally depend on it, I like to rest my voice and just listen to music when I wake up. I don't even want to hear other people's voices. Some people find this very hard to understand and get quite cross when I tell them not to contact me before noon. I tell them it's nothing personal but they still sound offended. I'm sure it must be the same for singers and, who knows, maybe teachers and lecturers get fed up with hearing the sound of their own voice and simply long to be by themselves somewhere, in complete silence.

D Natalie

I work in a call centre, which means I'm constantly on the phone. Apart from lunch and two short breaks during the day I'm speaking to people all day long. And of course you never get to see who you're speaking to! By the end of my shift I'm exhausted, not because I'm rushing around or I'm on my feet all day but simply because I've spent the day talking and listening. The breaks are so short that there's no time to do anything other than get a drink and something to eat. I'd love to be able to go for a walk but there's nowhere to escape to within easy walking distance. The building where I work is in the middle of an industrial estate, you can't even see a single tree. So my flat is full of house plants and when I get home it's wonderful to be able to relax, surrounded by all the greenery. I lie on the floor, stretch out, look up at the plants and try to imagine I'm in a tropical rainforest miles away!

Thematic Vocabulary

Exercise 3. Circle the correct variant to fill in the gap.

1. It's vital that the students' handwriting be ... :
a) illiterate b) legible c) legitimate d) literate.
2. It's quite ... which question you answer first because you must answer them all:
a) arbitrary b) indifferent c) unconditional d) voluntary.
3. Vincent read the article through quickly, so as to get the ... of it before settling down to thorough study:
a) core b) detail c) gist d) run.
4. It is very difficult to ... the exact meaning of an idiom in a foreign language:
a) convert b) convey c) exchange d) transfer.
5. I tried to concentrate on my homework but my eyes kept... away from the handbook:
a) digressing b) lapsing c) rambling d) straying.
6. On Sunday, Vivian studied for seven hours ... :
a) at length b) at once c) in full d) on end.
7. Miss Nervous handed in the test and awaited the results ... :
a) in the same breath b) out of breath c) under her breath d) with bated breath.
8. Wilfred was so ... in his studies that he did not notice the time passing:
a) drenched b) drowned c) engrossed d) soaked
9. You will need a pen and some paper to ... this problem. It is too difficult to do in your head:
a) discover b) find out c) realize d) work out
10. Students will be ... for exceeding word-limits in their precis:
a) condemned b) penalized c) punished d) sentenced.
11. I'm afraid I've only had time to ... the article you recommended:
a) glance b) look c) peruse d) scan.
12. Frank has a good ... for figures:
a) brain b) head c) mind d) thought.
13. The noise from the traffic outside ... me from my homework:
a) annoyed b) distracted c) prevented d) upset.
14. You must not... from the point when you write an essay:
a) diverge b) go astray c) ramble d) wander.

Exercise 4. Circle the correct variant to fill in the gap.

1. How many ... is Sam studying at school?
a) objects b) subjects c) themes d) topics.
- 2 I have English classes ... day – on Mondays, Wednesdays and Fridays:
a) all other b) each other c) every other d) this and the other.
3. I haven't had a very ... week. I seem to have done nothing at all:
a) economic b) enthusiastic c) extensive d) productive.
4. It is ... impossible to find a good educational computer program:
a) almost b) barely c) hardly d) merely.
5. ... the difficulty of the task, I shall be lucky to complete it by the end of next month:
a) Accepted b) Given c) Presuming d) Regarding.

6. A small... of students was waiting outside the classroom to see the teacher:
a) form b) gang c) group d) team.
7. Hard as she tried, she ... couldn't understand the question:
a) always b) even c) still d) yet.
8. And as she didn't understand anything, she merely gave the teacher a ... look:
a) blank b) clear c) simple d) useless.
9. How many marks did you ... in the last test?
a) get b) make c) score d) take.
10. You will have to do the course again because your work has been ... :
a) unnecessary b) unpleasant c) unsatisfactory d) unusual.
11. Andy was ... from school because of his bad behavior:
a) evicted b) expelled c) left d) resigned.
12. I'm not sure why he didn't go to the college, but I... he failed the entrance test:
a) deduce b) estimate c) predict d) suspect.
13. The study of... can be very interesting:
a) a history b) histories c) history d) the history.
14. You can learn as much theory as you like, but you only master a skill by ... it:
a) doing b) exercising c) practicing d) training.

Exercise 5. Circle the correct variant to fill in the gap.

1. At the beginning of the school year, every teacher is ... a classroom:
a) allocated b) distributed c) registered d) sorted.
2. Could you stand ... for me and teach my history class tomorrow, Maggie?
a) down b) in c) out d) up.
3. The teaching profession offers good career... for the well-qualified teacher:
a) ladders b) perspectives c) prospects d) scales.
4. Mr. Optimist has been looking for a school with a ... attitude towards its students and their work.
a) hard b) heavy c) grave d) serious.
5. I wonder whether the lecturer will be up to the questions such an audience is capable of... :
a) cutting b) examining c) piercing d) searching.
6. Prof. Pedant announced that he was addressing the meeting in his ... as a teacher:
a) capacity b) character c) qualification d) rank.
7. Teachers have learned to take shortages of textbooks and equipment in their ... :
a) course b) habit c) scope d) stride.
8. Some people are against informality at lectures but, personally, I ... the idea:
a) applaud b) cheer c) clap d) shout.
9. My mother had to take private pupils in order to ... her salary as a teacher:
a) augment b) expand c) complete d) inflate.
10. Mr. Horrid was a terrible teacher and obviously not... for teaching:
a) cut in b) cut on c) cut out d) cut up.
11. Mr. Original ... some unusual educational beliefs:
a) carries b) holds c) keeps d) takes.
12. Our Maths teacher applied for a year's ... leave to write his Ph. D. dissertation:
a) sabbatical b) satanic c) superfluous d) suspended.

English Idioms

Exercise 6. Read and study the following idioms.

A

1. **Be/look the very picture of one's (father...)** – to look like an older relative.
2. **(As) pretty as a picture** – very pretty.
3. **Keep one's looks** – to continue to be physically attractive.
4. **Beauty lies in lover's eyes** – different people have different opinions about what is beautiful.
5. **Appearances are deceptive** – something that is deceptive seems to be one thing but is in fact very different.
6. **In the flower of life (one's age) /in the prime of life** – to be at the time in your life when you are the strongest and most active.
7. **Bear/carry off one's age well** – to look younger than one actually is.
8. **You are as old as you feel** – a phrase often used to make someone feel happier if they are sad because they think they are getting too old.
9. **A chip off the old block** – a person very like his or her mother or father in character / appearance.
10. **Like father like son** – used to say that a boy behaves like his father, especially when this behavior is bad.
11. **Be a character** – to be an interesting and unusual person.
12. **Actions speak louder than words** – used to say that you are judged by what you do, rather than by what you say you will do.

B

1. **Marriages are made in heaven** – they are fated to happen because mysterious force is controlling events.
2. **Wedding dress** – a long usually white dress worn at a traditional wedding.
– **Wedding ring** – a usually gold ring used in the marriage ceremony and worn on the third finger of the left hand to show that one is married.
– **Wedding breakfast** – a meal after a marriage ceremony, for the families and guests. Although it is called a breakfast, the meal is a lunch or dinner.
– **Wedding cake** – a cake made for a marriage ceremony.
3. **Be head over ears in love** – very much in love.
4. **The apple of one's eye** – to be loved very much by someone.
5. **The baby of the family** – a younger child in a family, often the youngest.
6. **A black sheep** – someone who is regarded by other members of their family or group as a failure or embarrassment.
7. **Family circle** – the closely related members of a family.
8. **Family hearth/Hearth and home** – your home and family.
9. **Bring up/raise a family** – to look after one's children and help them grow.
10. **Family skeleton/A skeleton in the cupboard** – an embarrassing or unpleasant secret about something that happened to a person in the past.
11. **Accidents will happen/occur in the best-regulated families** – a phrase used when there

Word-1 urination

Exercise 9. Read the following text and then fill in the gaps with an appropriate form of the word in capitals at the end of each line.

Research shows that more than half of our (1)... end in some sort of (2) ...

While it's easy to blame the listener for the problem, we *are* also to blame if we don't (3) ... what we mean in the first place.

Accurate listening requires (4) ... and effort, and if you try to do something else at the same time, you won't listen (5) ...

There's a (6) ... for people to think they know what a speaker is going to say, instead of hearing them out, or to criticize too (7) ... before a person has (8) ... made their point. It's when people feel they are being undervalued and are not being treated with (9) ... that problems begin and (10) ... can break down. Treating others as you want to be treated is an (11) ... rule for good communication.

CONVERSE
UNDERSTAND

CLEAR
CONCENTRATE
EFFECT
TEND

READY
FULL
POLITE
RELATION
ESSENCE

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____
- 6) _____

- 7) _____
- 8) _____
- 9) _____
- 10) _____
- 11) _____
- 12) _____

Exercise 10. Read the following text and then fill in the gaps with an appropriate form of the word in capitals at the end of each line.

Although my two sisters and I have (1) ... mothers, we are definitely (2) ... This is not just a matter of (3) ... though we are all small with curly hair and a (4) ... to (5)... and put on weight. The resemblance goes much further than that. Throughout our (6) ... we were brought up to be very (7) ... and our ability to accept change is another (8) ... we share. Another would be (9) We all hate parties where you have to walk into a (10) ... of strange faces. Being (11) ... like this means we are all interested in wearing (12) ... clothes. We often share our clothes. (13) ... this causes arguments. We really should come to some (14) ... about who can borrow what from whom – and when.

DIFFER
LIKE
APPEAR
TEND
EAT
CHILD
ADAPT
CHARACTER
SHY
ROOM
CONSCIOUS
FASHION
FORTUNATE
AGREE

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____
- 6) _____

- 7) _____
- 8) _____
- 9) _____
- 10) _____
- 11) _____
- 12) _____

1. The only thing she wanted was to see her parents' house again.

2. No one could explain the young girl's behavior at yesterday's supper.

3. Last Sunday's rugby match was disappointing. Our team lost.

4. The boy was looking through a children's magazine.

5. After an hour's break we resumed our work.

6. At that time he lived in a little flat for economy's sake.

7. It was four and a half hours' ride.

8. I don't like cow's milk.

9. He was puzzled by Ann and Peter's visit.

10. When Friday came, he was at his wit's ends.

11. She dropped in at the chemist's to buy some aspirin.

12. This is John's coat, and that is Peter's.

Exercise 14. Circle the correct variant to fill in the gap.

1. She gave us ... very good dinner:

- a) the b) — c) a d) an.

2. Did you invite anybody for ...lunch yesterday?

- a) the b) — c) a d) an.

3. ... supper she gave us was well-cooked.

- a) The b) — c) a d) an.

4. He came to ... dinner at the appointed time:

- a) the b) — c) a d) an.

5. I've cooked you ...nice hot breakfast:

- a) the b) — c) a d) an.

6. ... dinner was a success:

- a) The b) — c) A d) an.

7. ... Smith is a very common surname in Great Britain:
a) The b) — c) A d) an.
8. We stayed at ... Gardner's:
a) the b) — c) a d) an.
9. Oh good, it's you, Caroline. Father will be down in a minute ... :
a) the b) — c) a d) an.
10. All that money will go to ... Henry Marshall's daughter:
a) the b) — c) a d) an.
11. I think that's ... thing to say:
a) a awful b) an awful c) awful d) the awful.
12. They had to wait... time:
a) quite long b) a quite long c) quite a long d) quite the long.
13. We had ... time at the disco yesterday:
a) really nice b) a really nice c) a nice really d) the really nice.
14. We can finish the rest of the bread at ... :
a) breakfast b) a breakfast c) the breakfast d) an breakfast.
15. We always get lots of... there:
a) the food b) food c) a food d) foods.
16. In England most children go ...at the age of five:
a) school b) to school c) to a school d) to the school.
17. They married, but... wasn't successful:
a) a marriage b) an marriage c) marriage d) the marriage.
18. The ... produced at our factory in Scotland:
a) good are b) good is c) goods are d) goods is.
19. I heard it on ... :
a) radio b) radios c) the radio d) a radio.
20. We haven't had a holiday for ... time:
a) a so long b) so a long c) such a long d) such long.

Exercise 15. Insert the proper form of the personal pronoun in brackets.

1. I had turned and faced (he) He was taller than (I).....
2. He will be between (you) . and (I)....., anyway.
3. It was (she) who asked the next question.
4. It's (they) whom I pity desperately.
5. "She's better at it than (we) are," said Nora.
6. It was (I) not Martin, who had insisted on seeing (he) that night because I wanted his support.
7. I recalled, too, there had been some talk between Tom and (she)
8. It was (he) before whom she felt defeat.
9. This is (I) who can help you.
10. My mother gave (I) a very interesting story to read.
11. You must go to see (she) and talk to (she)
12. My friends came to see (we) and I showed (they) the pictures you had sent (I)
13. The box you wanted to give (he) .is on the table, bring (it)..... here.
14. There were several other people no less amused to see (I)..... than I was to see (they)
15. If somebody inquires about me, tell (they) that I am well.

Exercise 16. Cross out the unnecessary words.

1. Boris writes compositions in every day.
2. The Simpsons sing in the choir at all.
3. Nathaniel makes furniture himself does.
4. We plan do everything for our holidays.
5. They don't want to reduce their expenses does.
6. Archie escorts them to our party when.
7. Barbara discusses her plans do with us.
8. Rory and Clive repeat the words before the test up.
9. The writer expressed his feelings in this got poem.
10. Mr. Murphy usually whispers all words only.
11. Billy am is a very busy person.
12. I mount has a horse twice a day.
13. Mrs. Claydon needs new documents at.
14. They are is in the theatre today.
15. Carol climbs the mountains every year on.
16. I has have two parrots and a cat.
17. Mike don't doesn't have any pets.
18. They don't am read any newspapers.
19. You have ten days of rest after.
20. Mr. Claydon doesn't tape do the songs.

Exercise 17. Underline the correct form of the verb.

1. The kitten ... (mew, meows, is meowing) in the box now.
2. What... you ... (talk, talks, are talking) about, Ned?
3. Right now I... (help, am helping, helps) Tommy with his math.
4. Sarah ... (looks, look, is looking) angry now. What happened?
5. Why ... you ... (rub, rubs, are rubbing) the glass? It's perfectly clean.
6. We ... (don't believe, are not believing, doesn't believe) her stories about summer.
7. Ann is busy now. She ... (has, have, is having) her music lesson.
8. What... you ...? - Nothing (can hear, are hearing, does hear)
9. My mother ... (understand, understands, is understanding) everything.
10. Look! It... (snows, snow, is snowing) outside.
14. Patrick , what... you ... (are whispering, whisper, whispers) at the moment? Speak a little louder, please.
15. Mrs. Ashley ... (is dictating, dictate, dictates) the texts every day.
16. Bertie ... (is signing, signs, sign) the papers now. Wait a minute, please.
17. Mr. Nichols ... (carries out, carry out, is carrying out) this experiment every semester.
18. You ... (see, sees, are seeing) this document now. Can you check it?

Exercise 18. Put different types of questions to the following sentences.

1. Dorothy came too late last night. (?)
2. The kittens played in the yard yesterday. (Where?)
3. They met at the station on Tuesday. (,...?)
4. Bob wrote a letter two hours ago. (... or ...)
5. We saw this film last month. (Who?)
6. Ann lent him some money last week. (?)
7. The lorry roared and rushed forward. (What?)
8. I watched this documentary last year. (,...?)
9. Stanley Kubrik shot this film two years ago. (?)

10. Laura locked the door a minute ago. (How long?)

Exercise 19. Open the brackets using either *Past Simple* or *Past Continuous*,

1. I (to play)... computer games yesterday.
2. I (to play)... computer games at 5 o'clock yesterday.
3. You ... (to do) your homework yesterday?
4. We (to play)... computer games the whole evening yesterday.
5. When mother (to come)... home, I (to do) ... my homework.
6. He (to sit) ...at the table the whole evening yesterday.
7. You (to sleep) ... when I (to go) ... out.
8. We (to listen) ... to an interesting lecture yesterday.
9. When I (to enter) ... the classroom, the teacher (to write) ... new words on the blackboard.
10. What you (to do) ... at 8 o'clock yesterday?
11. She (to look) ... out of the window when I (to see) ... her.
12. When I (to go) ... to the stadium, I (to meet) ... James.
13. When I (to meet) ... Tom, he (to go) ... to the shop.
14. When I (to prepare) ... breakfast in the morning I (to cut) ... my finger.
15. They (to wait) ...for me when I (to arrive) ... at the station.
16. She (to swim) ... in the sea when I (to see) ... her.

Exercise 20. Underline the correct verbs.

1. Jason ... (did, does) his homework yesterday.
2. Marianna ... (watch, watched) this film last week.
3. Larry and Claire ... (adopt, adopted) a baby last year.
4. We ... (don't, didn't) recognize him yesterday.
5. They ... (receive, received) a parcel from Canada last month.
6. Alan ... (break, broke) his leg the day before yesterday.
7. Children ... (roll, rolled) the snowball a minute ago.
8. Ian (lifts, lifted) a heavy suitcase yesterday.
9. Alison ... (describes, described) this event in her letter.
10. I... (move, moved) the carpet in the morning.
11. Edward ... (rescues, rescued) the boat yesterday.
12. Hannah ... (redecorates, redecorated) her flat last month.
13. Mr. Sladc ... (sneezed, sneezes) and turned his head.
14. You and Sidney ... (wipe, wiped) the feet every day.
15. Marvin ... (imitates, imitated) the cat yesterday.

Exercise 21. Underline the correct word in brackets.

1. Alec ... (was, is, am) yawning when I looked at him.
2. The dog was ... (barking, barked, barks) when we opened the latch.
3. Her relatives ... (didn't, don't, doesn't) recognize Hanna when at last she returned.
4. I ... (remembered, remember, remembers) all he said last year.
5. While Lorna was ... (rolling, rolled, rolls) the pastry, Dennis was watching TV.
6. Jock ... (was, is, am) slicking his hair when we saw him.
7. Peggy was ... (seasoning, seasoned, seasons) the salad when they entered the room.
8. Mr. Mulford ... (selected, will select, selects) the roses every year.
9. Archie was ... (signing, signed, signs) the papers when Mr. Atkins came.
10. Harriet... (was, is, are) paddling when we met their boat.
11. The kittens ... (were playing, played, play) with the thread when I saw them.
12. Mrs. Bryon ... (was, is, were) knitting the sweater when Barry rang her.
13. Bill... (saw, see, was seeing) me when I came nearer.

14. The rivers and ponds ... (froze, were freezing, freeze) the day before yesterday.
15. Todd ... (was fastening, fastened, were fastening) the belt when the hostess started her explanations.

Exercise 22. Cross out the unnecessary word or words.

1. Boyd was jogging when we saw him on.
2. Mrs. Bethel was mincing the pork while her sister was did slicing the vegetables.
3. Mother cat was licking her kittens when the dog rushed into the a room.
4. The dogs were are fighting when mother pushed them off.
5. Ron was locking his car when while I was going to the house.
6. Mr. Anderson is was listening to the symphony when Rory entered the room.
7. Leamas was melting butter for under the pancakes when we came.
8. Sarah was kvetching does when Keith called her.
9. It was still raining cool when we left.
10. Maurice was are keeping the brush when we saw him.
11. The parrot is speaking then now.
12. Barry were was reading a letter when I saw him.
13. Anna is am chattering over the telephone at the moment.
14. They was were looking at Ned while he was looking at us.
15. Sally am is singing now.

Exercise 23. Put the following sentences into the *Past Continuous* adding some necessary adverbials of time or adverbial clauses of time.

1. What's his sister doing? _____
2. He's not packing his things. _____
3. Are you waiting for your friend? _____
4. Where are you hurrying to? _____
5. My friend's staying at a hotel. _____
6. She's talking to a friend I of mine. _____
7. My daughter's having her English. _____
8. She's cooking dinner. _____
9. Are they having dinner? _____
10. They are discussing a new film. _____

Exercise 24. Put w/f-questions to the words in bold type.

1. We were **waiting for you** at five yesterday.
2. **They** were discussing **this question** when we came in.
3. I was reading when my friend rang me up.
4. I was reading **a difficult English book** at that time.
5. We were **having tea** when my friend came in.
6. I was going **to the library** when you met me.
7. **They** were **listening in** when you entered the room.
8. **She** was **taking a music lesson** when her mother came home.

Writing

Exercise 25. You are going to write a description of a friend you have known for a long time. Read some recommendations how to write this kind of descriptions.

- Paragraph 1 – Introduction.** Usually sets the scene, telling:
- Why you have chosen the person you're going to describe;
 - Where you met the person you describe;

UNIT 2. SEEING IS BELIEVING (Topics 6–14)

Reading

Exercise 26. Read the text and answer the questions that follow it.

1 Between 1607 and 1732 permanent English settlements were established along the
2 eastern coast of North America. The new colonies provided havens for immigrants
3 avoiding persecution and punishment, business failures, or poor prospects for trade and
4 work in the mother country. The English government authorized the use of two kinds of
5 agencies to promote the establishment of settlements overseas: the chartered trading
6 company and the proprietorship.

7 The commercial joint-stock companies operating under royal charters were
8 composed of adventuresome stockholders, who shared the profits and losses of their
9 colonial venture. Two of the colonies established by English chartered trading
10 companies were Jamestown, Virginia, and the Puritan colony of Massachusetts. The
11 chief characteristic that distinguished the corporate colony from others was the large
12 measure of self-government it enjoyed. Qualified voters in the colonies chose the
13 governor, the governor's council, and the legislative assembly.

14 Of the thirteen English colonies,, seven were founded as proprietorships:
15 Maryland, New Hampshire, New Jersey, the Carolinas, Pennsylvania, and Georgia. The
16 proprietary charters normally granted huge tracts of land to an individual, often royalty,
17 or a group of persons on terms similar to feudal tenure. Political control was put in the
18 hands of those who received the royal grant, although in most cases it was delegated in
19 part to representatives chosen by the colonists.

1. Where in the passage does the author define the commercial joint stock companies?
 - 1) Lines 4-6
 - 2) Lines 7-8
 - 3) Lines 10-11
 - 4) Lines 11-13
2. At what point in the passage does the author give the names of the colonies established by proprietorship?
 - 1) Lines 2-4
 - 2) Lines 8-10
 - 3) Lines 14-15
 - 4) Lines 15-17
3. In which lines does the author explain how the corporate colony was different from other colonies?
 - 1) Lines 10-11
 - 2) Lines 11-13
 - 3) Lines 15-17
 - 4) Lines 17-19
4. Where in the passage does the author indicate when permanent English settlements were established in North America?
 - 1) Lines 1-2
 - 2) Lines 2-4
 - 3) Lines 4-5
 - 4) Lines 8-10
5. In what lines does the author explain proprietorships?
 - 1) Lines 10-11
 - 2) Lines 14-15
 - 3) Lines 15-17
 - 4) Lines 17-19
6. Where in the passage does the author discuss the reasons why immigrants came to America?
 - 1) Lines 1-2
 - 2) Lines 2-4
 - 3) Lines 4-6
 - 4) Lines 7-8

Exercise 27. Read the text and answer the questions that follow it.

Most of the early houses built in America were suited to farm life, as it was not until cities became manufacturing centers that colonists could survive without farming as their major occupation. Among the earliest farmhouses in America were those built in Plymouth Colony. Generally they consisted of one large rectangular room on the ground floor, called a hall or great room and having a fireplace built into one of the walls, and a loft overhead. Sometimes a lean-to was attached alongside the house to store objects such as spinning wheels, firewood, barrels, and tubs. The furnishings in the great room were sparse and crudely built. Tabletops and chest boards were split or roughly sawed and often smoothed only on one side.

Benches took the place of chairs, and the table usually had a trestle base so it could be dismantled when extra space was required. One or two beds and a six-board chest were located in one corner of the room. The fireplace was used for heat and light, and a bench often placed nearby for children and elders, in the area called the inglenook.

The original houses in Plymouth Colony were erected within a tall fence for fortification. However, by 1630 Plymouth Colony had 250 inhabitants, most living outside the enclosure. By 1640 settlements had been built some distance from the original site. Villages began to emerge throughout Massachusetts and farmhouses were less crudely built. Windows brought light into homes and the furnishings and decor were more sophisticated.

As more diversified groups of immigrants settled the country, a greater variety of farmhouses appeared, from Swedish log-style houses in the Delaware Valley to saltbox houses in Connecticut, Dutch-Flemish stone farmhouses in New York, and clapboard farmhouses in Pennsylvania. From Georgian characteristics to Greek revival elements, farmhouses of varied architectural styles and building functions populated the landscape of the new frontier.

1. The main idea of the passage is

- | | |
|--|--|
| 1) life in Plymouth Colony | 3) how to build an American farmhouse |
| 2) the history of the American farmhouse | 4) where immigrants settled in America |

2. Which of the following is NOT mentioned as part of the furnishings in a farmhouse?

- | | |
|--------------------|------------------------|
| 1) Rocking chair | 3) Bench |
| 2) Six-board chest | 4) Trestle-based table |

3. According to the passage, the earliest farmhouses were built in...

- | | |
|--------------------|-----------------|
| 1) Delaware Valley | 3) Pennsylvania |
| 2) Massachusetts | 4) Connecticut |

Thematic Vocabulary

Exercise 28. Choose the correct variant.

1. The cathedral was very carefully ... last century.

- a) mended b) redone c) replaced d) restored

2. That vase is very old and valuable; please ... it carefully.

- a) drop b) handle c) place d) treat

3. We managed to catch a ...of the Queen as the procession passed.

- a) glance b) glimpse c) sight d) view

4. This coin was ... to celebrate the victory at Trafalgar.

- a) forged b) minted c) moulded d) spent

5. Legend ... it that Robin Hood fired an arrow from his death-bed and was buried where the arrow landed.

- a) does b) has c) says d) tells

6. The Wawel museum has a collection of magnificent tapestries ... in the sixteenth century.
a) knitted b) sewn c) threaded d) woven
7. Sir Winston Churchill was a ... of my uncle's when they both studied at the Royal Military College at Sandhurst.
a) colleague b) confederate c) fellow d) partner
8. Many Indians in North America live in tribal....
a) compounds b) enclosures c) reservations d) reserves
9. Many of the earliest... to North America established large plantations.
a) emigrants b) entrants c) exiles d) immigrants
10. Kosciuszko used to live in that house. A... on the wall commemorates this.
a) badge b) medal c) plaque d) shield
11. The Sussex downs are part of the English national... .
a) ancestry b) heritage c) inheritance d) tradition
12. Papermaking began in China and from there it... to North Africa and Europe.
a) flew b) flowed c) sprang d) spread
13. I have been tracing my family history and I have discovered that one of my ... fought on the Polish side in the Battle of Tannenberg in 1410.
a) ancestors b) descendants c) forerunners d) predecessors
14. This kind of pottery is ... to certain tribes in the Pacific islands.
a) characteristic b) distinctive c) peculiar d) uncommon
15. This book gives a brief ... of the history of the castle and gives details of the art collection in the main hall.
a) article b) outline c) reference d) research

Exercise 29. Fill in the blanks with the following words. You may use each word only once.

- | | | | | |
|---------------|---------------|--------------|----------------|---------------|
| 1. ancient | 7. chronology | 12. date | 17. different | 22. discovery |
| 2. dividing | 8. Egyptians | 13. emphasis | 18. Empire | 23. era |
| 3. events | 9. fall | 14. Far East | 19. historians | 24. history |
| 4. increasing | 10. Japan | 15. mark | 20. medieval | 25. modern |
| 5. neglect | 11. periods | 16. round | 21. scholars | 26. science |
| 6. western | | | | |

Divisions of History

The ... of dividing time into ... and of giving dates to historical ... is called History is generally divided into three periods,... medieval, and

Ancient history usually begins with the story of the ..., Sumerians, Babylonians, and Assyrians. From there it moves on to a study of the Hebrews and Phoenicians, and the Persian.... It then shifts its ...to the west, and deals with Greece, Carthage, and Rome. For a long time,... historians tended to ... the Far East, but historians now place ... emphasis on the histories of China, ..., India and other countries of the

No one exactly knows where ancient... ought to end. ... used to agree on the... A.D. 476, which was supposed to ... the fall of the Roman Empire. We now know that Rome did not suddenly "fall" and that life in 477 was not much ... from life in 475. But the end is usually given as about 400 or 500 A.D.

Some historians end the ... period with the ... of the Byzantine Empire in 1453. Others run the date up to 1492, so that they can start the modern ... with the ... of America. Since there is really no sharp ... line, many ... prefer to begin the modern period with the ... number 1500.

English Idioms

Exercise 30. Read and study the following idioms.

1. **On good authority** – if you have it on good authority that smth is true, you are fairly certain that it is true because you trust the person who told you about it.
2. **Rivet one's attention on (to)** – when things rivet smb, they fascinate smb and hold smb's interest firmly and completely.
3. **Make arrangements** – to make plans and preparations so that smth will happen or be possible.
4. **Take action** – to do things in order to deal with or achieve some thing.
5. **Get a new angle on smth** – to consider a problem or situation, to change one's point of view of smth.
6. **Agree to differ** – to agree to accept the fact that they will never have the same opinion about smth and so stop arguing about it.
7. **Be on the agenda** – if smth is on the agenda, you're planning to do smth about it.
8. **Hardy annual** – a question (problem) discussed every year.
9. **Drive into the background** – not to pay much attention to smth, to find smth unimportant.
10. **Keep in the background** – to try not to be noticed.
11. **Parliamentary agent** – a person who tries to persuade a Member of Parliament, a member of Congress, or public official to support or oppose certain actions; lobby.
12. **On (upon) the anvil** – under discussion; smth which is still being considered and talked about.
13. **A wrecking amendment** – a passage that is added to a law in order to frustrate it (block / defeat).
14. **Kill the bill** – to defeat a proposed new law.
15. **The balance of power** – a state in which opposite forces (influences) have equal importance.
16. **Hold the balance** – to control, to rule; to have the power to take all the important decisions.
17. **The armaments race/the arms race** – the attempt by powerful countries always to have more and better weapons than their rivals.
18. **Lay down (one's) arms** – to stop fighting and surrender.
19. **Rise in arms (take up arms against)** – to prepare to attack smb and fight against smb.
20. **Under arms** – if a country has people under arms, it has people trained to use weapons and ready to fight a war.
21. **Up in arms** – to be very angry about smth and protest strongly.
22. **Gunboat diplomacy** – the use of a threat of armed force by a country to support a claim, demand, complaint, etc against another.
23. **Big stick policy** – the threat of using military or political force to get what one wants.
24. **A carrot and stick policy** – promises and threats.
25. **The policy of strength** – the use of a threat of armed force by a country.
26. **Power politics** – the policy of strength.
27. **Shuttle diplomacy** – international talks, e.g. to try to make peace, carried out by someone who travels between the countries concerned taking messages and suggesting answers to problems.
28. **Shirtsleeve diplomacy** – informal and direct diplomacy.
29. **A round table conference** – a conference at which all the people present meet in an equal way and have equal importance.
30. **Political prisoner** – someone who is put in prison because they oppose and criticize the government of their own country.
31. **Political asylum** – the right to remain safety in another country, for a person who cannot

2. They've made all the arrangements for the congress.

3. Unfortunately, they got a new angle on the question.

4. So they had to agree to differ.

5. That's why they kept themselves in the background.

6. He became a parliamentary agent.

7. It turned out to be a wrecking amendment.

8. That's why they killed the bill.

9. He managed to hold the balance.

10. They had to lay down their arms.

Word-Formation

Exercise 33. Read the following text and then fill in the gaps with an appropriate form of the word in capitals at the end of each line.

Although recently there has been a small (1)... in the number of people out of work in Europe (2) ... is still the number one (3)... problem facing the 15 member states of the European Union.

Moreover (4)... of opportunity between men and women is still an issue that (5)... in many countries have not come to grips with.

In (6) ... such as the law and engineering women are still noticeable by their

absence. (7)... still discriminate against female

(8)... in a number of ways even if their

(9)... are the same as those of

men. It would be a pity if the (10)... of the EU on an economic level were marred by (11) ... in the vital area of social policy.

REDUCE
EMPLOY
SOCIETY

EQUAL
POLITICAL

PROFESS

EMPLOY
EMPLOY
QUALIFY
ACHIEVE
FALL

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____
- 6) _____

- 7) _____
- 8) _____
- 9) _____
- 10) _____
- 11) _____

Exercise 34. Read the following text and then fill in the gaps with an appropriate form of the word in capitals at the end of each line.

It is no (1) ... to say that the world has become a global village.

EXAGGERATE

Modern methods of (2) ... have made the world much smaller and the problems we face such as (3)... are not restricted to this country.

**COMMUNICATE
POLLUTE**

The (4)... of the rainforests in Brazil is everyone's problem and the (5)... which is common in many African countries is a challenge for Europe too. The (6)... of rare species is a tragedy for the planet as a whole and the (7)... of oil supplies will shake the (8)... of the world's economy. The (9)... of the environment is the responsibility of all nations. However, uncontrolled economic (10)... between strong and weak nations leads to the (11)... of greater inequality between the rich and poor nations of the world.

**DESTROY
STARVE
EXTINCT
EXHAUST
FOUND
PROTECT
COMPETE
CREATE**

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____
- 6) _____

- 7) _____
- 8) _____
- 9) _____
- 10) _____
- 11) _____

Grammar Review

Exercise 35. Underline the mistakes (if any) in these sentences.

1. The radio said that there were more than ten thousands people taking part in the meeting
2. She bought two dozens eggs.
3. My birthday is on the twenty-one of March.
4. His telephone number is four six seven, five nought, nine two.
5. There are two hundred fifteen pages in this book.
6. Write down the following: zero point six hundred and twelve plus six point nought two.
7. This is twenty-five per cents of the total.
8. The game ended with the score three nought.
9. The temperature is two degrees below oh.
10. He was born in nineteen eighty-first.

Exercise 36. Fill the blanks with prepositions.

1. My mother is afraid.....rats.
2. «What do you complain?» asked the doctor.
3. Don't enter.....the room.
4. What are you laughing ?
5. They didn't want to listen.... me.
6. Wait.....me. I'll be back.....a few minutes.
7. Yesterday the teacher spoke.... us the architecture.....St Petersburg.
8. My grandmother often complainsheadache.
9. I am sorry, I cannot speak you now, the professor is waiting me. I must go the institute and explain him some details my work. Come the evening, I shall listenyou very attentively and answer all your questions.
10. nine o'clock the lecturer entered the hall, walked up the table, put his bag it, looked..... everybody and began his lecture. The lecture, as all the lectures this professor, was very interesting, and the students listened him with great attention.
11. Turnthe corner and lookthe flowers grown my mother.
12. He was an excellent pupil, and the teachers never complained ...him.
13. She complained feeling bad and couldn't answerthe questions the teacher.
14. We tried to speak.....him, but he didn't want to listen.....us. He didn't even look us and didn't answer our questions.
15. Your brother complainsyou. He says you always laugh.....him, never speak him and never answer his questions.
16. When I entered the room, everybody looked me with surprise: they had not waited me.
17. At the end..... the street she turned.....the corner, walked.....the bus stop and began waiting the bus.
18. What are you talking ?
19. What are you thinking ?
20. What country was she born ?
21. What are you looking ?
22. Whom (who) do you want to speak?
23. What kind of ear are you looking..... ?
24. Whom does this house belong..... ?
25. What are they going to use the money?
26. Which restaurant do you want to eat.....?
27. What theatre do you want to go?
28. Which shop did you buy your dress..... ?
29. Whom is the book written ?
30. Which hotel did he stay?
31. What magazine do you want to look?
32. Whom did they sell the house ?
33. What are you looking ?
34. Which class-room do you have your lesson..... ?
35. What are you laughing ?
36. What place are you going..... ?
37. What is your dress made ?
38. What did you do that ?
39. Where are you going ?
40. Where have all those letters come..... ?
41. Who were you sitting ?

42. You can tell that his clothes are badly looked
43. Here is the man the book was written
44. Never in my life have I been spoken in that manner.
45. I can assure you that my jokes are always laughed

Exercise 37. Underline the correct form of the verb.

1. They ... (didn't see, have not seen) each other yet and we worry about it.
2. Basil... (did, has done) all research work yesterday.
3. Hilda ... never ... (tasted, has tasted) this sort of candies.
4. Bob ... (received, has received) two telegrams last week.
5. Andy ... never ... (were, has been) to Australia.
6. Ray ... (created, has created) two symphonies this year.
7. The children ... (played, have played) three games of chess today.
8. Boris ... (fished, has fished) in the lake on Tuesday.
9. ... (did, has) Mary chosen the variant in her test?
10. Alan ...just... (came, has come).
11. The students ... (passed, have passed) the exams in December.
12. It... (rained, has rained) a lot last summer.
13. They ...just... (shovelled, have shovelled) leaves in the yard.
14. We ... seldom ... (saw, have seen) them lately.
15. The children ... (ate, have eaten) three times today.

Exercise 38. Fill in these words where necessary: *lately, recently, already, just, yet, today.*

1. The students haven't used their credits _____
2. The dog has eaten twice ... _____
3. We have ... washed the dishes. _____
4. The girl has seen her aunt... _____
5. Tammy has written the letter ... _____
6. Dick has ... signed the documents. _____
7. We have seldom seen each other ... _____
8. They have ... advertised their goods. _____
9. Lanny hasn't brought the books ... _____
10. The children have cooked the barbecue ... _____

Exercise 39. Use *Present Perfect* or *Present Perfect Progressive* to complete the sentences.

1. Mr. Nelson ...just... (to slice,) the lemons.

2. Mrs. Nelson ... (to slice) the lemons since morning.

3. Carol ...just... (to season) the salad for the party.

4. Natasha ... (to season) the salad for twenty minutes. She is so slow.

5. We ... (to practise) a lot lately.

6. They ... (to practise) for ten days.

7. The boys ... (to paddle) for the whole day today.

8. Father ... (to paddle) for an hour. Help him, please.

9. Children ...just... (to pelt) the pillows.

10. The kids ...(to pelt) the pillows for twenty minutes. Stop them, please.

11. Ron looks so young. He ... (to shave) his beard lately.

12. I... (to shave) my dog for ten minutes. Help me, please.

13. The armies ...just... (to march). The parade is over.

15. The regiment... (to march) for half a day.

Exercise 40. Underline the mistakes if there are any. (sequence of Tenses)

1. My parents has been living here for thirty years.
2. I has been driving for ten years.
3. Neil has been thinking about it yesterday morning.
4. Mother had been chopping the meat an hour ago.
5. Walter have been working since early morning.
6. Peter has been bothering me for three days.
7. Liz have been crying. Her eyes are red and puffy.
8. John has been skiing for an hour yesterday.
9. They has been climbing the mountain since morning.
10. We have been discussing this problem three days ago.
11. Our friends has been solving this problem for a year.
12. Carol has been working for this firm for twenty years.
13. The Prime Minister has been speaking in this TV program for an hour.
14. The host of this program have been entertaining the spectator for an hour.

Exercise 41. Put the verbs into the correct forms.

1. Simon said he ... to Australia before (*to be*). _____
2. The sun ... before they awoke (*to rise*). _____
3. The team ... the game by the evening (*to lose*). _____
4. The lion cub ... under the tree before the crocodile appeared (*to hide*). _____
5. We ... our music lesson before we came here (*to have*). _____
6. The shark ... the seal before we saw it (*to catch*). _____
7. Mr. Norton ... a dean of the faculty before we arrived (*to be*). _____
8. Mrs. Dobson said she ... ten years ago (*to drive*). _____
9. The tree ... before we went to the path (*to fall*). _____
10. They ... all the coast before the guards came (*to dig*). _____
11. The dog ... the pig before his master saw it (*to bite*). _____
12. His parents ... the villa by the end of the year (*to build*). _____
13. Carol said she ... the money at home (*to leave*). _____
14. Stephen thought he ... Annabel but in vain (*to forget*). _____
15. I told Sally that I... all my films to my cousin (*to give*). _____

Exercise 42. Underline the mistakes if there are any.

1. The banker had lost the money last year.
2. I got rid of the old things before I moved to a new flat.
3. The waitress laid the table before the children came.
4. We had returned home in time last week.

5. The children ate all the cakes by the time mother came.
6. Steve said he already visited that new restaurant.
7. Bella wrote she didn't move to a new flat yet.
8. Granny had baked the pies by the dinner tomorrow.
9. The shop closed before we reached it.
10. The sisters had visited four countries last year.
11. Professor Johnson published his article before he quit.
12. Rory presented his thesis by the time we came.
13. The factory advertised its goods before the competitors did it.
14. The boys dug all the potatoes by 8,
15. They said that they already had their dinner.

Exercise 43. Choose the correct answer.

1. Robertson ... films for ten years before he retired.
 a) made b) was making c) had been making
2. The team of scientists ... the experiments on by the moment the laboratory was closed.
 a) carried b) were carrying c) had been carrying
3. Tina's hands were in sauce. She
 a) cooked b) was cooking c) had been cooking
4. Ben looked exhausted. He ... all night.
 a) worked b) was working c) had been working
5. They ... this project for a year before he stopped financing them.
 a) shot b) were shooting c) had been shooting
6. The factory ... toys for two years before they started to make clothes.
 a) made b) was making c) had been making
7. That farmer ... beets for a year before he began to grow carrots.
 a) grew b) was growing c) had been growing
8. Mr. Morton ... furniture for years before he retired.
 a) collected b) was collecting c) had been collecting
9. Anna's face was red and sweaty. She
 a) ran b) was running c) had been running

Exercise 44. Use *Past Perfect* or *Past Perfect Progressive* to complete the sentences.

1. Clair ... (to place) the vase on the table before she left the room.

2. Andy ... (to splash) the drink for ten minutes before the waiter started to help him.

3. The farmer... (to plough) the field by the end of April.

4. The dog ... (to sniff) the air for a few minutes before we stopped it.

5. The puppy ... (to eat) the bone before the dog caught it.

6. They ... (to signal) for ten minutes before the driver saw them.

7. Ron was happy because he ... (to sign) his new contract.

8. The Tuckers ... (to look) for a new house for a month before they found a suitable one.

9. The mechanic ... (to fix) the pipes before we returned.

10. Sandra was annoyed because she ... (to wait) for Phil for an hour.

11. We left after it... (to stop) raining.

Exercise 45. Complete these pairs of sentences using the *Future Simple*, the *Future Continuous* or the *Future Perfect*. Use the verb given in brackets.

1. **A** ... (take) part in our play? You're a really good actor, we need you! _____

B I know you're a keen member of the drama group. I suppose you ... (take) part in the play this year. _____

2. **A** I... (be) in London next year, still doing the same old job. _____

B I... (be) in London for ten years by next June. _____

3. **A** By Friday, I... (finish) this new book by Marquez. _____

B If I don't have too much work this year, I think I... (finish) all of Marquez's novels. _____

4. **A** This time tomorrow, Maria ... (sunbathe) on a beach in Majorca. _____

B I expect she... (sunbathe) until she gets badly burnt - that's what she did last year. _____

5. **A** Don't make too much noise after midnight - I... (sleep) soundly. _____

B Wake me up by nine o'clock - I... (sleep) long enough by then. _____

6. **A** We ... (fly) to Australia later this summer. It's a long flight. _____

B It's strange that when we get to Sydney, we ... (fly) halfway round the world. _____

7. **A** Look, I can give you a lift to the station - I... (drive) that way anyway. _____

B You'll be late for your train - I... (drive) you to the station if you like. _____

Exercise 46. Fill in the spaces using the *Future Simple*, the *Future Continuous* or the *Future Perfect* of the verb in brackets.

ROSA When shall I... (come round)? Is Thursday still OK? _____

MARIA Well, don't come at six - I... (work) then. _____

ROSA What time do you think you ... (be) free? _____

MARIA Let's see, I... (work) on the manuscript all day as I told you, _____

and I expect I... (complete) the second chapter by about seven. OK? _____

ROSA Yes, because I... (be) quite busy at about six tomorrow as well. _____

I've got an appointment with my dentist and I don't think she ... (finish) much before seven.

MARIA Well, we really must be getting on with the book, you know - by the end of this

month we ... (work on) the project for a whole year. _____

ROSA Yes, I... (jump) for joy when it's finished. _____

MARIA Me too. By the way, ... (go) near the post office? _____

ROSA Probably. It's not far from the dentist.

MARIA You see, I've been expecting an important parcel and I think it ... (arrive)

_____ by Thursday. If you ... (go) past there _____ anyway, could you collect it

for me?

ROSA No problem. So, I... (see) you later. Bye for now. _____

Exercise 47. Change the sentences into the Passive Voice.

1. The coach gave the boxer some instructions.

2. They will grant me a leave in July if there is no urgent work.

3. His friends never forgave him his dishonesty.

4. The management offered me several jobs and I can't decide which to take.

5. The commander charged him with a very responsible mission.

6. They will promise you much, but don't imagine they will give you everything.

7. His parents regularly sent him parcels with fruit from their garden.

8. The doctor ordered him a long rest.

9. They usually sent the children to camp in summer.

10. I gave him an English magazine.

11. The teacher showed us some interesting diagrams.

12. They gave us a ticket to the concert.

Exercise 48. Put the verbs in brackets into the correct active or passive forms.

1. Some kind of public demonstration ... (to plan) to take place at the airport tonight.

2. The flight... (not to announce) yet.

3. The message, as Ann ... (to dictate) it,... (to type) by a girl clerk.

4. It... (to be) an old house that... (to divide) into flats.

5. Each apartment usually ... (to share) by two or three girls.

6. When we (to come) to the seashore, the ship ... (to lose) sight of.

7. In our country children ... (to take care of).

8. A new Metro line ... (to construct) now. One of its stations ... (to build) in our street.

9. I am sure this event... (to comment upon) in newspapers.

10. Little children... (to look after) always.

11. His suggestions never ... (to object to).

Exercise 49. Put questions to the parts of the sentences given in bold type.

1. **When I entered the pavilion of the exhibition,** a new model of an airport was being looked at by everybody.

2. **Our reading English books in the original** is always insisted upon.

UNIT 3. PEOPLE AND SOCIETY (Topics 15–20)

Reading

Exercise 51. You are going to read a newspaper article about speechless communication. Some parts are missing from the text. Choose the appropriate part from the list (A–L) for each gap (1–10) in the text. There is one extra part which you do not need to use. Write your answers in the boxes after the text. There is an example at the beginning (0).

Teens Are Left Speechless

All across the world, teenagers' bedrooms are beginning to sound like a library. Instead of chatting away on a traditional landline telephone, or even a cell phone, teenagers are busy (0)....

According to a 2005 report by the *Pew Internet & American Life Project*, 53 % of teens (1) ... mostly communicate with friends via written messages; and 61 % of the time they chat through a service called *instant messaging*.

Phone companies (2) Telecommunications giant *Virgin Mobile* is releasing a cell phone (3) ... and instant messaging built in. The company's chief marketing officer said, "We really think that text is the new talk. We are living in a 160-character nation" (the maximum length of a text message). A quarter of *Virgin Mobile's*, teen customers use their phones more (4)....

Several years ago, the author of *How to Talk So People Listen: Connecting in Today's Workplace* was asked (5) ... about the college admissions interview. According to her, the answers given in the mock interviews were "extremely short and not informational. Nothing came out, really, because (oral communication) is such an unused skill." Further, she stated, "We are losing very natural, human, instinctive skills that we used to be really good at."

Part of the reason is because with instant messaging, you can reread a piece of communication six times (6) There is no need to improvise; there is none of the spontaneity of phone conversations or face-to-face chats.

A 2005 report by *Achieve*, a non-profit organization (7) ..., found that 34 % of employers were dissatisfied with the oral communication skills of high school graduates. In addition, 45 % of college students and 46 % of high school graduates said they struggled (8)....

While technology is advancing at lightning speed, speaking skills appear (9) This end-time generation of teenagers may be technologically wiser than their bosses, but they are (10)....

- | | |
|---|---|
| <p>A with a traditional keyboard</p> <p>B lacking the ability to have professional discussions</p> <p>C text is a new way of talking among teens</p> <p>D are intruding into youth's finger-tapping tendencies</p> <p>E before deciding how to answer</p> <p>F that helps states raise academic standards</p> | <p>G to teach a class of California high school seniors</p> <p>H communicating silently</p> <p>I to be regressing just as quickly</p> <p>J who own cellphones and surf the Internet on a daily basis</p> <p>K for text messaging than talking</p> <p>L with their public speaking abilities</p> |
|---|---|

0	1	2	3	4	5	6	7	8	9	10
H										

Exercise 52. Read the article about mobile phones. Then choose the correct ending: a, b, c, or d to complete the statements 1-5.

No consumer product in history has caught on as quickly as the mobile phone, global sales of which have risen from six million in 1991 to more than 400 million a year now.

The arrival of the mobile phone has transformed our lifestyles so much that men now spend more time on the phone than women, according to the results of our special opinion poll.

Mobile phones are no longer just the domain of the teenager and, in fact, just as many 40- and 50-somethings now own a mobile phone as the 15 to 20 age group (slightly below 70%). Even among the over 65s more than 40% now have a mobile.

The survey found that men with mobile phones (72% of all men) spend more than an hour a day making calls on an average weekday. The average man spends sixty-six minutes on his landline or his mobile, compared with fifty-three minutes before the mobile phone revolution.

But the poll reveals that, while men are using their phones a lot more, women are actually spending less time on the phone. Slightly fewer women (67%) have a mobile phone, and the survey shows that the average amount of time they spend on the phone on a weekday has gone down from sixty-three minutes before they got a mobile to fifty-five minutes now. The explanation might lie in the fact that men love to play with techno toys while women may be more conscious of the bills they are running up.

Innovation in mobile phones has been happening so fast that it's difficult for consumers to change their behavior. Phones are constantly swallowing up other products like cameras, calculators, clocks, radios, and digital music players. There are twenty different products that previously might have been bought separately that can now be part of a mobile phone. Mobiles have changed the way people talk to one another, they have generated a new type of language, they have saved lives and become style icons.

Obviously, the rich have been buying phones faster than the poor. But this happens with every innovation. Mobile phone take-up among the poor has actually been far quicker than it was in the case of previous products, such as color television, computers and Internet access. Indeed, as mobile phones continue to become cheaper and more powerful, they might prove to be more successful in bridging the gap between the rich and the poor than expensive computers.

There are obviously drawbacks to mobiles as well: mobile users are two and a half times more likely to develop cancer in areas of the brain adjacent to their phone ear, although researchers are unable to prove whether this has anything to do with the phone; mobile thefts now account for a third of all street robberies in London, and don't forget about all the accidents waiting to happen as people drive with a mobile in one hand. But, overall, mobile phones have proved to be a big benefit for people.

1. The group with the highest number of people who own a mobile phone is	
a teenagers b people between 40 and 50	c men d women
2. According to the opinion poll, women	
a spend more time on the phone than men b spend less time on the phone than they used to	c like to play with their mobile phones d don't worry about their phone bills
3. According to the text, mobile phones	
a are modified too fast b are incorporated into cameras	c can now replace many other products d are more complicated to operate than radios
4. Among the poor, the demand for mobile phones	
a has created more of a gap with the rich b is higher than among the rich	c follows the pattern of similar innovations d has grown faster than the demand for computers

5. One disadvantage of mobile phones that the article does <i>not</i> mention is the	
a high operating costs b higher crime rate	c possible health risk d increased danger to road users

Thematic Vocabulary

Exercise 53. Choose the correct variant.

1. Your annual... to the Book Club is now due.
a) contribution b) investment c) offering d) subscription
2. I'm going to spend a few days with some ... of mine who live in England.
a) companies b) familiars c) neighbors d) relatives
3. People under 18 years old are not... to join this club.
a) admissible b) advisable c) desirable d) eligible
4. The party was awful. It was a complete
a) failure b) prospect c) success d) treat
5. I had to ... the invitation as I had a previous engagement.
a) abandon b) deny c) leave d) refuse
6. We have been able to use these splendid premises this morning by kind ... of the Director of the University Museum.
a) allowance b) courtesy c) permission d) thanks
7. He is the ... of the committee that arranges the program.
a) chairman b) director c) leader d) president
8. She arranged the party to help put the strangers at... .
a) comfort b) delight c) ease d) pleasure
9. I had to be up early the next morning, so I... myself and left the party.
a) apologized b) excused c) refused d) thanked
10. I'd like to ... a warm welcome to our visitors from abroad.
a) extend b) prolong c) search out d) stretch
11. Please accept my ... for not coming to the meeting last week.
a) apologies b) excuses c) forgiveness d) pardon

Exercise 54. Choose the correct variant.

1. Mr. Cheater made a living ... works by famous painters.
a) devising b) faking c) pretending d) shamming
2. A sculpture by Rodin fetched more than two million dollars at the ... last month.
a) auction b) gallery c) museum d) sale
3. The ... of Rembrandt's paintings finishes next week.
a) demonstration b) exhibition c) show d) spectacle
4. They thought the painting was genuine but it turned out to be
a) a facsimile b) an imitation c) a replica d) a reproduction
5. There was no ... difference between the original and the copy.
a) discernible b) discoverable c) knowable d) understandable
6. Mr. Adventurous has taken ... painting since he retired.

- a) down b) in c) over d) up
7. A young art student acted as our ... when we visited the museum.
a) coach b) conductor c) guide d) lead
8. This self-portrait did not come to... until after the artist's death.
a) light b) range c) sight d) view
9. Mr. Vernix is the greatest... expert on techniques of painting.
a) alive b) live c) living d) nowadays
10. Children and pensioners are admitted to the museum at... prices.
a) decreased b) less c) reduced d) undercharged
11. On examination by experts, the picture turned out to be a
a) fabrication b) fake c) fraud d) sham
12. In the... right-hand corner of the portrait there is a flower
a) front b) high c) top d) up
13. He is sometimes considered to be an outstanding artist, but I consider his work to be quite
a) common b) intermediate c) mediocre d) moderate
14. All visitors are requested to ... with the regulations.
a) agree b) assent c) comply d) consent
15. He made some ... sketches which would serve as guides when he painted the actual landscape.
a) elementary b) introductory c) preliminary d) primary
16. Admission to the gallery is except on Saturdays and Sundays when a charge of one dollar is made.
a) allowed b) free c) nothing d) paid

Exercise 55. Match the terms on the left with their definitions on the right. There are some odd definitions.

- | | |
|--------------------|---|
| 1. caricature | a) a picture made with a pencil |
| 2. cartoon | b) a drawing showing the parts of something to explain how it works |
| 3. collage | c) a drawing showing by a line the connection between two quantities |
| 4. diagram drawing | d) a rough drawing without many details |
| 5. fresco | e) a picture to go with the words of a book |
| 6. graph | f) a picture in solid black |
| 7. illustration | g) a picture painted in water color on a surface of fresh wet plaster |
| 8. silhouette | h) woven cloth hanging on a wall, with pictures woven from colored muralwool or silk |
| 9. tapestry | i) a humorous drawing, often dealing with something of interest in sketch the new in an amusing way |
| | j) a representation of a person made so that their appearance appear more noticeable than they really are |
| | k) a picture made by an unusual combination of bits of paper, cloth, metal, etc. |
| | l) a picture painted directly onto the wall |

English Idioms

Exercise 56. Read and study the following idioms.

1. **Exchange greetings** – to greet each other.
2. **Pay smb a compliment** – to tell someone that they look nice have done something well, etc.
3. **Return the compliment** – to say smth nice to someone after they have said something nice to you.
4. **Have smb to thank (for smth)** – used when saying who is responsible for something helpful or, humorously, who is responsible for something unhelpful.
5. **Make friends with smb** – to meet people and become friendly with them.
6. **Cause /give offence** – to offend someone, to make someone angry or upset; to go against people's feelings of what is morally right.
7. **Take offence** – to feel offended because of something someone has said or done.
8. **Accept smb's apology** – to forgive them after they have apologized.
9. **It's good/bad manners (to do smth)** – used to tell a child how to behave.
10. **She/he has no manners** – she / he doesn't behave polite in social situations.
11. **Where are your manners?** – used to tell someone, especially a child– that they are behaving impolitely.
12. **Behave yourself!** – to behave in a way that people think is good or' correct, by being polite and obeying people, not causing trouble, etc.
13. **In polite society /circles /company** – (often humorous) – among people who are considered to have a good education and correct social behavior.
14. **Just / only being polite** – saying something you may not really believe or think, in order to avoid offending someone.
15. **Table manners** – the way that you behave at meals.
16. **Take leave of smb /take one's leave** – to say good-bye to someone.
17. **Play the man** – to behave in a way, a strong, brave man behaves himself.
18. **Play the fool** – to behave in a silly way.
19. **Play the baby** – do not behave in a sensible way.
20. **Evil communications corrupt good manners** – the group of people that you are friends with or that you spend time with usually influence your behavior.
21. **Fair and softly goes far** – a polite person can succeed in doing something good.
22. **Be on one's best behavior** – to behave as well and politely as you can, especially in order to please someone.
23. **Civility costs nothing** – polite behavior which most people consider normal.
24. **Social life** – activities with your friends.
25. **Do as you would be done by** – to treat someone well.
26. **Manners make the man/Manners make the man** – to judge people by their behavior.

Exercise 57. Rewrite the following text in idiomatic English.

Helen is a very polite girl. She is a sociable girl too. Helen becomes friendly with people easily. She enjoys socializing with her friends. The girl is kind and she is always ready to tell someone something nice. She is not jealous. Helen is sincere. She never behaves in a silly way. Helen treats people well. She tries to behave as well as she can. She knows that a polite person can succeed in doing something good. And polite behavior costs nothing. Helen has a lot of nice, kind friends. She never mixes with a bad crowd. Helen never lets bad people influence her behavior.

Helen's younger sister, Ann has no manners. She behaves at meals badly. Often she is naughty and does not behave in a sensible way. Sometimes she makes her parents and her sister angry and upset. They often ask her to be polite. They usually say: "People should treat each other well." We always judge people by their behavior.

Word-Formation

Exercise 59. Read the following text and then fill in the gaps with an appropriate form of the word in capitals at the end of each line.

The Man who Furnished the World

Ingvar Kamprad runs the most successful (1) ... business in the world. His (2)... of paying extra for already expensive goods in terms of (3)... costs gave him the idea of producing build-it-yourself items. (4)... could see the items on display in self-service stores, pick up their (5)... of goods and take them straight home. In (6) ..., he offered car roof-racks, which made it even easier for people to take their purchases with them.

There are now more than 150 stores (7)... 30 countries. Kamprad dislikes the (8)... that his stores create the same kinds of homes all over the world. His (9)... is that there are millions of different ways that people can use his (10)... and each nationality puts items together in different (11)... to suit their own living styles.

FURNISH
HATE
DELIVER
SHOP
CHOOSE
ADD

THROUGH
ACCUSE
ARGUE

PRODUCE
COMBINE

- 1) _____
2) _____
3) _____
4) _____
5) _____
6) _____

- 7) _____
8) _____
9) _____
10) _____
11) _____

Exercise 60. Read the following text and then fill in the gaps with an appropriate form of the word in capitals at the end of each line.

Recognizing a Liar

Recent research has led many (1)... to believe that the (2)... to recognize whether or not someone is telling the (3)..., or is about to break bad news has more to do with science than a magical (4)... sense.

The human body and brain subconsciously pick up signals so small that

they would not (5)... be noticed. If someone is telling lies, for (6)..., their body language is slightly

(7)... The brain picks up on these changes, which may include a bead of sweat or a slight (8)... in tone of voice. Upon the (9)... that the person has been lying, he brain has a 'told you so' sensation. Scientists argue that people should trust their own (10)...; their instinctive reactions will tell them if a person is (11)... and not to be trusted.

SCIENCE
ABLE
TRUE
SIX

NORMAL
INSTANT
DIFFER
ALTER
REALISE

JUDGE
RELY

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____
- 6) _____

- 7) _____
- 8) _____
- 9) _____
- 10) _____
- 11) _____

Grammar Review

Exercise 61. Choose the right answer.

1. Dick painted his bedroom black. It looks dark and dreary. He ... a different color.
 - a) had to choose
 - b) should have chosen
 - c) must have chosen
 - d) could have been choosing
2. Tom is sitting at his desk. He's reading a chemistry text because he has a test tomorrow. He ...
 - a) could study
 - b) should be studying
 - c) will study
 - d) must be studying
3. When Mr Lee was younger, he ... work in the garden for hours, but now he has to take frequent rests because he has emphysema.
 - a) has got to
 - b) can
 - c) should be able to
 - d) could
4. Whenever my parents went out in the evening. I ... the job of taking care of my younger brother.
 - a) would get
 - b) must have gotten
 - c) should get
 - d) had better get
5. Yesterday I... to a furniture store. I bought a new lamp there.
 - a) could go
 - b) could have gone
 - c) went
 - d) ought to have gone
6. Gordon and Evelyn were naughty children. They ... tricks on their teachers, which always got them into a lot of trouble.
 - a) could play
 - b) could have played
 - c) used to play
 - d) may have played
7. Robert has a new car. He ... it for a very good price. He paid 30 percent less than the regular retail cost.
 - a) could buy
 - b) was supposed to buy
 - c) had to buy
 - d) was able to buy
8. Why are you so sure that Ann didn't commit the crime she's been accused of committing? – She ... that crime because I was with her, and we were out of town that day.
 - a) may not have committed
 - b) wasn't supposed to commit
 - c) committed
 - d) couldn't have committed
9. Since we have to be there in a hurry, we ... take a taxi. — I agree.
 - a) had better
 - b) have been used to
 - c) may
 - d) are able to
10. It... rain this evening. Why don't you take an umbrella? — That's a good idea.
 - a) had better
 - b) must
 - c) could be
 - d) might

24. Why are you so late? – I... my aunt to the airport. The traffic was terrible!
- | | |
|----------------|--------------------|
| a) could take | c) must have taken |
| b) should take | d) had to take |

Exercise 62. Underline the mistakes if any.

1. I must not dress in my best. When I came, everybody was wearing jeans and T-shirts.
2. He must have known that she needed his help.
3. He had to have an accident in the thick fog.
4. You should phone her long ago. I am sure she is looking forward to your call.
5. With your knowledge of the language you may read the article.
6. I may not imagine Mary teaching students. She used to be so impatient. — You know time changes people. She is able to become quite different.
7. I am sure you might have done it much better. You did not try.
8. I was so angry, I must have thrown my boot at him.
9. May you do me a favor, please?
10. May I ask you to do me a favor?

Exercise 63. Underline the correct verb in these sentences.

1. When we were at school, we ... (had to, ought to) wear a uniform.
2. You ... (don't have to, mustn't) wear your seatbelt during the whole of the flight.
3. You ... (should, have got) to tell her that you are sorry.
4. You ... (need, must) be a member of the library before you can borrow books.
5. I... (don't need to, shouldn't) wear glasses because my eyesight is still quite good.
6. We ... (weren't allowed to, wouldn't) talk to our partner because it was an examination.
7. We ... (needn't have, couldn't have) ordered so much food as nobody was hungry.
8. She ... (didn't need, needn't have) to take any money because her friend was going to pay.
9. When I first came to Madrid I... (could, couldn't) speak only a few words of Spanish.
10. ... (Did you have to, Must you) have your hair cut before the interview last week?

Exercise 64. Complete the second sentence so that it is as similar in meaning as possible to the first sentence, using the word given. Do not change the word given. Use between two and five words, including the word given.

Example: The teacher gave me permission to leave the room.

might The teacher said I *might* leave the room.

1. In the end, I couldn't make it to the party because I had too much work to do.

able

In the end, I... come to the party because I had too much work to do. _____

2. At school, she was the fastest runner in her class.

could

At school, she ... than anyone else in her class. _____

3. Although I'm good at physics, I don't think I'll manage to pass the exam.

able

In spite of being good at physics I don't think ... pass the exam. _____

4. We weren't obliged to attend all the classes because some of them were optional.

have

We... to all the classes because some of them were optional. _____

5. If I don't find a job soon, I won't be able to pay the bills.

have

I need to pay the bills so ... find a job soon. _____

6. 'All telephone calls made from the office must be paid for,' said the manager.

had

The manager told ... for all telephone calls made from the office _____

7. I took a lot of suntan lotion with me but I didn't need it.

taken

I ... so much suntan lotion with me. _____

8. The traffic warden said we weren't allowed to park the car outside the bank.

could

The traffic warden told ... park the car outside the bank. _____

9. I think you can manage without a pullover in this weather.

need

You... wear a pullover in this weather. _____

10. Oxygen masks were essential when they got to the top of the mountain.

had

They ... oxygen masks when they reached the top of the mountain. _____

Exercise 65. Read the text below and look carefully at each line. Some of the lines are correct and some have a word which should not be there. If a line has a word which should not be there, underline the word. The first two have been given as examples.

Discovering India

0 By the time you will get this letter I expect you will
00 have been in Calcutta for a week or so. You will
1 have been there able to settle in a bit and get used to the
2 place. It must can have been an exhausting journey.
3 It can't have been being much fun flying non-stop for nearly
4 twenty-four hours. I must to say I admire your decision
5 to go and work in Calcutta. I know the poverty is
6 depressing but the job at least should to be quite worthwhile.
7 I suppose your boss might have been sent you somewhere
8 where there was war and famine so it could have been
9 worse. And it really must have be a fascinating culture to explore –
10 it must couldn't be more different from living in Manchester, I bet.
11 wonder if you could able do me a favor? I've always wanted
12 a genuine Indian sari - and it must be really easy to get
13 hold of a good one there. I should have been given you the money
14 before you left but I'll put it in your bank account if you like.
15 I could and send you a cheque if you prefer but would you be able to cash it there?
That's all for now.

Writing

Exercise 66. Write on the following.

- Why do you think the life of young people in Ukraine has become more difficult after the split of the former USSR? Give your reasons.
- How do the young people you know spend their free time?
- Do many of your friends like to have a temporary job? If yes, why?
- How easily can a teenager get a temporary "Sunday job" in our country?
- Do you think all families in Ukraine now can afford to send their children to summer camps? What do young people usually do in the summer?
- Do you know about any discounts for young people in our country, Great Britain and the USA? If yes, what are the discounts given for?

UNIT 4. FREE TIME (Topics 21-23)

Reading

Exercise 67. Read the article about a new invention carefully and then decide which of sentences 1–8 are true (T); which are false (F), according to the text.

Pedal Power TV to Uproot Couch Potato

A television set that will only work if children pedal an exercise bicycle to provide the electricity has been invented by researchers examining weight problems at a New York hospital.

Experiments involving overweight children aged between eight and twelve showed that those who had to pedal when they wanted to watch their favorite programs not only watched far less television, but also recorded impressive loss of fat.

The 'couch potato TV' was developed by researchers at St Luke's Roosevelt Hospital as a result of growing concern over weight problems among an increasing number of American children. David Allison, who headed the research, said: 'I am not naive enough to think we're going to solve the world's weight problems with TVs hooked to bicycles. But there are other things we could do that are only limited by our imagination.'

Mr. Allison once proposed that people should be charged to travel in lifts in an effort to encourage them to use the stairs. He said that 13% of American children were considered seriously overweight, and that the number was growing. During the tests children who had the 'couch potato TV sets' watched on average one hour of television a week, while children in a second 'control' group watched more than twenty hours.

- 1) The new invention is a television set combined with a bicycle. T / F
- 2) The aim of the experiment was to measure how much electricity we can generate through exercise. T / F
- 3) Mr. Allison says watching television limits children's imagination. T / F
- 4) Mr. Allison tried to discourage people from using lifts. T / F
- 5) The invention has reduced the number of overweight children in the USA by 13 %. T / F
- 6) All the children in the experiment watched television for twenty hours. T / F

Exercise 68. You are going to read an extract from an article about an unusual form of storytelling. For the Questions choose the correct answer A, B, C or D.

Unusual Storytelling

'It's the seventh minute into a match and we're up against one of the top clubs in Britain. We're expected to lose. I get the ball and I'm running as fast as I can for the goal. The goalkeeper runs towards me. Do I try to get round him or shall I shoot?'

'Go round him,' calls out one voice. 'Shoot!' shout a few of the kids gathered on the floor.

'I decide to shoot and I can see the ball going wide. But then I look up and see my mum blowing hard on her whistle from the side of the pitch, and the ball swings to the right and falls inside the goal post. I've just scored and we're one-nil up against the favorites.'

It's gripping storytelling and not a single child has moved. It also happens that every word is true, with the exception of 21 the bit about his mum! The speaker is a former football player, Barry Morgan, who now works as a community relations officer in a large city in southern England.

Part of Barry's job involves visiting clubs, schools and libraries along with a professional storyteller, Rick Taylor, in order to try and reach the kids who mainly sit at the back of classrooms and don't want to take part in lessons. They want to both excite the children's imaginations and encourage them to read, and so far they are delighted with the success of the project.

The original idea for the project was Rick Taylor's. Over the years he had collected a huge number of folk tales and stories and had earned his living traveling around the world telling them. After a one-off event with Barry Morgan, which was a tremendous success, Taylor decided that they should try and **do more**.

It was particularly good for the kids to have strong male role models involved. Many boys grow up wanting to be professional footballers and they'll listen to what we have to say far more readily than they would listen to their teachers. It's not just the boys who get a lot out of it; even though a lot of the stories are football based, the girls never get bored,' says Taylor.

But there are other groups for whom the storytelling has been a learning process. On one occasion, for example, Barry Morgan took some young professional footballers with him to one of the storytelling sessions. The players explained to the kids how relaxing with a book before a big game could improve their performance. 'Footballers have a fairly short career,' says Morgan, 'and most of them move on to other jobs in the leisure industry, running a business or public speaking. For all these careers you need good communication skills and telling stories to a bunch of school kids is great practice for the future. When I first started playing football I had almost no self-confidence but nowadays I'm quite happy standing up in front of 500 children.'

1. Where is the speaker at the beginning of the article?

- a) running on a football pitch
- b) playing football with some children
- c) reliving an earlier football match
- d) sitting in a football stadium

2. What does 'the bit about his mum' (line 21) add to what the speaker says?

- a) It's intended to praise his mother.
- b) It's intended to make his listeners laugh.
- c) It's important to involve your mother.
- d) It's unusual for a woman to referee a match.

3. What do we learn about the children involved in the storytelling project?

- a) They love reading stories in the classroom.
- b) They enjoy being part of a club.
- c) They are not interested in being at school.
- d) They dislike having to go to libraries.

4. What does Taylor mean by '**do more**'?

- a) He wanted the opportunity to earn more money.
- b) He needed more stories from other parts of the world.
- c) He felt the stories they told could be more successful.
- d) He thought they could organize much more storytelling.

5. What is the attraction of this form of storytelling for many boys?

- a) They admire the people telling the stories.
- b) They enjoy listening to some good teachers.
- c) They hope to become storytellers themselves.
- d) They like the fact that girls are not included.

6. What did the young footballers recommend about reading?

- a) It can make you play better.
- b) It helps you to feel relaxed.
- c) It makes you more confident.
- d) It makes you a better storyteller.

7. What does the writer suggest about footballers in general?

- a) They are not particularly well educated.
- b) They adapt well to other professions.
- c) They have trouble communicating with people.
- d) They have to be prepared to look for other jobs.

8. How has Morgan benefited from storytelling?

- a) He could take up another career.
- b) He has become more sure of himself.
- c) He became a good businessman.
- d) He enjoyed meeting new people.

Thematic Vocabulary

Exercise 69. Choose the correct variant.

- d) spectators d) outraced d) style d) umpire d) won d) with
1. John is always ... about how well he plays football.
a) boasting b) flaunting c) parading d) puffing
 2. His poor standard of play fully justifies his ... from the team for the next match.
a) ban b) exception c) exclusion d) rejection
 3. The footballer was ...the field for kicking the referee.
a) brought off b) put off c) sent off d) taken off
 4. The footballer scored four..., so his team won the match.
a) aims b) games c) goals d) scores
 5. The fan shouted at the ... of his voice.
a) head b) height c) limit d) top
 6. The ... at the football match became violent when their team lost.
a) customers b) groups c) observers d) spectators
 7. Our village team were hopelessly ... by the professional visitors.
a) outclassed b) outgrown c) outnumbered d) outraced
 8. He was nervous at the beginning of the game but later he came into his....
a) best b) nature c) own d) style
 9. The ... said it was a foul and gave us a free kick.
a) controller b) director c) referee d) umpire
 10. In his first game for our team he a goal after two minutes.
a) earned b) gained c) scored d) won
 11. Manchester United are playing ... Birmingham this Sunday.
a) against b) facing c) opposite d) with
 12. Even though the match wasn't very exciting, the ... managed to make it sound interesting.
a) announcer b) commentator c) narrator d) presenter
 13. The football match resulted in a.
a) draw b) equalizer c) loss d) zero
 14. The football team won partly because they had been trained by such a good
a) coach b) director c) instructor d) teacher
 15. After their long period of training, the footballers were in good
a) cut b) figure c) shape d) style
 16. The referee ... the goal because of a previous infringement.
a) annulled b) demolished c) disallowed d) disqualified
 17. Having lost the match, the team traveled home in ... spirits.
a) cold b) dark c) empty d) low
 18. As they watched the match, the crowd ... in unison.
a) bellowed b) chanted c) crowed d) intoned
 19. We still don't know who is going to win, because at half-time the score is one
a) all b) each c) equal d) together
 20. As the minutes ticked by and we held on to our narrow lead our hopes of victory ... steadily.
a) arose b) aroused c) raised d) rose

Exercise 70. Complete the following sentences with the words or phrases from the list below.

- | | | | |
|-------------------------------|---------------|------------|-----------------------|
| 1) captain | 5) coach | 9) draw | 13) fair |
| 2) football ground (or pitch) | 6) footballer | 10) fouls | 14) free (or penalty) |
| 3) goal | 7) kick-off | 11) league | 15) kick |
| 4) referee | 8) score | 12) soccer | 16) opponents |

- a) What Europeans call "football", Americans call...
- b) The instructor of the team is the ...
- c) When you play in a football team you are a...
- d) The games take place on a ...
- e) The leader of the team is the ...
- f) The man in the ... is the goal-keeper .
- g) The beginning of the match is the ...
- h) During the match each team tries to... as many goals as possible.
- i) When the teams have scored the same number of goals we say it's a
- j) The players of the other team are the ...
- k) The man who enforces the rules during the game is the ...
- l) Playing correctly is called play-...
- m) Unfair moves are called ...
- n) When a player breaks the rules the other team may get a ...
- o) A federation of football clubs is called a football...

English Idioms

Exercise 71. Read and study the following idioms.

A

1. **Have the makings of (a writer)** – to have the qualities or skills needed to become a certain kind of person.
2. **Of great (high) promise** – signs that something or someone will be good or successful.
3. **Show promise** – to be likely to become very good.
4. **Have come to stay** – to be / remain popular, successful; become generally accepted.
5. **Out of the common** – unusual.
6. **Break (fresh/new) ground** – to do smth completely new that no one has ever done before.
7. **Have an impact (on)** – the effect or influence that an event, situation, etc has on someone or something.
8. **Prove a success** – to become successful.
9. **Powers of observation** – a natural ability to notice what is happening around you.
10. **Vivid imagination** – an ability to imagine unlikely situations very clearly.
11. **A flight of fancy/imagination** – when you let your imagination work in an uncontrolled way.
12. **Brevity is the soul of wit** – the quality of expressing smth in very few words is a nice quality.
13. **Of special/particular interest** – a quality or feature of smth that attracts your attention.
14. **Be impressed with / by** – to admire something because you notice how good, clever something / someone is.
15. **Capture/catch smb's imagination** – to make people feel very interested and excited.
16. **Read with unflagging interest** – with continuing strongly and never becoming weak interest.
17. **Be a best-seller** – a very popular book which many people buy.
18. **Be light reading** – books that are easy and enjoyable.
19. **A fast/slow reader** – someone who reads in a particular way.
20. **Read between the lines** – to guess someone's real feelings from something they write.

21. **Dip into a book** – to read short parts of a book, but not the whole thing.
22. **Make good /interesting /boring reading** – to be enjoyable, interesting, etc to read.
23. **Chapter and verse – Give / quote (smb) chapter and verse** – the exact details of where to find a piece of information.
24. **Devour a book** – to read a book quickly and with eagerness.
25. **A good/ excellent read** – a book which is very enjoyable to read
26. **A coffee-table book** – a large expensive book that usually has a lot of pictures in it and is meant to be looked at rather than read
27. **A pirated book** – a book copied and sold without permission or payment, when the copyright belongs to someone else.
28. **Beneath criticism** – not worthy of mentioning.
29. **Choose an author as you choose a friend** – books and friends should be few but good.

B

1. **Be on the air** – if someone or something is on the air, they are broadcasting or being broadcast on radio or television.
2. **Be off the air**– if someone or something is off the air, they are no longer broadcasting or being broadcast.
3. **Chat show** – a television or radio show in which an interviewer and his or her guests talk in a friendly, informal way about different topics.
4. **Dumb show** – a performance or action in which you do not say anything, but instead use movements to express your meaning. E.g.: *She performed in dumb show.*
5. **A gallery play / Play to the gallery** – to do or say something just because you think it will please people and make you **popular**.
6. **Black / dark comedy** – a play, story, *etc* that is funny, but also shows the unpleasant side of human life. It's based on black humor..
7. **Lay the scene/Set the scene** – to describe the situation before you begin to tell a story.
8. **Play a part** – to perform the actions, words, etc of a particular character in a play, film, etc. Play the part of...
9. **Principal boy** – the chief male character in a pantomime, usually played by a young woman.
10. **The leading lady** – an actress playing the leading role.
11. **In concert** – playing or singing at a concert.
12. **Set /put smth to music** – to write music so that the words of a poem, play, *etc* can be sung.
13. **First night** – the first night of a show, play or performance is the first public performance of it.
14. **Soap opera** – a television or radio program about the continuing daily life and troubles of characters in it, which is broadcast regularly, e.g. two or three times a week, or sometimes every day.
15. **Put up a good/poor show** – to perform well or badly.
16. **Live the part** – to be at one's best in the role of smb.
17. **Good theatre** – effective entertainment.
18. **Top one's part** – to play one's part skillfully.
19. **Walk through one's part** – to play one's part badly.
20. **A thinking part** – a part in which an actor / actress does not say anything.
21. **A round of applause** – an expression of enjoyment or appreciation by a group of people in which they clap their hands.
22. **Applaud to the echo** – to applaud very loudly.
23. **Take a curtain call** – to come forward to the front of the stage after a performance in order to receive the applause of the audience.
24. **To steal the show** – if someone steals the show, they unexpectedly act most of the admiration or attention in a performance or some other event.
25. **On show** – if smth is on show, it is in an exhibition or place where it can be seen by the public.

Word-Formation

Exercise 74. Read the following text and then fill in the gaps with an appropriate form of the word in capitals at the end of each line.

Voices Foundation is a music education (1).... Its founder, Susan Digby, believes (2)... that learning to sing is the best way to introduce children to music. 'Playing a (3)... instrument is difficult, and the (4)... of children who begin usually give up, but everyone has a voice,' she says.

Digby's (5)... for the Foundation came when she was traveling in Hungary. 'People there believe that a child's (6)... benefits from music education, and it has a (7)... effect on other skills, like (8)... and linguistic skills. Music education provides a training which extends children's (9)... and listening powers.' Digby believes that if children get (10) ... from singing, they are more likely to learn an instrument (11)... when they are older.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____
- 6) _____

ORGANISE
PASSION
MUSIC
MAJOR

INSPIRE
DEVELOP
SIGNIFY
MATHEMATICS
COMMUNICATE
ENJOY
WILL

- 7) _____
- 8) _____
- 9) _____
- 10) _____
- 11) _____

Exercise 75. Read the following text and then fill in the gaps with an appropriate form of the word in capitals at the end of each line.

What do you need to become a (1)... TV personality? The people who are (2) ... chosen to host TV quiz shows and chat shows seem to have few (3)... for the job apart from having an (4)... appearance; in the case of women, this often means being blonde and (5)... A certain level of intelligence and education is (6)... but most people who work in the media do not seem to be very (7)... in any other respects. The sad thing is that TV personalities have a (8)... influence on viewers and it is (9)... for younger viewers to admire these charming people, wearing the (10)... fashions and always smiling. However, today's youth deserve (11)... role models than these.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____
- 6) _____

SUCCESS
USUAL
QUALIFY
ATTRACT
BEAUTY
ESSENCE

TALENT
POWER
NATURE
LATE
GOOD

- 7) _____
- 8) _____
- 9) _____
- 10) _____
- 11) _____

Grammar Review

Exercise 76. Choose the correct verb in brackets.

1. Donovan would have married Susan if her parents ... (allowed, had allowed, allow) him to do this last year.
2. If Stanley had arrived two days ago he ... (will be, would be, would have been) here now.
3. Mr. Monk would be very happy if he ... (see, saw, had seen) his children in here at the moment.
4. If Francis had time she ... (would come, came, will come) at once to help us.
5. Kevin always talks about all the subjects as if he ... (knows, knew, had known) everything.
6. But for the hurricane I... (would have arrived, arrived, will arrive) yesterday morning.
7. In Margaret's place John ... (will be, would be, is) more careful with these securities.
8. It is natural that children ... (would, should, shall) like to play different games.
9. I will really buy this stereo if father ... (will give, gave, gives) the money.
10. I wish your cousin ... (were, had been, would be) at yesterday's party.
11. But for Terry we ... (saved, would save, had saved) the money today.
12. I wish Alan ... (is, were, had been) here now.
13. It is incredible that Tobias ... (should have passed, should pass, shall pass) the exams best of all last semester.
14. In Kate's place I... (would never do, will never do, didn't do) this now.
15. If he ... (was, is, were) Tom he wouldn't have behaved like that yesterday.
16. Mr. Tillman breathed heavily as if he ... (had been working, were working, was working) hard.
17. If Tiffany ... (were, was, had been) here now, she would understand me better than you.
18. Walter... (would have sold, would sell, will sell) this house if the client had proposed a larger sum of money.
19. If Mrs. Elertson... (had had, had, has) the time last Tuesday she would have helped us to solve that problem.
20. If I... (had, have, had had) a motorcycle I would go for a ride at once.
21. If my parents were here now they ... (would tell, would have told, will tell) us what to do.
22. If Trish comes in time we ... (would go, will go, would have gone) to the disco.
23. If I were you I... (will never do, would never do, would have never done) this.
24. I wish there ... (were, was, is) an inquiry office nearby.
25. Yoko sings as though she ... (is, was, were) an angel.

Exercise 77. Use the verb in brackets into the correct form.

1. If Mr. Franklin ... (to go) with you a few days ago, he ... (to earn) better money.

2. If Gillian ... (to be) here now, she ... (to understand) everything.

3. Molly... (to come) at once if you ... (to call) her.

4. If Colin ... (to do) that a month ago, he ... (to have) no problems now

5. Mr. Peterson ... (to rehearse) more last month, if he ... (not, to be) so busy.

6. Margaret ... (to cook) today, if she ... (tobuy) flour.

7. If John ... (to know) about these circumstances better then, he ... (to sell) the house now.

8. Mrs. Pearl wished she ... (to read) the article before.

9. Our children are laughing as if they ... (to hear) something funny.

10. It is incredible that chestnut trees ... (to bloom) in October.

11. But for the snow we ... (to ski) in the mountains today.

12. In your shoes Sam ... (to do) that last year.

13. If you were him you ... (to repair) the villa at once.

14. But for the bad weather I... (to return) in time a week ago.

15. If I were Tom I... (to rebuild) the house long ago.

16. Monty ... (to be happy) now, if he ... (to sell) his old car long ago.

17. You speak as if you ... (to catch) cold.

18. It is impossible that the boy ... (to learn) such a long text by heart.

19. I wish I... (to see) you here now.

Exercise 78. Underline the mistakes if there are any.

1. She talks as if she was a magpie.
2. But for the rainy weather we went to the cinema.
3. If I were him I were in town now.
4. In Ned's shoes Sarah would have never did this.
5. If Mother asks you what did you say?
6. It is strange that chestnut trees will bloom in September.
7. I wish George comes here yesterday.
8. If the Boltons had finished the redecorating last month, they will have been very
9. If Hugh learnt all the rules yesterday, he would be able to write the test now.
10. If you came in now, Kate will be very happy about it.
11. Moira would have never behaved like that, if Rachel had told her the truth.
12. In Dad's place you did the same then.
13. Debra looks as if she saw a ghost.
14. But for the snow Jane would skate yesterday.
15. As soon as Barry comes, the boys would invite him to the party.

Exercise 79. Put the verb in brackets in the correct form.

1. If I had money on me now, I... (to buy) this dress at once.
2. In Hilda's place Barbara... (to marry) Tom a year ago.
3. If the train hadn't been late yesterday, I... (to reach) the camp in time today.
4. But for the hurricane the children ... (to sail) on the raft last Friday.
5. Nora would have traveled more last year, if she ... (to earn) more.
6. In his shoes Jeremy... (to buy) a new car.
7. It is important that children ... (to learn) all the rules.

8. If Mother bakes cakes we ... (to invite) our friends to tea.
9. If Tim were you he ... (to do) this at once.
10. I wish the circumstances ... (to help) us last year.

Exercise 80. Choose the correct variant.

1. It was desirable that we ... (started, start) at dawn.
2. I insist that she regularly ... (should inform, would inform) us of her whereabouts.
3. It was suggested that they ... (cover, would cover) the distance in very short time.
4. The lawyer demanded that the prisoner ... (would be freed, be freed).
5. The coach insisted that the athlete ... (should start, starting) training in a month.
6. The chairman proposed that the question ... (being put, be put) to vote.
7. Why do you insist that he ... (do, would do) the task on his own?
8. It is necessary that the sick man ... (to stay, stay) in bed for a fortnight.
9. It is not advisable that the children ... (were left, be left) alone.
10. It is important that Mr. Leeds ... (would give, should give) a speech.

Exercise 81. Paraphrase the following using the *Subjunctive Mood*.

1. It is advisable for you to see a doctor before going to the South.

-
2. He had to suggest her taking part in the competition.

-
3. The doctor recommended her to keep to a diet.

-
4. The captain ordered everybody to leave the deck.

-
5. The majority of the committee insisted on the matter being postponed.

-
6. It was suggested the celebration being put off.

-
7. It is necessary for the child to spend more time out of doors.

-
8. The demonstrators demand the decrease in prices.

-
9. It is quite uncommon for them to be against such a reasonable suggestion.

-
10. They advised her to find another job.

-
11. It is necessary for you to hand in an application not later than a week.
-

12. He insisted on being given a chance to prove his point of view.

13. It is very important for them to see the purpose of their work.

14. They requested for the goods to be delivered in time.

15. It is desirable for the applicant to give his address and telephone number in case the arrangement may want him.

Writing

Exercise 82. Write on the following.

- Can you say that sport plays an important role in Ukrainian society today? Why? Why not?
- Do you know any Ukrainian athletes who have become national heroes? Tell your group mates about one of them as an example.
- Can you say that sport plays a positive role in uniting people that you know? Why? Why not?
- Do you support your favorite team? How do you do it?
- Have you ever witnessed crowd violence at football matches? What was your feeling about it?
- How do you understand the role sport plays in children's physical and mental development?
- What can help less physically developed children not to feel inadequate in comparison to their more gifted classmates?
- What benefits or faults of Ukrainian sport can you see from an economic point of view?
- How can sport encourage people to lead healthier lives?

UNIT 5. THE PLANET EARTH (Topics 24–26)

Reading

Exercise 83. You are going to read an article about some problems connected with ways of using garbage. Some parts are missing from the text. Choose the appropriate part from the list (A-H) for each gap (1-6) in the text. There is one extra part which you do not need to use. Write your answers in the boxes after the text. There is an example at the beginning (0).

Reasons for Recycling and Composting Garbage

When you throw something in the garbage, it does not simply disappear. It may go on a long journey to a transfer station, a landfill site or an incinerator. Since it is difficult and expensive to dispose of garbage at landfill sites and incinerators, the government and other organizations (0)

Garbage from homes is picked up and taken to the nearest transfer station (1) ... where it should go. If the garbage goes to a landfill site, it is spread out on the ground and carefully buried. If the garbage goes to an incinerator, it is burned. The problem with these methods of garbage disposal is that they cost money, take up land and cause pollution.

One solution to the problem of solid waste disposal is recycling. Some examples of things (2)... are glass jars, tin cans, office paper and newspaper. People can recycle used products (3) ... or by taking them to the recycling depot. The recycled goods are melted down (4) ... such as carpets, drainpipes, park benches and garden hoses.

Another solution to the problem of solid waste disposal is composting. Some examples of things that can be composted are lawn clippings, apple cores, orange peels and vegetable rinds. People can compost these food products by placing them in a special outdoor container (5) ... called compost. Compost, which contains plant nutrients, can be spread in the garden to help other plants grow.

Recycling and composting (6) ... being buried or burned. These methods show people a new way of looking at garbage: many things people throw away can actually be used again.

- A where waste disposal employees decide
- B when many prominent genetics consider
- C where they decompose into a dark, thick, dirt-like substance
- D by putting them in the "blue box" on garbage collection day
- E are two ways of reducing the amount of solid waste
- F to be used for products
- G are encouraging people to recycle and compost their garbage
- H that can be recycled

<i>0</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>6</i>
<i>G</i>						

Exercise 84. You are going to read an article about weather forecasting. For Questions choose the correct answer A, B, C or D.

Weather Forecasting

Cyclones in India, hurricanes in the Caribbean - severe weather events make news headlines almost weekly. Yet even in Britain, which has comparatively few climate extremes, the country is still governed by the weather. If it's pouring with rain the British might stay indoors or go to the cinema; if it's fine they'll have a picnic.

Most people nervously study the weather forecast the evening before they've got an important appointment the following day. Even if they have nothing planned, the weather often affects their mood.

For individuals, the worst that can usually happen if the weather catches them on the hop is that they get wet. For business, the effects are far more serious. Airlines and shipping companies need to avoid severe weather and storm-force conditions. Power companies need to make sure they can supply the demand for electricity in cold weather; farmers plan their harvests around the forecast and food manufacturers increase their production of salads and other summer foods when fine weather is promised.

So who or what do meteorologists-weather forecasters as they are more commonly known - rely on when it comes to producing a forecast? Ninety percent of the information comes from weather satellites, the first of which was launched into space nearly forty years ago and was a minor revolution in the science of forecasting. Up until then, forecasters had relied on human observers to provide details of developing weather systems. As a result, many parts of the world where there were few humans around, especially the oceans were information-free weather areas. Today, however, satellites can watch weather patterns developing everywhere.

In the UK meteorologists have also relied on releasing four weather balloons a day from eight fixed sites. These balloons measure wind, temperature and humidity as they rise upwards to a height of about 26,000 meters.

Some commercial aircraft can also be fitted with a range of forecasting instruments although this system has certain disadvantages. For example, it can provide a great deal of information about the weather on popular routes, such as London to New York, but little about the weather on more out-of-the way routes.

Instruments aboard ships can also supply basic weather information as well as important data on wave height. Generally, the range of these instruments is fairly limited but they can indicate which direction rain is coming from, how low the cloud is and give an idea of when the weather system will reach land.

One forecaster who has made a name for himself is a man called Piers Corbyn, who bases his forecasts on watching the Sun. Most forecasters will offer forecasts for only 10 days ahead, but Corbyn's forecasts are for 11, months. Although most meteorologists believe that there is no scientific basis for his work, Corbyn's forecasts are used by insurance companies who want to plan months in advance.

1. The weather system affects people's lives in Britain
despite being fairly moderate because it is always raining
because it is so changeable despite being very seasonal

2. What does the writer mean by the phrase 'catches them on the hop'?
People run for shelter. People are far from home.
People are too busy to notice. People are unprepared.

3. Why does the writer list so many different businesses?
a) to give examples of ordinary people's lives c) to describe the recent effects of bad weather
b) to show the extent of the weather's influence d) to explain how people manage in bad weather

4. Why is the first weather satellite described as a 'minor revolution'?
a) It watched the human observers. c) It provided extra forecasts.
b) It replaced human observers. d) It forecast the weather in space.

5. Using airplanes to help forecast the weather is
a) very popular. c) quite new.
b) not expensive. d) not ideal.

6. Corbyn's forecasts using the Sun are considered
a) useless and unscientific. c) useful by some people.
b) helpful but short-term. d) unhelpful in the long-term.

Thematic Vocabulary

Exercise 85. Choose the correct variant.

1. I didn't know that species of fish was still... .
a) extant b) extent c) extinct d) extinguished
2. Most African countries have now ... the killing of elephants.
a) banned b) dismissed c) prevented d) refused
3. Animals should not be locked in cages; they should be in their normal
a) environment b) home c) position d) residence
4. There is a large ... for rare tropical birds in the National Park.
a) aviary b) cage c) reserve d) zoo
5. Many species of animals today are
a) endangered b) in risk c) risky d) under danger
6. A bird has been established ... on this island.
a) asylum b) haven c) refuge d) sanctuary
7. Much of our knowledge about prehistoric animals comes from the study of... .
a) artifacts b) fossils c) relics d) ruins
8. Unless we can prevent people from hunting snow leopards, the species will
a) die out b) drop out c) extinguish d) fall out
9. Unless stricter hunting laws are introduced, seals will soon be
a) archaic b) defunct c) extinct d) obsolete
10. My friend is a keen amateur
a) natural historian b) naturalist c) naturist d) nature-lover

Exercise 86. Choose the correct names of the places where the following animals live or are kept. In some cases there is more than one answer.

1. ants	a) ant-hill	b) ant-heap	c) coop
2. beavers	a) dam	b) lair	c) lodge
3. bees	a) coop	b) hive	c) hutch
4. birds	a) aviary	b) kennel	c) nest
5. captive animals	a) cage	b) menagerie	c) zoo
6. pet fish	a) aquarium	b) coop	c) warren
7. cows	a) barn	b) kennel	c) shed
8. dogs	a) hive	b) coop	c) kennel
9. foxes	a) earth	b) kennel	c) lair
10. hens	a) coop	b) run	c) shed
11. horses	a) den	b) paddock	c) stable
12. lions	a) den	b) lair	c) warren
13. pigs	a) aviary	b) kennel	c) sty
14. rabbits	a) den	b) hutch	c) warren
15. wasps	a) hive	b) hutch	c) nest

Exercise 87. Put each of the following words and phrases in its correct place in the passage below.

- | | | | |
|-------------|---------------|-------------------|-------------|
| 1. bacteria | 5. breeds | 9. cheese | 13. forests |
| 2. fungi | 6. grasses | 10. plant kingdom | 14. plants |
| 3. rocks | 7. scientists | 11. seed-bearing | 15. shrubs |
| 4. species | 8. stems | 12. varieties | 16. world |

... know that there are more than 335,000 different... of plants. Actually, if we traveled all over the ... we could see more different kinds of plants than these, but some of these are merely ... as much as dogs are merely different ... of one basic kind of animal.

The simplest plants found in the ... are one-celled ... and algae, and ... that are like the moulds often seen growing on bread and

The next group of relatively simple ... includes the mosses and lichens that are found in ... , on bare ... , on rooftops, and elsewhere. Some of these plants have ... and leaves, but no roots. After that, the next group includes ferns and bracken. Finally, there is the group of... plants. Such plants include our common ... and vegetables, and most trees, ... and flowers.

Exercise 88. Choose the correct variant.

- The little boy climbed up the tree and sat on a
a) branch b) root c) twig d) trunk
- I think the birds must have eaten all the seeds I ...last month!
a) sawed b) sewed c) showed d) sowed
- They spent the afternoon ... blackberries in the wood.
a) cutting b) gaining c) picking d) taking
- It was spring, and the flowers were.
a) coming out b) going out c) growing up d) raising
- It is difficult to grow good vegetables in the poor ... in this area.
a) crust b) dirt c) soil d) strand
- You will have to ... those apple trees if you want a good crop of apples next summer.
a) cut b) fell c) prune d) wash
- If... in March, they should give a host of splendid blooms a few months later.
a) dug b) earthed c) installed d) planted
- You will need a strong ... if you are going to dig that hard ground.
a) hoe b) ladle c) rake d) spade
- You should plant... in the autumn if you want the flowers to appear in the spring
a) bulbs b) roots c) stalks d) twigs
- There is a ...of plant which is found only in this particular area.
a) breed b) class c) specimen d) species

English Idioms

Exercise 89. Read and study the following idioms.

- The break of day** – the time early in the morning when it starts getting light.
- A breath of (fresh) air** – a slight movement of air.
- King's (Queen's or royal) weather** – very nice, beautiful weather.

4. **Wind and weather** – bad, windy weather.
5. **Fine weather for the (young) ducks** – rainy weather.
6. **It looks like rain** – it is probably going to rain.
7. **Pour with rain** – to rain very hard.
8. **It's raining cats and dogs** – it is raining very hard. >
9. **Rain or shine** – whatever the weather is like.
10. **In all weathers** – in all types of weather.
11. **A break in the weather** – a short period of good weather.
12. **Weather forecast** – a report saying what the weather is expected to be like in the near future.
13. **High summer** – the hottest part of summer.
14. **Green winter** – mild, snowless winter.
15. **(In) the depths of winter** – the coldest time.
16. **In the dead of winter** – in the middle of winter.
17. **The convulsion of nature** – sudden serious misfortune causing great suffering and damage (a flood, volcanic eruptions...).
18. **The course of nature** – the usual or natural way that something happens, develops, or is done.
19. **Holiday season** – the time of year when people come to a particular place for a holiday.
20. **The call of the wild** – the power that wildlife has to attract some one.
21. **Back to nature** – a style of living in which people try to live more simply.
22. **Animal welfare/rights//animal rights group** – a group of people who protest against cruel treatment of animals.
23. **Environment friendly = environmentally friendly** – not harmful to the environment (the air, water, and land in which people, animals, and plants live).
24. **Protected species** – kept safe, especially by guarding.
25. **Endangered species** – is in danger of becoming extinct (no longer existing).

Exercise 90. Match the following English idioms to their respective dictionary definitions.

- | | |
|-------------------------------|-----------------------------------|
| 1. King's weather | a) The time early in the morning |
| 2. Wind and weather | b) A slight movement of air |
| 3. Rain or shine | c) Rainy weather |
| 4. The break of day | d) Very nice weather |
| 5. Environmentally friendly | e) Whatever the weather is like |
| 6. A breath of air | f) Bad, windy weather |
| 7. Protected species | g) In the middle of winter |
| 8. Green winter | h) Keeping safe |
| 9. Fine weather for the ducks | i) Not harmful to the environment |
| 10. In the dead of winter | k) Mild winter |

Exercise 91. Rewrite the following text in idiomatic English.

John always gets up early in the morning when it starts getting light. He opens the window to let some fresh air in. John goes for a walk whatever the weather is like. He never listens to reports saying what the weather is expected to be like in the near future. John goes out of town in all types of weather.

He spends the hottest part of summer at the seaside. In the middle of winter he stays in town. If the winter is mild, he spends much time in the open air. If it rains very hard, John takes his umbrella with him when he goes for a walk. He likes rainy weather too. Of course, John prefers fine weather. But he doesn't lose his good spirits because of the windy and rainy weather. It's natural that the weather is changeable.

10. I suspect that he has taken my money.

11. She likes to watch how the sun sets.

12. I hate when people shout at each other.

13. They suppose that he will cope with this work.

14. I've heard how she was crying.

15. We expect that he will solve this problem soon.

Exercise 96. Open the brackets and use the *Complex Subject*

A *Make sentences in bold type less definite and express one's uncertainty of the following.*

Model: Do you remember his name? – No, I don't. – *I don't seem/appear to remember his name.*

1. They got married a month ago. Is she happy? – **No, she is not happy.**

2. Does she have a key to her suitcase? – **No, she has lost it.**

3. We are so late. I am sure he has gone. – **No, he is waiting for us.**

4. She looks nice. – **Yes, hut she has put on weight.**

5. I want to be introduced to Mrs. Smith. – Peter will help you. **He knows her well.**

6. I have much trouble with my new washing machine. – No problem. **I know this type very well.**

7. Does he work at the same office? – **No, he changed his job.**

8. Is she still abroad? – **No, she returned two months ago and now is working at her new book.**

9. Look, **this man is overhearing us.** Speak more quietly.

10. **The president has left his country residence and is returning to the capital.**

B *Change your sentences using the verb "happen" with the verbs in bold type.*

Model: Do you **know** Mr. Brown? — *Do you happen to know Mr. Brown?*

1. I'll visit Trafalgar Square if **I am** in London.

2. If anybody **knows** him, call the police.

3. If you **see** Kate, ask her to phone me.

4. Do you **know** how to get to the Tower?

5. He'll arrange everything if he **goes** on a tour.

6. Does he **know** with whom Mary has gone to the Canaries?

7. Have you **seen** them leave?

8. Can you **change** a pound?

9. Has she **seen** where they parked their car?

10. If I **meet** them, I'll phone the police.

C Change your sentences using verbs "turn out" or "prove".

Model: He knows Mr. Brown. — *He turns out/proves to know Mr. Brown.*

1. The interview with the young artist was rather interesting.

2. The prices at the hotel were reasonable.

3. The conversation with them was rather unpleasant.

4. The young man was a smuggler.

5. He was a qualified economist.

6. The student's knowledge of mathematics was above the average.

7. Yesterday's party was entertaining.

8. The weather in this part of the country was rainy.

9. The workshop was rather useful for economists, but for managers it was rather dull.

10. I bought a book which was a best-seller.

11. This unpleasant man who found faults with me during the interview was my manager.

Exercise 97. Choose the right variant.

1. The rain seems Call the children in. I don't want them

a) to be, to be got wet through

c) to have started, to have got wet through

b) to be starting, to get wet through

d) to have been started, to be getting wet through

2. The English colony, Plymouth, in Massachusetts, is known ... by the Pilgrims who arrived on *the Mayflower* in 1620.

a) to be established

c) to have been establishing

b) to have established

d) to have been established

3. Look, they are likely ... to the news. They seem

- a) to be listening, to be excited c) to have been listening, to have excited
b) to listen, to be excited d) to have listened, to be being excited

4. He is sure ... a liar. Everybody heard him ... that in so many words.

- a) to be, to say c) to be, say
b) be, say d) be, to say

5. When I came in, the discussion seemed ... to an end. They appeared ...patience because they turned out... for it.

- a) to have been coming, to have been c) to come, to lose, to be ready
 losing, be ready d) to have come, to have lost, not to be being
b) to be coming, to be losing, not to ready
 be ready

6. Jack, you seem ... too fast. The speed is already 100 miles. I am afraid. I want you ... the speed till 40 miles.

- a) to have driven, slow down c) to be driving, to be slowing down
b) to drive, to slow down d) to be driving, to slow down

Exercise 98. Replace the infinitives in brackets by the correct form of *Participle 1*.

1. ... (to reject) by the editorial board, the story was returned to the author for revision.

2. ... (to reject) by publishers several times, the story was accepted by a weekly magazine.

3. ... (to wait) for some time in the reception room, he was asked into the office.

4. ... (to wait) in the reception room, he thought over what he would say when he was asked into the office.

5. They reached the peak at dusk, ... (to leave) their camp with the first light.

6. They put up for the night at a temporary camp,... (to leave) it at dawn.

7. The friends went out into the city ... (to leave) their suitcases at the left luggage department.

8. ... (to write) and ... (to leave) a note with the porter, he said he would be back in half an hour.

9. ... (to write) in the archaic language, the book was difficult to read.

10. ... (to write) his first book, he could not go far beyond his own experience.

11.... (to be) away so long he was happy to be coming back.

12. ... (to be) so far away he still felt himself part of his community.

13. The children looked wonderingly at the elephant, never... (to see) such a huge animal.

14. Not... (to want) to go deeper into the matter, he abruptly changed the conversation.

Exercise 99. Substitute *Participle I* for a main verb where possible making all other necessary changes.

1. They started the construction of the dam early in spring and completed it before cold weather set in.

2. He lit a cigarette, leaned against the porch rail and looked at the trees and the rain that was pouring down steadily and monotonously.

3. It has been planned to dig out a new canal here which will supply the whole area with water for irrigation.

4. When she was going down the steps she suddenly stopped as she remembered that she had left the gas burning.

5. He stood at the counter and hesitated, he did not know what to choose.

6. After they had finalized the program, they proceeded to the discussion of the items that dealt with financial matters.

7. He knows the language better than a foreigner usually does, for he has been living in France for a long time.

8. Though he had lived there for a long time, he knew very few people in the neighborhood.

10. As he had long been a resident of the city and knew the family very well, he at once recognized the young man whom he remembered as a boy.

Exercise 100. Join each of the following pairs of sentences using the correct construction with *Participle I*.

1. He dropped on his knees; he tried to get nearer to that troubled face.

2. He walked into the centre of the great drawing-room, he stood still.

3. He took the paper with him, he retired to his study.

4. Ann hesitated; she searched for the right words that were in her mind.

5. She flushed darkly and she took up the picture quickly and turned its back to John.

6. She lifted the telephone, she answered, "Yes?"

7. I paused, I did not quite know how to express myself.

8. When Stephen thought about these things, he made himself ill.

9. He carried a suitcase in either hand; he stepped out on the landing.

10. He looked up, he caught the amused look in Edward's eyes, and he flushed darkly.

11. He turned away, he walked through the hospital.

Exercise 101. Replace the attributive clauses in the following sentences by phrases with *Participle II* where possible.

1. The animals that were caught in the snare struggled furiously.

2. There was a peculiar silence in the room, which was broken only by the crackle of paper.

3. The melancholy tune which is being played by the band brings back all the sweet memories of my youth. _____

4. The compact disks that are produced by the local factory are of exceptionally fine quality.

5. He specialized in treating serious lung diseases, which are mainly caused by dust.

6. And the answer that had so long been expected came at last.

7. The machinery which has been ordered from abroad will be delivered by ship.

8. The opinions that were expressed by the critics greatly differ.

9. He looked back at the large car that was parked at the road side.

10. One day she found a letter which was slipped under the door.

11. She had enormous black eyes which were framed in velvety lashes and eyebrows.

12. Jane who was greatly surprised to see her son here looked up.

Exercise 102. Use the required form of the *Infinitive* or *Participle* of the verb in brackets.

1. ... (to switch on) the light, he pulled down the curtains. _____

2. ... (to switch on) the light, you have only to reach out your hand. _____

3. He took up the glass carefully, not... (to spill) a drop. _____

4. He took up the full glass, not... (to spill) a drop. _____

5. He received a letter ... (to inform) him of their new address. _____

6. They sent him a letter ... (to inform) him of their new address. _____

7. It was an answer ... (to expect). _____

8. An answer came, but it was not the answer ... (to expect). _____

9. A new canal was built ... (to connect) the two rivers. _____

10. There is a man ... (to wait) for you. _____

11. There is a man ... (to see) you. _____

12. She smiled to herself as if ... (to remember) something funny. _____
13. I shaded my eyes with my hand as though ... (to protect) them from the sun. _____
14. He was a sentimental man easily ... (to move) by tears. _____

Exercise 103. Arrange the given parts into sentences.

1. left, gaily, the company, the cafe, chattering.

2. arrived, the telegram, promised, never.

3. showed, the enemy, no resistance, surrounded.

4. sleeping, the child was, on his back, lying.

5. to him, smiling, turned, she, her face.

6. with a frown, I, at him, perplexed, looked.

7. cleaning, the person, inside the building, was, only, charwoman.

8. they, into the thicket, soon, the boundary, moved, reaching.

9. asleep, the boy, slipping, immediately, fell, into bed.

10. at the branches, in the darkness, slowly, stared, moving, the girl.

11. the bus, will arrive, at noon, you, in time, leaving, to catch.

12. no answer, we, receiving, a cable, sent. 13. flooding, the water, came, the valley.

Writing

Exercise 104. Write compositions on the following.

1. Say what kind of holidays you prefer and explain why.

- Staying in a holiday centre at the seaside?
- Climbing mountains?
- Camping on the bank of the river?
- Walking holidays?
- Horse-riding in the countryside?
- Touring one or several countries?
- Seeing the sights of your own country?
- Staying in the country with your parents or grandparents and doing some gardening?
- Going to youth camps?

2. After you have chosen the type of holiday you prefer, tell your partner what you cannot travel without.

Example: No matter what kind of holidays I go on, I can't travel without my camera. If I camp on the bank of the river, I can't do with/without a tent.

3. Say how you entertain yourself and your friends. Do you for example.

- visit museums and picture galleries?
- see the sights?

UNIT 6. HEALTH (Topic 27)

Reading

Exercise 105. You are going to read a newspaper article about a man who works in the kitchens of a fast food restaurant. Eight sentences have been removed from the article. Choose from sentences A-I the one which fits each gap. There is one extra sentence which) do not need to use. There is an example at the beginning (0).

Fast Work for Fast Food

When I graduated from cookery school, I could have applied for jobs in ski chalets or on board ships sailing around the Caribbean. Instead, I applied to work in a fashionable fast-food restaurant and suddenly found myself working very long hours in hot, sweaty kitchens full of completely crazy characters.

I thought that starting at the bottom of the food chain, as opposed to the high life of skiing and sailing, would be good training. **0 – H**

At 7.45 each morning I stagger into the kitchen with all the other cooks, exhausted from working a 10-hour shift the night before. **1 ...** Nothing is where it should be. Vegetables have been left on the floor and raw fish has been left uncovered in the fridge. A couple of dustbins have not been emptied and everything has to be cleaned before we can begin the day's work.

2 ... I fill a sink with water, throw in several box loads of the stuff and wash each leaf separately. My hands are so cold I can hardly feel them.

Between 9 and 10, the line chefs start arriving. **3 ...**

But if anything goes wrong once the customers' orders start coming in, you can guess who gets the blame. If they run out of sauce, then it's the cook's fault for not preparing enough in the first place. **4 ...**

The chefs are only under pressure at particular points in the day. The cooks are under pressure all the time.

5 ... This is when the waiters get told what the day's special menus are. Then, no sooner are we back the kitchen to start the lunch service than three deliveries of food and drink arrive all at the same time. **6 ...** I am faced with carrying boxes of frozen chips or bottles of fruit juice from the lorries down two flights of stairs to the store rooms.

By mid-afternoon, the lunchtime rush is dying down. **7 ...** Then I am allowed to have my free staff 'lunch', by which time I'm too tired to eat.

A This means I get sent to sort them out.

B These are the people who get all the glory.

C Before we open at midday, all the staff meet in the restaurant.

D I arrive home twelve hours after I left.

E My first job of the day is shopping, and shredding leaves and lettuces for salads.

F However, I don't get anything to eat until the end of my working day, at 6 that evening.

G There's been a break of just about four hours and the kitchen has not been tidied from last night.

H I couldn't have been more wrong.

I If the chicken goes cold, then it's the cook's fault for not keeping it in the oven longer.

1. –

5. –

2. –

6. –

3. –

7. –

4. –

Exercise 106. You are going to read an article about a woman who runs a company called Peanuts. For Questions, choose the correct answer A, B, C or D.

Hungry pop stars

Valerie runs a company called Peanuts whose job it is to look after pop stars and pop groups when they go on tour. She is the person who feeds the stars and she's been doing it for the past ten years.

When the stars are playing at a festival Valerie may have to cook for up to a thousand people which includes all the crew and the people who work backstage. She erects a marquee – a huge tent – and the food is served buffet style from a central serving area. She has to cater for different tastes, so there are normally four or more choices of menu. She also has to look after people who may be on a special diet or some singers who don't eat dairy food before a concert.

She drives an enormous truck full of kitchen equipment and hires at least three walk-in refrigerators, a dishwashing unit and portable cabins which act as storerooms and office.

All the bands have to queue up to be served and everyone has to have a meal ticket. The stars are usually more relaxed when they are eating as no one is bothering them for autographs, although Valerie says that sometimes the security men and the stars' managers are more trouble than the stars themselves.

There are certain things which she always has to keep in stock like herbal teas and her own particular mixture of honey, lemon and ginger which singers like to keep in flasks on stage with them when they're singing. Years ago bands used to drink quite a lot of alcohol, but these days they're much healthier. Most bands drink fresh fruit juice and prefer to eat salads.

A lot of people in the bands are quite young and they're not used to very expensive food, so Valerie prepares plain food unless a band sends her a 'rider'. This is a list of special requirements. When people are tired, unwell or homesick they like to have familiar 'comfort' food so she keeps a stock of people's requirements just in case. As a result of all this, Valerie 43 says she has become an expert shopper and in less than an hour in a supermarket she can spend £1000.

A lot of bands won't eat before a concert because they're too nervous, so Valerie and her staff can end up working very long hours as they have to be around to provide what people want at two or three in the morning. One thing Valerie has noticed is that the more mad a band is on stage, the more normal they are when they are off it. She says she is amazed at the change in behavior. A really wild singer can turn out to be really quiet and polite off stage.

1. Valerie has to provide a range of food because ...

- | | |
|--|--|
| A people are very fussy about what they eat. | C there is such a wide variety of preferences. |
| B people are used to eating in restaurants. | D there is such a demand for special menus. |

2. The singers are less nervous when they are eating because

- | | |
|-------------------------------------|------------------------------------|
| A their security men are with them. | C their managers fuss over them. |
| B there are no fans hanging around. | D the bands enjoy eating together. |

3. Why does Valerie have to keep a supply of certain drinks?

- | | |
|--|--|
| A The bands rely on a special recipe. | C The bands take fruit juice on stage. |
| B The bands prefer herbal tea to coffee. | D The bands like to drink alcohol. |

4. What do most bands like best to eat?

- | | |
|--------------|---------------|
| A rich food | C junk food |
| B cheap food | D simple food |

5. What does 'just in case' refer to?

- | | |
|--|---|
| A Valerie's supply of more expensive food | C Valerie's supply of special food for various people |
| B Valerie's list of riders' from the different bands | D Valerie's understanding of people feeling sick |

6. Why do you think Valerie has become an 'expert shopper'?
- A She has a lot of money to spend each week. C She has to buy as much as possible for £1000.
 B She has learnt to find what individuals want. D She has to shop very quickly in a supermarket.
7. Why is a band likely to be hungry after playing?
- A They feel more relaxed after a concert. C They only have a snack before a concert.
 B They work long hours with little food. D They like to wait until they eat together.
8. What does Valerie think about the singers?
- A They are completely crazy on and offstage. C They are less rude when they are offstage.
 B They behave differently on and offstage. D They are normally noisier on stage.

Thematic Vocabulary

Exercise 107. Choose the correct variant.

1. You shouldn't eat so many sweets; they're ... for you.
 a) bad b) disagreeable c) unhealthy d) unsuitable
2. My aunt could tell fortunes from tea
 a) buds b) grounds c) leaves d) seeds
3. Would you ... the salt, please?
 a) carry b) deliver c) give d) pass
4. This avocado ... rather hard.
 a) feels b) senses c) smells d) tastes
5. Oranges are said to be ...for me but I don't much like them.
 a) appetizing b) good c) healthy d) nourishing
6. "What would you like to drink. Miss Delicate, some ... or something stronger?"
 a) brandy b) cider c) sherry d) whisky
7. In the jar there was a ... which looked like jam.
 a) material b) powder c) solid d) substance
8. Pork chops are one of my favorite
 a) bowls b) courses c) dishes d) plates
9. These are ... potatoes, not the end of last season's.
 a) fresh b) new c) ripe d) young
10. Light... were served during the interval.
 a) drinks b) foods c) meals d) refreshments

Exercise 108. Put each of the following words and phrases in its correct place in the passage below.

- | | | | |
|------------|------------|----------------|------------|
| 1) animals | 6) bowl | 11) chopsticks | 16) grow |
| 2) die | 7) energy | 12) Europeans | 17) man |
| 3) healthy | 8) knives | 13) left | 18) plates |
| 4) mouth | 9) people | 14) plants | |
| 5) play | 10) spoons | 15) daily | |

Food is one of our most important... needs. It gives us ... to work and It makes us grow, and keeps our bodies strong and Without food, we ... All living things – plants, ... and man – *need* food to live and But only ... make their own food. They also provide food for animals and

Customs influence the ways ... eats. Most Americans and ... eat from individual ... , using ... , forks, and Arabs use only their ... hands to spoon foods from a central Chinese and Japanese use ... to pick up food from a small bowl held close to the

Exercise 109. Choose the correct variant.

1. Overweight people have ... to avoid exercises.
a) an affectation b) a disposition c) an inclination d) a tendency
2. You should take more exercise if you want to keep.
a) fat b) fine c) fit d) fresh
3. The doctor told her that she would be well-advised to ... some weight.
a) leave b) light c) lose d) sell
4. After her diet, she looked very ... and healthy.
a) hungry b) skinny c) slim d) thin
5. Very fat men sometimes have a ... at the back of the neck.
a) double chin b) roll of fat c) spare tire d) ton of flesh
6. The doctor advised my mother to keep a ... watch on her weight.
a) near b) severe c) strict d) tight
7. It's important to keep your body in good
a) contour b) figure c) form d) shape
8. You shouldn't eat so much chocolate ... meals.
a) between b) else c) except d) through
9. She has put... a lot of weight since last year.
a) down b) in c) off d) on
10. She remained depressingly fat... all her efforts to slim.
a) against b) although c) contrary d) despite

English Idioms

Exercise 110. Read and study the following idioms.

1. ***Appetite comes with eating*** – a person has a desirable food (or a particular activity) when he starts eating (working).
2. ***Have a huge/big appetite*** – to have the ability to eat a lot of food.
3. ***Lose one's appetite*** – to stop having a desire for food.
4. ***Spoil / ruin one's appetite*** – to eat before a meal and then not want to eat at the meal.
5. ***The belly has no ears*** – a hungry person can think about nothing but food.
6. ***The bread and butter*** of a person – is the activity or work that provides his main source of income.
7. ***Eat like a bird*** – to eat very little.
8. ***Eat like a horse*** – to eat large amounts of food.
9. ***I could eat a horse*** – used to say one is very hungry.
10. ***I couldn't eat another thing*** – I am full, I'm not hungry.
11. ***Big / light / fussy, etc. eater*** – someone who eats a lot, not much, only particular things, etc.
12. ***Eat smb out of house and home*** – to eat a lot of someone's supply of food, so that they have to buy more.
13. ***Eatsmb's bread*** – to live on smb, to live at the cost of someone else.
14. ***High tea*** – a meal of cold food, cakes, etc. eaten in the early evening.
15. ***Packed lunch*** – food, wrapped in paper or in a container, that you take to school or on an outing and eat for lunch.
16. ***Cooked breakfast*** – a breakfast consisting of cooked food, usually including eggs, often together with bacon, sausages, or tomatoes. It's usually followed by toast and tea or coffee.
17. ***Have a snack / a bite*** – to have a light, quick meal which you eat instead of a main meal or between main meals.
18. ***Square meal*** – a good satisfying and healthy meal.
19. ***Home cooking*** – good food like you get in your own house.

- 20. *Wine and dine smb* – to entertain or be entertained with a meal and wine.
- 21. *Make one's mouth water* – to want to eat smth very much.
- 22. *Melt in one's mouth* – if food melts in your mouth, it is soft and delicious.
- 23. *Smack one's lips* – to make a short loud noise with your lips because one is hungry, or to express how much you've enjoyed eating some food.
- 24. *To my taste* – in a way that I like.
- 25. *To taste* – used in instructions for cooking; in the quantity desired.
- 26. *Tastes differ* – different people like different things.
- 27. *After dinner sit a while, after supper walk a mile.*
- 28. *You are what you eat* – your character and your physical health are decided by the kind of food you eat.

Exercise 111. Match the following English idioms to their respective dictionary definitions.

- | | |
|----------------------------------|---|
| 1. Bread and butter | a) Eat a lot of someone's supply! of food |
| 2. Fussy eater | b) Eat very little |
| 3. Eat smb out of house and home | c) Live on somebody |
| 4. Eat like a horse | d) A good satisfying meal |
| 5. Eat smb's bread | e) Entertain with a meal and wine |
| 6. Square meal | f) Someone who eats only particular things |
| 7. Wine and dine smb | g) Eat large amounts of food |
| 8. Eat like a bird | h) The work that provides one's main source of income |

Exercise 112. Rewrite the following text in idiomatic English.

My brother usually eats a lot of food. He has four meals a day. He eats early in the morning, in the afternoon, in the early evening and late at night. He always has a good satisfying meal. The boy likes sweets and cakes most of all. When he sees them he wants to eat them immediately. He says they are soft and delicious. When he eats makes a loud noise with his lips because he is hungry. At school he has a quick meal between his main meals. The boy also takes some food, wrapped in paper, to school to eat for lunch. My mother says, eats her supply of food quickly and she has to buy more food.

My sister eats very little. She eats only particular things. She often eats a cake before a meal and then she doesn't want to eat at the meal. She's in the habit of saying: "I'm full, I'm not hungry". My mother often tells her that a person has a desire for food when he starts eating.

As you see, different people like different things. Your character can be decided by the kind of food you eat, too.

Word-Formation

Exercise 113. Read the following text and then fill in the gaps with an appropriate form of the word in capitals at the end of each line.

Attempts to communicate in a foreign language can (1)...
 I'm always (2)... by my attempts to get speak Greek.
 The waiter on Mykonos (3) ... what I wanted and instead
 of beetroots brought me mushrooms. I (4)... mushrooms
 intensely but when I asked him to (5)... them with beetroots
 he smiled, went into the kitchen and (6) ...with a plateful of
 aubergines. He also (7)... my friendly attitude towards
 everyone I meet and when I complained that they had (8)...
 the meat, Manuel (that was his name if I'm not (9)...)
 grinned and twirled his moustache. To cap it all, I (10) ...
 the bill and accused the poor man of (11)... me!
 It was just my awful Greek again.

- FIRE**
- APPOINT**
- UNDERSTAND**
- LIKE**
- PLACE**
- TURN**
- TAKE**
- COOK**
- TAKE**
- READ**
- CHARGE**

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____
- 6) _____

- 7) _____
- 8) _____
- 9) _____
- 10) _____
- 11) _____

Exercise 114. Read the following text and then fill in the gaps with an appropriate form of the word in capitals at the end of each line.

The way children play has changed (1) ... over the last fifty
 years. In the past, parents did not have to fear for the (2)...
 of their children if they went out to play. Most (3) ...
 were communities in which everyone knew everyone and
 children could be left to play (4) ...by adults.
 In (5) ... there was hardly any traffic and a street could
 be (6) ...transformed into a football pitch or used for
 a game of tag.
 (7)... things are very different today. Apart from the fact
 that our streets are much more (8)... than they were in the
 past, the last fifty years have seen the (9)... of more and more
 sophisticated games, (10)..., of course, the thousands of
 computer games on the market.
 Too much time spent alone with a computer may damage
 the child's (11)... to form friendships with other children.

- CONSIDER**
- SAFE**
- NEIGHBOUR**
- SUPERVISE**
- ADD**
- EASY**
- FORTUNATE**
- DANGER**
- CREATE**
- INCLUDE**
- ABLE**

- _____
- _____
- _____
- _____
- _____
- _____

- _____
- _____
- _____
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Grammar Review

Exercise 115. Change the following sentences using the correct form of the *Gerund*.

Model: Kyle forgot about the dances. He will never think of it. – *Kyle will never think of dancing.*

1. Ada did the job. Tom thanked her for that.

2. We need this project. We insist that it should be designed.

3. You feel tired. You wrote a lot.

4. Amanda doesn't want to read. She has no interest in reading.

5. Ben likes to drive a car. He is fond of it.

6. Barbara likes to cook. It's her hobby.

7. Mr. Chapman did it. He is responsible for it.

8. I hope I'll go to Canada. I'm looking forward to it.

9. Would you mind if Lloyd opens the window?

10. Hester doesn't like to borrow money. She hates it.

11. My son is afraid to go to the dentist. He doesn't like it.

12. The telegram arrived. Nobody had warned us.

13. Jack painted the roof. He used bright paints.

14. Isaac read this article. He remembers it.

15. Linda learned the words after she had worked for three hours.

16. The information leaked to the press. Andy was accused of it.

17. Vincent gave up smoking. His doctor advised him to do it.

18. This firm produces leather shoes. It specializes in it.

19. The police accused the thief. He stole a car.

20. I am late. There is no excuse for that.

Exercise 116. Fill in the blanks with the *Gerund* form of suitable words.

1. I am looking forward to ... that place again. _____

2. On ... these people Derek tried to remember them. _____

3. Ben left without ... good – bye. _____

4. In spite of ... home we went to the park. _____
5. What is the idea of ... all the way there and back? _____
6. Thank you for ... me the book I need. _____
7. Kevin remembered of ... the man somewhere before. _____
8. Wendy spent much time in ... for our trip. _____
9. Betsy finished ... the apple pies. _____
10. There is no hope of ... there to fish in the lake. _____
11. Nothing could prevent me from ... to Dan's party. _____
12. We thought of ... there on foot. _____
13. Your shoes need Will you do it tomorrow? _____
14. After... for a flat for half a day Dick decided to buy a new flat. _____
15. ... is my favorite sport. _____
16. Greg is fond of ... computer discs. _____
17. We had a chance of ... many interesting things during our trip. _____
18. After ... a night in Leeds they went to Manchester. _____
19. Ian was surprised at ... so many people in the hall. _____
20. Howard entered the room without ... me. _____

Exercise 117. Paraphrase the sentences using the gerunds. Use prepositions or adverbs where necessary (Gerundial phrases are in bold type).

Model: We have no objections. He may leave now. – *We have no objections to his leaving now.*

1. He is unable to resist her charm. It's funny.

2. They told the truth. You shouldn't deny it.

3. You shouldn't take advantage of people's weakness. It's no good.

4. I confided in this man. I admit it.

5. She accepted the proposal. Her mother was displeased with it.

6. We rang the bell, and we were admitted to the hall.

7. I'd like to speak to you frankly. I hope you don't mind it.

8. He is admitted to our closed circle. I object to it.

9. He was afraid that I would change the decision.

10. I regret that I gave you so much trouble.

11. After he had studied the weather forecast in great detail, he said he would go back to London.

12. Why do you insist that he should be present there?

13. I am really ashamed that I haven't written to you for so long.

14. You submitted the report to the secretary. I remember it.

15. I was prepared to dislike Mr. Kalada even before I met him.

16. He suggested that we should start at once.

17. Mrs. Knight disliked that I told the truth.

18. We are looking forward to the fact that you will spend the summer with us.

19. He is responsible that the letter is delivered only today.

21. This woman's face attracted his attention as familiar for he remembered that she had passed by him several times.

Exercise 118. Open the brackets with either *Gerunds* or *Infinitives*.

1. I don't remember ... (switch off) the TV set. I'd better ... (go) and ... (check) it.

2. The weather is very nice. Let's ... (go) for a swim. — I am not particularly good at... (swim). What about... (go) for a drive instead of... (bathe)?

3. We stopped once ... (buy) some food, and then we stopped again ... (ask) the way.

4. Do you feel like ... (dine) out or would you rather ... (have) dinner at home? — I'd like ... (go) out. I always enjoy ... (have) dinner at a restaurant.

5. I don't mind ... (travel) by bus but I hate ... (stand) if there are a lot of people. I think it's better ... (go) by tube.

6. Would you like ... (come) to the conference devoted to the theatre? — No, thanks. I like ... (see) performances but I don't enjoy ... (listen) to people talking about it.

7. I'm delighted ... (hear) that you can come for the weekend. We are all looking forward to ... (see) you.

8. The autumn is wonderful! You got used to ... (swim) in September, so remember ... (bring) your bathing suit.

9. I remember ... (lend) that book to you. You wanted ... (write) a report. — Oh, I'm so sorry! I'll bring it back tonight.

10. When would you like ... (start off)? — In a few moments. — Let's ... (wait) till it stops ... (snow) otherwise we may get lost.

11. Do you remember ... (meet) her at my birthday party? – Yes, certainly. Thank you for the chance ... (meet) such a beautiful and witty girl.

12. The results are very disappointing, I regret... (say). I allow you ... (rewrite) the test. But I allow ... (rewrite) on condition everyone is present.

13. You know I meant... (buy) something for supper but the shop was closed. — OK. It means ... (have) sandwiches and tea for supper.

Exercise 119. Underline the mistakes if any.

1. I think you made a mistake to come here.
2. When he told me about his plans, I couldn't help to be surprised. It absolutely wasn't in his line.
3. I can't help you preparing this historical sketch.
4. It's no use persuading such a stubborn person.
5. People often have difficulty to learn a foreign language. 6. I congratulated Ann to enter University.
7. We called after him, but he did not even stop turning his head.
8. I don't remember him to tell anything of the kind.
9. They couldn't forgive me for wasting so much time.
10. It is not worth to take up the matter now; it can wait.

Exercise 120. Complete the following using the Gerund or the Infinitive.

1. Did you go ... (swim) last week? _____
2. I called my friend ... (invite) her for dinner. _____
3. Children, stop ... (draw) pictures on the tablecloth! _____
4. Tom offered ... (lend) me some money. _____
5. I've decided ... (buy) a new car. _____
6. I enjoy ... (work) in my garden. _____
7. It is time ... (buy) a new car. _____
8. I wouldn't like ... (be) a dentist. _____
9. She finished ... (study) at midnight. _____
10. I hope ... (see) you soon again. _____
11. It stopped ... (rain) a few minutes ago. _____
12. She seems ... (be) the best pupil in the group. _____
13. He quits ... (smoke). _____
14. She pretends ... (be) ill. _____
15. Would you mind ... (open) the window? _____
16. I postponed ... (do) my homework. _____
17. It began ... (rain). _____
18. He stopped ... (have) a rest for some minutes. _____
19. I hope, you didn't forget... (feed) my dog. _____
20. I like ... (go) to movies. _____
21. I put off... (do) the task. _____

22. Keep on ... (work). _____
23. I'm thinking about ... (go) to Hawaii. _____
24. I would love ... (play) a game of chess right now. _____
25. I need ... (study) tonight. _____
26. She insisted on ... (come) with us. _____
27. I am good at ... (cook). _____
28. You should ... (study) hard. _____
29. It is important for you ... (study) better. _____
30. I am interested in ... (read). _____
31. Thank you for ... (visit) us. _____
32. She talked about ... (go) to graduate school. _____
33. I'm looking forward to ... (hear) from you. _____
34. It is impossible ... (talk) about his problems. _____
35. We don't have ... (go) to the meeting. _____
36. He turned off the tape recorder by ... (push) the stop button. _____
37. I went to the post office in order ... (mail) a letter. _____
38. I went there ... (buy) some stamps. _____
39. A piano is too heavy ... (lift). _____
40. Are you hungry enough ... (eat) three sandwiches? _____

Exercise 121. Insert *not* or *without* before the *-ing* form, thus using Participle or Gerund.

1. ... speaking the language, he was questioned through an interpreter.
2. She never did a thing ... asking somebody's advice.
3. The man was holding forth, ... paying attention to the attempt to interrupt him.
4. I left him alone, ... wanting to distract him from his work.
5. ... having recognized me, she passed by ... answering my nod.
6. The girl looked innocently about her, ... realizing what the joke was.
7. They could not see each other ... immediately losing their temper.
8. ... waiting for an answer, he turned round and walked out.
9. I tried to catch his eye but he sat motionless, ... looking in my direction.
10. The wind had been blowing for many days ... seeming to stop.
11. He never signed a paper ... having thoroughly read it through.
12. The door stood ajar, and we entered ... knocking.

Exercise 122. Combine or paraphrase the following sentences using non-finite forms of the verb (give several variants where possible).

1. He tore the envelope open and took out the enclosed letter. He turned it several times in his hand and put it back unread.

2. We came to the party; we found everybody gathered.

3. He wanted me to speak in public; he insisted on it.

4. He had examined every little exhibit in the museum. He now had a clear idea of the poet's life.

5. I hope you will remember this once and for all. You won't make me remind you of it.

6. When he saw me in this dress he burst into laughter. He could help it.

7. They did not wish to meet anybody; they went round the house and entered it from the back lest they should be observed.

8. He kept on reading; he did not answer. It seemed that he did not hear my question.

9. They made the garden shady; they had planted more trees in it.

10. He did not suspect a trap. He readily accepted the offer.

11. When I was examining the post mark, I noted that the communication had been sent last Thursday.

12. You will not recover soon if you don't take regular treatment.

Writing

Exercise 123. Write compositions on the following

- Are you interested in the cuisines of different cultures? Why? Why not?
 - Do you enjoy trying dishes you've never tasted before? Why? Why not?
 - Does in your opinion food taste better eaten outdoors? Why? Why not?
 - Would you rather eat nothing than eat something unhealthy? Why? Why not?
 - Do you ever leave home in the morning without having breakfast? Why? Why non
 - Do you like experimenting while making salads or cooking other dishes? Why? Why!
 - What is your opinion about fast food?
 - Have you ever tried to become a vegetarian? Why? Why not?
 - Do you think eating is one of life's pleasures? Why? Why not?
 - If you feel sad, can eating something delicious make you feel better? Why? Why
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Навчальне видання

АНГЛІЙСЬКА МОВА

Практикум для слухачів
Інституту доуніверситетської підготовки

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В авторській редакції

Підп. до друку 12.10.2016. Формат 60x84/16. Папір офс.
Офс. друк. Ум. друк. арк. 11,63. Обл.-вид. арк. 12,5.
Тираж 100 пр. Замовлення № 150-1.

Видавець і виготівник
Національний авіаційний університет
03680. Київ – 58, проспект Космонавта Комарова, 1

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Ліцензія МОН України серія АВ № 363789 від 14.12. 2007 р.