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«Брестский государственный университет имени А.С. Пушкина»

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Учебно-методический комплекс включает в себя книгу для чтения, грамматический практикум, практикум по аудированию со скриптами текстов для прослушивания. Направлен на формирование лингвистической компетенции обучающихся.

Издание адресовано обучающимся гуманитарным специальностям очной и заочной формы II ступени получения высшего образования.

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ПРЕДИСЛОВИЕ

Предметом специального внимания на современном этапе становится теория и практика поликультурного образования, направленного на овладение одним и более, чем одним иностранным языком как средством общения с носителями данных языков. Акцент делается на том, что овладение иностранным языком предполагает в первую очередь приобщения к иной культуре, овладение новым социокультурным содержанием.

Поликультурная ориентация языкового образования предполагает изучение многообразия культур, введение обучающихся в контекст культурных взаимоотношений между людьми, народами, странами, их социокультурного бытия через сравнение и сопоставление чужой и своей национальной культуры, уважение каждой из них, признание их уникальности и равноправия.

Владение иностранным языком, используемым в целях межкультурной коммуникации в устной и письменной форме, в том числе посредством сети Интернет, способствует успешной ориентации в современном поликультурном и мультилингвальном мире.

Заметим, что введение личности в контекст поликультурной парадигмы приводит к изменениям нравственных ценностей человека, что способствует формированию его как гражданина своей страны и как гражданина Вселенной, способного быть открытым к людям мира и социокультурному достоянию других народов (В.В. Сафронова).

Современному обществу, как никогда прежде, необходимы самостоятельно мыслящие творческие люди, способные к самосовершенствованию и самореализации. Добиться целей воспитания свободной, ответственной личности можно через применение личностно-ориентированных технологий, направленных на познавательную деятельность, самопознание, обучение и самообразование.

Подход к образованию, в центре которого находится личность обучаемого, отражает гуманистическое направление философии, психологии, педагогики. **Гуманизация** – это социально-педагогическое качество, соответствующее потребностям общества и задачам его дальнейшего развития. Важным философским основанием гуманистической психологии и педагогики является диалектика отношений обучающего и обучающегося. Только уважая личность в себе, учитель сможет увидеть и развить личность в каждом из своих учеников.

Личность определяется способностью человека совершать выбор, строить свой жизненный путь, соотносить своё «Я» с окружающим миром и координировать своё собственное поведение в системе общественных

отношений. Личность формируется в процессе постоянного преодоления себя, в процессе самопознания и самосовершенствования.

В формировании личности многое зависит от устремлений человека, от системы его жизненных ценностей, от сознания общественной значимости собственного труда. Нравственный смысл позиции личности заключается в совпадении личностно значимых ценностей с прогрессивными тенденциями развития общества.

Одним из существенных признаков личности является её активность и включённость в деятельность. Формирование личности происходит в деятельности, причём формирование осуществляется в соответствии с теми требованиями, которая данная деятельность предъявляет к личности.

В обучении иностранным языкам в магистратуре, и в целом в вузе, ведущим принципом является коммуникативное обучение во взаимосвязи с социокультурным и профессиональным развитием личности.

Перед специалистами высшей школы стоит задача определения всех свойств социокультурной и профессиональной личности через понятие **компетентности**. При этом компетентность может пониматься по-разному:

- 1) как совокупность качеств личности, обеспечивающих эффективную профессиональную деятельность;
- 2) как общая способность и готовность специалиста (личности) к деятельности на основе знаний и опыта, которые приобретены в процессе и результате обучения;
- 3) как степень присвоения компетенций, т.е. владение соответствующими умениями и навыками.

Компетенция, по определению профессора Ю.Г. Татур, – это интегральное свойство личности, характеризующее её стремление и способность, готовность реализовать свой потенциал (знания, умения, опыт) для успешной деятельности в определённой области.

В связи с процессами глобализации повышается роль иностранного языка как посредника интеграционных процессов в науке, культуре и образовании. Именно язык воплощает единство процессов общения, познания и становления личности.

В этих условиях цели и задачи изучения иностранного языка сближаются с целями и задачами профессиональной подготовки и становления магистранта, аспиранта (соискателя) как учёного, ибо иностранный язык «постигается одновременно и вместе с наукой как форма, в которую облекается научное знание в соответствии с условиями научного общения. Современное понимание науки как дискурсивной практики требует при изучении языка приоритетного знания структур и стратегий научного дискурса, форм и средств коммуникации, а также умения ими оперировать».

(Приказ Высшей аттестационной комиссии Республики Беларусь от 16 декабря 2004 г., № 164).

Итак, владение иностранным языком – важное условие адаптации человека в современном обществе. Изучение иностранного языка является необходимой составной частью общеобразовательной профессиональной подготовки научных и научно-педагогических кадров. Это обусловлено интернационализацией научного общения, развитием сотрудничества специалистов и учёных на глобальном уровне и расширением сферы научного дискурса в современной коммуникации. Знание иностранного языка облегчает доступ к научной информации, использованию ресурсов сети Интернет, помогает налаживанию международных научных контактов и расширяет возможности повышения профессионального уровня учёного. (Приказ Высшей аттестационной комиссии Республики Беларусь от 16 декабря 2004 г., № 164).

Магистранты в процессе изучения иностранного языка работают над чтением и пониманием содержания научных текстов и монографий с целью извлечения ценной профессионально значимой информации. Её можно использовать при написании реферата как допуска к сдаче экзамена кандидатского минимума по иностранному языку и, после изучения и критического осмысления отдельных блоков информации, включить в текст магистерской диссертации.

Работа над аутентичным научным текстом предполагает, прежде всего, достаточно хорошее владение иностранным языком; умение осмысленно воспринимать и осознавать информацию, содержащуюся в тексте; находить интересные и профессионально ценные идеи, сведения; уметь соотносить отдельные факты, блоки информации между собой и темой научного исследования магистранта; быть способным работать самостоятельно; критически оценивать извлекаемые из текста идеи, факты, события, суждения и другую полезную информацию. Работа с аутентичным текстом – это серьёзная, вдумчивая речемыслительная деятельность, такая же, как деятельность поиска нового, как деятельность изучения и учения в целом (Л.С. Выготский, П.Я. Гальперин, В.В. Давыдов, А.Н. Леонтьев, Н.Ф. Талызина и др.).

Практика показывает, что успех познавательной самостоятельной деятельности при чтении научных текстов прямо пропорционален профессиональной ориентированности учебного процесса. Магистранты изучают аутентичные научные тексты не для учебной ситуации, а для научных исследований: в таких текстах они имеют возможность знакомиться с состоянием науки в других странах, в частности, в отрасли интересующей их науки.

Чтение аутентичных научных текстов не может сводиться только к переводу, хотя полностью исключить такой вид деятельности не представляется возможным. В основе чтения аутентичных научных текстов лежит проблемно-познавательная поисковая самостоятельная деятельность, направленная на понимание плана предметного и плана смыслового содержания текста и порождение заданного текстом образа, что предполагает анализ соотношения языковой и речевой формы текста с его значением, информационно-проблемным содержанием.

Предлагаемый учебно-методический комплекс по английскому языку для первой и второй ступени высшего образования направлен на развитие и совершенствование языковой компетенции обучающихся, способствующей приобретению научного знания посредством иностранного языка.

Учебно-методический комплекс содержит тексты лингвopsихологической, страноведческой и специальной направленности, которые могут использоваться как для развития умений и навыков устной речи, так и для перевода. Компонентом комплекса является грамматический практикум, который позволит активизировать грамматические компетенции обучающихся, а также практикум по аудированию.

КНИГА ДЛЯ ЧТЕНИЯ

Репозиторий БРЭУ

ЛИНГВОПСИХОЛОГИЧЕСКИЕ ТЕКСТЫ

TEXT 1.

Exercise 1. Before reading the text study the following words and phrases:

savagery	predilection to gore	wanton violence
sheer joy	carnage	veneer
debauchery	to lash out	desperation

Look at the title of the text and state:

- who this text is addressed to;
- what sphere it belongs to.

Prove your point of view.

What are the first ideas and associations that come into your mind in accordance with the headline?

GROUP THERAPY EXPERT BLOG: VIOLENCE

By Psychologies

Panellist Simon Watt, an evolutionary biologist and science communicator, writes a guest blog post for Psychologies on his view.

‘Recently, at a party, I met a man called Henry. I would very much like to have punched him in the face. Repeatedly. If you met him, you would understand. He is one of those people you would queue to punch and, believe me, it would be a long line. Of course, I didn’t punch him, but this strange desire stayed with me for some time afterwards and niggled at my liberal sensibilities. Could I be capable of such savagery? Was this urge wrong in itself or would it only be wrong if I acted upon it?’

A desire to hurt is something we all have in us. It may be a response to the fight or flight associated hormone, adrenaline, and a means to protect ourselves or that which we hold dear. Or we could want to hurt merely for the sheer joy of sadism. It is natural, but something we have to keep in check because of its harmful effects to ourselves and others, though like most desires it may indeed be indulged by consenting adults. Our society has many outlets for this, including not only sports like boxing, but also much of our media. We can watch all manner of debauchery in films. Violence probably sells as well as sex does at the box office. It is the simplest form of conflict and often makes for a lazy but effective plot device. It’s easy to be shocked by the depravity on our screens but we often forget that the *Saw* movies are nothing on *Titus Andronicus*. Our predilection for gore is older than Shakespeare; it is as old as our species.

Much of what allows us to choose to view and enjoy dramatic carnage is what allows us to avoid clashes in reality. Our prefrontal cortex is, among other things, wired to grant us self-control. It is this neural equipment that means we

don't always lash out automatically at the whim of our hormones, but can stay calm, talk and negotiate, or plot for later.

According to experts like Steven Pinker, the western world is as safe as it has ever been. In his book, *The Better Angels of Our Nature*, he explores how we have managed to civilise our society. One of the greatest and most noble goals of our society is to protect the vulnerable and end wanton violence. Just last week, New York's Police Department was proud, and a little bemused, to announce that its once-notorious city had enjoyed a day without a single violent crime. But I doubt we will ever get rid of violence altogether. Evolutionary success often comes from knowing which backs to scratch and which to stab.

There could come a time again when only the most savage will survive. The gentle veneer of our society is easily removed. There is a saying that we are only two missed meals away from revolution. Deprive a group of people of some basic necessities and, regardless of politics, moral values or ideology, desperation can set in. The rule book can be rewritten with surprising ease and the demons of our nature may reassert themselves. Let's hope it never comes to that, but if it does, Henry, I will be coming for you.'

Exercise 2. Find in the text statements or facts that either confirm or refute your primary associations.

Exercise 3. Explain what is meant by:

- a) violence probably sells as well as sex does at the box office.
- b) our predilection for gore is older than Shakespeare; it is as old as our species.
- c) much of what allows us to choose to view and enjoy dramatic carnage is what allows us to avoid clashes in reality.
- d) evolutionary success often comes from knowing which backs to scratch and which to stab.
- e) the rule book can be rewritten with surprising ease and the demons of our nature may reassert themselves.

Exercise 4. Do you support the following ideas from the text?

- a) a desire to hurt is something we all have in us.
- b) ... like most desires it may indeed be indulged by consenting adults.
- c) we can watch all manner of debauchery in films.
- d) there could come a time again when only the most savage will survive.

Exercise 5. Speak of the possible ways to clear of and protect from our society violence.

TEXT 2.**Exercise 1. Before reading the text study the following words and phrases:**

reckless candour

aberration

disguise

unceremoniously

transparency

facet

to upload

1. How would you characterize “the modern information era”?
2. What are the basic features of the technologically advanced society?

INFORMATION OVERLOAD

The young parliamentary candidate had barely met me when he started talking about his lucky pants. He explained, ‘I realised that every woman who has seen me in them has fancied me.’

This guy’s not going to go very far, I thought. Despite being something of a rising star, such reckless candour is bound to lead him straight to the front pages of the tabloids and unceremoniously out the back door of Westminster. However, whether I like it or not, it is clear that the very idea of privacy seems to be changing. The young politician represents a generation for whom nothing is truly real until it is shared online or by mobile phone: file-sharing has become life-sharing. While ID cards and CCTV cameras are hotly debated, people are voluntarily revealing more and more of themselves online, to friends and strangers alike.

‘Some years ago an MP sat me down and told me that a politician needs to develop a private identity and a public identity,’ Lucky Pants later told me in an email. ‘I thought: bollocks to that.’ With so much information now being uploaded every second, he even wondered whether it would be possible in 10 years time to have any secrets at all. Would that matter?

Privacy – a novel concept

The kind of privacy we currently take for granted could be seen as a recent aberration. For most of human history, people have lived in small communities where everyone knew everyone else’s business. The privacy many of us treasure is thus the flipside of the anonymity of modern life. Perhaps the internet is an artificial way of returning us to the natural state of transparency to others. But even if privacy is a modern invention, it may be a very good one. Not being always exposed to the gaze of others is what allows us to develop our individuality. Those small communities where everyone knew everything were often extremely conformist. Being different is very hard when the collective gaze of society is always on you.

The benefits of anonymity

Abolishing privacy might unite our public and private selves, but I’m not convinced this would be a good thing. It’s easy to think that we each have a true

self, and that our public personas are just masks. The truth is more complicated than this.

Changing how we are according to situation need not be a matter of adopting a disguise, but of showing different facets of our selves. If we always had to conform to just one version of who we are, then we may lose a lot of the richness of being complex individuals.

Without privacy, there can also be no true intimacy. There may be a choice between having strong bonds with fewer people or looser bonds with many more.

The nature of privacy is changing, that is for sure. But I suspect that it won't take long before we start to realise that without some distinction between our private and public lives, we cannot have the intimacy with others and individuality we cherish. The realm of the private may be shrinking, but we would do well not to let it vanish altogether.

<http://www.psychologies.co.uk/self/information-overload.html>

Exercise 2. Explain what is meant by:

- a) ... it is clear that the very idea of privacy seems to be changing.
- b) ... a politician needs to develop a private identity and a public identity.
- c) the privacy many of us treasure is thus the flipside of the anonymity of modern life.
- d) abolishing privacy might unite our public and private selves...
- e) if we always had to conform to just one version of who we are, then we may lose a lot of the richness of being complex individuals.
- f) without privacy, there can also be no true intimacy.

Exercise 3. What is your point of view?

1. State the difference between the notions: 'a private identity' and 'a public identity' the way you see it.
2. What is your personal understanding of 'privacy' and 'intimacy'.
3. Do you support the idea: "It's easy to think that we each have a true self, and that our public personas are just masks"?
4. According to the author: "There may be a choice between having strong bonds with fewer people or looser bonds with many more". What is your choice in this respect.
5. Dwell on the title of the text.

TEXT 3.**Exercise 1. Before reading the text study the following words and phrases:**

nutrient-dense food	to consume	obesity
excessive amounts	lean meat	to cut back on
moderate	substantial fat	intake

1. Have a look at the title of the text. What would be your answer? Explain it.
2. Why does such a question become a point of consideration so frequently nowadays?

DO WE NEED MEAT?

Have you chosen a diet for yourself? This article may help you in this.

No, say an increasingly vocal group of health and nutrition professionals.

Yes, say others in the field: Eat meat in moderation; it's a nutrient-dense food, and a little goes a long way toward supplying certain vitamins. Here, you'll find both sides of the story whether you choose to eat or pass it up for ethical or healthy reasons, here's what you need to know.

"Meat is an excellent source of good nutrition. I don't know a better source of iron or other elements – copper, zinc. With a vegetarian diet it's difficult to get the elements you need." Paul Saltman, Ph. D., University of Carolina, San Diego.

"It's wrong to put down a food simply because excessive amounts can cause health problems. Consumed in moderate amounts, meat is perfectly good for your health. The body needs certain building blocks for health – amino acids, minerals and vitamins. It so happened that meat is a very reasonable source of these requirements." M. Roy Schwarz, M. D., American Medical Association.

"The ideal diet contains zero meat and zero cholesterol. That holds for all people, including young women. While I think it is a step in the right direction for the meat industry to produce lean meats, the McDonald burger makes me worry that we may be dealing with something like a filtered cigarette. I don't think we're dealing with anything good in these products, just greater or lesser degrees of bad." Frank Sachs, M. D., Harvard Medical School.

"The current dietary guidelines give people a false sense of security. People think they're fine if they eat a diet that's 30 per cent calories from fat. I have a cholesterol about 200 mg. That's not always the case. Young adults' cholesterol should be 120 to 130 mg. Over age thirty, it should be under 150 mg. It's not all or nothing, but the closer one gets to the optimal diet, the more one sees the benefits." Dean Ornish, M. D., University of Carolina, San Francisco.

"The more frequently you eat red meat, the greater your chances of developing colon cancer is. Red meat contains substantial fat. Eating red meat puts you at risk for heart disease. There may be some benefit in eating red meat once

or twice a week, but not necessary." Walter Willet, M. D., Dr. Ph, Harvard School of Public Health.

"Vegetarian diet reduces the risk of heart cancer, helps control diabetes, treats obesity and is kind to animals. It's an easy choice to make." Neal Barnard, M. D., the Physicians Committee for Responsible Medicine.

All the experts we spoke with agree that you should cut back on meat. The question is how much. Some proponents of a vegetarian diet are not opposed to eating small amounts of meat. Others think that a meatless diet as a goal is a strict necessity.

Eating skinless chicken and fish but no red meat will reduce your intake of fat somewhat. If you omit meat but eat dairy products, you still need to watch fat. "If you cut out meat and replace it with high-fat cheese, you're right back where you started," says Johanna Dwyer.

The biggest problem for women, who give up meat entirely – or just eat it occasionally—is getting enough iron and zinc. Women need more iron than men do. Eating small amounts of animal protein with your meals increases iron absorption as well, says Victor Herbert, M. D. editor of "The Mount Sinai School of Medicine Complete Book of Nutrition". High-zinc foods include wheat germs, beans.

If you avoid all animal products, it is not only difficult to get iron and zinc but also sufficient calcium and vitamins D and B12. See a dietician who can plan a diet that may include nutrient foods.

<http://lengish.com/texts/text-61.html>

Exercise 2. Explain what is meant by:

- a) the current dietary guidelines give people a false sense of security.
- b) it's not all or nothing, but the closer one gets to the optimal diet, the more one sees the benefits.

Exercise 3. Answer the questions.

1. What popular diets do you know or have you heard of? Which of them do you consider to be beneficial and which, on the contrary, harmful?
2. Have you ever kept to a diet? Was it a rather successful experience? Was it a sort of undertaking for you or vice versa – you suffered no inconveniences?
3. What is your vision of a healthy lifestyle?
4. Make up and present your own healthy dietary guideline. Be ready to prove your ideas by means of certain facts and arguments.

TEXT 4.**Exercise 1. Get ready for the reading.**

1. According to the Institute of Stress, 'stress is not a useful term for scientists because it is such a highly subjective phenomenon that it defies definition. And if you can't define stress, how can you possibly measure it?' How would you expound your understanding of the notion 'stress'? Have you ever experienced such a state?

2. Study dictionaries, references and encyclopaedias and provide:

- a) the most comprehensive definitions of the notion 'stress';
- b) all the possible synonyms and antonyms to this word.

HOW TO LET GO OF STRESS

At home and work we have become increasingly more demanding as we have more choices to make than ever before.

Increasingly, research shows that so much choice and opportunity leaves us feeling needy and incomplete. The harder we work, the more stuff we want to accumulate, the more we consume, the hungrier we seem to get. Much of the time, we're concentrating on resolving crises instead of preventing them. Many of us are exhausted, but only realise it when an apparently small problem floors us.

It is estimated that 100,000 Britons have chronic fatigue. Many more feel wiped out or physically and mentally depleted. Dr Frank Lipman, author of *Spent? End Exhaustion & Feel Great Again*, has identified the condition in hundreds of his patients. He believes feeling spent is an understandable response to the times we live in.

Katherine, 36, a graphic designer, was 'spent' for years before she realised what was causing her constant run of infections and illnesses and her inability to concentrate at work or at home. 'I went from feeling out of sorts to being drained beyond anything I'd known,' she says. 'My exhaustion wasn't just physical – my work was sedentary, and I took moderate exercise. But I couldn't work. I couldn't concentrate. "Spent" is a good word for it. I felt as though I had nothing left to give.'

Madeleine Bunting, author of *Willing Slaves*, an analysis of our culture of overwork, puts it simply. 'We live in a world where nothing is enough,' she says. 'Debt drives us to work harder, the overwork puts strain on our relationships and without the support of those we love we become more insecure and exhausted – which makes us less efficient at our jobs, which, in turn, makes us more insecure, and so on.'

In our heads, we're always thinking about the future rather than enjoying the present. 'We are out of the now,' she says, 'which is an exhausting place to be.'

What's the solution? When Katherine's doctor couldn't find anything clinically wrong with her, he prescribed antidepressants. This, says Lipman, fails

to address the root of the problem. He prescribes remedies that don't require more time and planning:

- Turn off all technology by 10pm.
- Restorative, rather than exhausting exercise. Focus on yoga and simple programmes, such as alternating a minute's brisk walking with three minutes of relaxed walking for half an hour.
- Take 'breathing breaks' throughout the day – five minutes of eyes-closed meditation, go for a short walk or listen to some relaxing music.

Lipman also stresses the importance of friends and family to our wellbeing. But for those caring for elderly parents and children, this is part of the problem.

'People who are stress-prone always feel they ought to be doing something,' says psychotherapist Sue Cowan-Jenssen. 'They are driven by tasks: they can't let things go or relax if there's stuff to be done. You have to look at what you can realistically do. This can be very difficult: if you've got an aged parent, where do you draw the line?' Jenssen suggests we:

- Figure out what's really important.
- Remember that we are all entitled to a boundary.
- Concentrate on what you have done rather than what you haven't.

www.psychologies.co.uk

Exercise 2. Scan the text and find the reasons of stress mentioned in it. Enlarge the list of reasons with some of your own.

Exercise 3. Give your explanation.

1. The term "stress", as it is currently used was coined by Hans Selye in 1936, who defined it as "the non-specific response of the body to any demand for change". Selye's theories attracted considerable attention and stress soon became a popular buzzword that completely ignored Selye's original definition. Many scientists complained about this confusion and one physician concluded in a 1951 issue of the British Medical Journal that, "Stress in addition to being itself, was also the cause of itself, and the result of itself." Explain what 'stress' has become 'a popular buzzword' in the modern society and what is implied in the physician's words.

2. Stress was put in a negative light and its positive effects ignored. However, stress can be helpful and good when it motivates people to accomplish more. Prove and illustrate the latter statement.

3. 'While everyone can't agree on a definition of stress, all of our experimental and clinical research confirms that the sense of having little or no control is always distressful – and that's what stress is all about'. (the American Institute of Stress) Do you agree?

4. Which of the ways how to combat stress given in the text do you consider the most efficient? What are your personal means of tangling stress?

TEXT 5.**Exercise 1. Provide your personal understanding of what religion is.**

1. What religions do you know? What makes them different? Do they still have anything in common?

2. Before reading the text study the following words and phrases:

to hinder

to tailor-make

fallible

to back smth up

to convert

impasse

propensity

blinker

RELIGION AND RELATIONSHIPS

By Psychologies

Panellist Philippa Perry, Psychologies columnist and psychotherapist, answers some questions for us.

Q. Does religion help or hinder people's understanding of each other?

A. A religion is a collective belief system. So if you belong to a religion others may feel they can take for granted what your general beliefs are. Your religion may be part of your identity and others can quickly recognise that identity. These assumptions may either help or hinder people's mutual understanding of each other.

Q. How can we best accept someone who's changed their path – eg, converted from atheism to adopt a religion, or vice versa?

A. People are not a fixed entity like a block of granite. We are organic. Our physical appearance may change and so can our mental make-up. If someone feels chaotic, for example after a traumatic incident, religion can provide a structure that makes someone feel more contained and safer. Another person may feel that a religion no longer helps them and they don't want a belief system anymore that feels off-the-shelf and they want to tailor-make their own ways of seeing and responding to the world. We are made of cells that divide and multiply, that die, that alter, that connect up one way, then may connect up another.

Being flexible is part of being human, if you acknowledge this and acknowledge that you may change in different ways from each other, it is easier to accept when someone makes different decisions or comes to different conclusions that you do. I think it is a mistake to think there are rights and wrongs about such decisions. So often we can feel we are 'right' in our beliefs and they are 'wrong' in theirs, this type of thinking leads to impasse. Welcoming and respecting difference leads to a more hopeful future.

It can be upsetting when people close to you change their fundamental beliefs from being similar to ours to being radically different because we formed ourselves in relationship with them. We then face a choice of continuing along our original path on our own or with new others, or continuing to be open to their influence and find ourselves changing with them.

Q. You mentioned in the show that religion provides comforting certainties like those we experienced as children when the adults around us had all the

answers, but as we grow up, we realise those people are fallible and we are disappointed. Why do some people lose their religion as they get older and others hold on to it, or discover it later on?

A. People have a propensity to find meaning. Whether we look to science, religion or art or any other type of story or narrative, either consciously or unconsciously, meaning makes sense of life for us. Once we have a narrative that makes sense of our world, what we tend to do is cherry pick the things we notice that back it up and blinker ourselves against the stuff that doesn't back it up. If a blinker is taken away and we see more than we previously were ready to see, we may very well change our framework for living. This might mean we become religious or become atheist. We all come from different gene pools and have different life experiences and so one size will never fit each and every one of us, but sometimes we find enough similarities to find another person or another group who do share our outlook. But people change so membership is not necessarily a fixed thing.

Exercise 2. Explain what is meant by:

- a) your religion may be part of your identity and others can quickly recognise that identity.
- b) people are not a fixed entity like a block of granite.
- c) our physical appearance may change and so can our mental make-up.
- d) ... religion provides comforting certainties.
- e) ... what we tend to do is cherry pick the things we notice that back it up and blinker ourselves against the stuff that doesn't back it up.
- f) ... we may very well change our framework for living.

Exercise 3. Do you support the following ideas from the text?

- 1. Being flexible is part of being human.
- 2. Welcoming and respecting difference leads to a more hopeful future.
- 3. We all come from different gene pools and have different life experiences and so one size will never fit each and every one of us, but sometimes we find enough similarities to find another person or another group who do share our outlook.
- 4. Try to explain why the title of the text.
- 5. Speak about the possible sources of the human spiritual development that you consider the most essential. What part does religion occupy among them? Why? Are there going to be any changes under the influence of the highly developing technology?

TEXT 6.

Exercise 1. Before reading the text study the following words and phrases:

notable	consequential
to parse	reshape
longevity	cognitive impairment
correlation	glimmer
recurrence	precursor

Exercise 2. Look at the title of the text.

1. Who is this text addressed to?
2. Are you interested in reading it? Why? Prove your point of view.
3. What is it that made coffee one of the most popular beverages? Can people easily go on living without coffee?

THIS IS YOUR BRAIN ON COFFEE

By *GRETCHEN REYNOLDS*

*This column appears
in the June 9, 2013 issue of The New York Times Magazine.*

For hundreds of years, coffee has been one of the two or three most popular beverages on earth. But it's only recently that scientists are figuring out that the drink has notable health benefits. In one large-scale epidemiological study from last year, researchers primarily at the National Cancer Institute parsed health information from more than 400,000 volunteers, ages 50 to 71, who were free of major diseases at the study's start in 1995. By 2008, more than 50,000 of the participants had died. But men who reported drinking two or three cups of coffee a day were 10 percent less likely to have died than those who didn't drink coffee, while women drinking the same amount had 13 percent less risk of dying during the study. It's not clear exactly what coffee had to do with their longevity, but the correlation is striking.

Other recent studies have linked moderate coffee drinking – the equivalent of three or four 5-ounce cups of coffee a day or a single ventisize Starbucks – with more specific advantages: a reduction in the risk of developing Type 2 diabetes, basal cell carcinoma (the most common skin cancer), prostate cancer, oral cancer and breast cancer recurrence.

Perhaps most consequential animal experiments show that caffeine may reshape the biochemical environment inside our brains in ways that could stave off dementia. In a 2012 study of humans, researchers from the University of South Florida and the University of Miami tested the blood levels of caffeine in older adults with mild cognitive impairment, or the first glimmer of serious forgetfulness, a common precursor of Alzheimer's disease, and then re-evaluated them two to four years later. Participants with little or no caffeine circulating in their

bloodstreams were far more likely to have progressed to full-blown Alzheimer's than those whose blood indicated they'd had about three cups' worth of caffeine.

There's still much to be learned about the effects of coffee. "We don't know whether blocking the action of adenosine is sufficient" to prevent or lessen the effects of dementia, says Dr. Gregory G. Freund, a professor of pathology at the University of Illinois who led the 2012 study of mice. It is also unclear whether caffeine by itself provides the benefits associated with coffee drinking or if coffee contains other valuable ingredients. In a 2011 study by the same researchers at the University of South Florida, for instance, mice genetically bred to develop Alzheimer's and then given caffeine alone did not fare as well on memory tests as those provided with actual coffee. Nor is there any evidence that mixing caffeine with large amounts of sugar, as in energy drinks, is healthful. But a cup or three of coffee "has been popular for a long, long time," Dr. Freund says, "and there's probably good reasons for that."

Exercise 3. Find in the text facts and arguments that prove:

- a) the negative influence of coffee;
- b) the beneficial impact of the beverage.

Exercise 4. Express your point of view concerning the following quotes.

1. Good communication is just as stimulating as black coffee, and just as hard to sleep after. (Anne Morrow Lindbergh)
2. Science may never come up with a better office communication system than the coffee break. (Earl Wilson)
3. Our culture runs on coffee and gasoline, the first often tasting like the second. (Edward Abbey)
4. Coffee is a beverage that puts one to sleep when not drunk. (Alphonse Allais)
5. What is your own attitude to coffee? If you are a coffee-drinker, how do you estimate your daily coffee intake? Is it too much or just within the acceptable terms? If you exceed the norm are you going to tangle your habit?

TEXT 7.

Exercise 1. Before reading the text study the following words and phrases:

feeling distressed	futile	resilient
blunder	input	to be destined
to leap in	to thrive	resolve

Exercise 2. Look at the title of the text and state:

- a) who this text is addressed to;

- b) what sphere it belongs to.
 Prove your point of view.
 What is your first emotional reaction to the idea expressed in the title?

LET YOUR CHILD MAKE MISTAKES

Watching our children make mistakes is painful, and this goes for electrocution as well as broken hearts. Whether they're falling out with friends or off a climbing frame, our instinct is to protect our children. Yet they learn important lessons from making mistakes, and gain confidence when they spring back from them.

An important part of emotional intelligence is knowing what to do after you've made a mistake. 'Learning to control anger and frustration are the building blocks for coping in life,' says Dr John Buckner from Harvard Medical School.

We often stop children from making mistakes to save them feeling distressed. But young children aren't afraid of messing up. It's only as we grow older and become socially conscious that we learn to associate blunders with shame.

'Children only dread making mistakes as a result of their parents' responses,' says family psychologist Dr Randy Cale. According to Cale, many parents jump in to correct their child's mistakes, not realising that natural consequences do 90 per cent of the teaching for them. 'There's a strong tendency to feel shame present in children that you don't need to accentuate,' he says. 'If you allow a child to process the emotions, you may not need to do or say anything else.'

Leaping in to correct mistakes can also be counter-productive. Research shows that negative feedback is mostly futile for children under 12. A study of eight- and nine-year-olds by psychologist Dr Eveline Crone revealed that the area of their brain responsible for cognitive control reacted strongly to positive feedback, but hardly at all to negative feedback. However, this changes at 12 years, when children start to pay attention to negative feedback as well.

In fact, there are only two mistakes that call for your input. First, if your child's physical safety is under threat, and second, when the consequences of bad behaviour won't be apparent for some time, for example if you hear your daughter lying to another child, but the effect of the lie won't come out until next week.

How do you see the world? What's your job as a parent? If you answered 'To protect my child' then your parenting style is likely to be fear-based.

If, on the other hand, you answered 'To raise a child who'll thrive in any situation' then you believe he/she can learn from their mistakes. Children are more resilient than we think and are rarely scarred by early experiences.

Do you see your child as a miniature version of you, or as a one-of-a-kind individual? No matter how many of your qualities they've inherited, they are not destined to repeat your mistakes. One of the best gifts you can give your child is the independence to make their own decisions.

Ask, too, is it really a mistake? A child's picture of success is different from yours, so be careful not to impose your values on them.

Letting your child make mistakes doesn't just strengthen their resolve. It also builds your confidence. Through reassuring them that they can handle life, you begin to see, it's true – they can.

Exercise 3. Study the references and encyclopaedias and try to explain what is meant by the following psychological notions:

- a) emotional intelligence.
- b) socially conscious.
- c) cognitive control.

Find in the text the facts that support and prove the main idea expressed in the title. Can you provide any arguments against?

Exercise 4. Express your point of view in accordance with the following ideas.

1. Watching our children make mistakes is painful, and this goes for electrocution as well as broken hearts.
2. Children only dread making mistakes as a result of their parents' responses.
3. What are your personal answers to the following questions put by the author: 'Speak How do you see the world? What's your job as a parent?' What conclusions would you make in this respect?

TEXT 8.

Exercise 1. Before reading the text study the following words and phrases:

loner	extroversion	armor
misfit	flexibility	self-esteem
maturity	contentment	misconception

Exercise 2. Look at the title of the text:

1. Provide your answer to the question implied. Expound your view.
2. Try to guess what idea the text is going to present in this respect.
3. Explain why you think so.

ONLY CHILDREN: LONELY AND SELFISH?

By LAUREN SANDLER

This column appears

in the June 8, 2013 issue of The New York Times Magazine.

CALL me a terrible mother. I have an only child. For now at least, I'm planning to keep it that way, for my happiness and for hers. But the notion that an only child might be a happy one contradicts strong cultural beliefs. Accord-

ing to these, children like mine will end up rotten with selfishness and beset by loneliness.

And negative assumptions about parents who deprive their child of siblings strengthen the general opprobrium against only children. If a child doesn't have siblings, it's generally assumed that there's a hush-hush reason for it: we don't like being parents (because we are selfish), we care more about our status – work, money, materialism – than our child (because we are selfish), or we waited too long (because we are selfish). When have you heard someone say an only child is better off?

A general picture emerges that only children are loners, misfits and always, always selfish. I don't buy it. As an only child, with one of my own, and as someone who has just spent three years writing about the subject, I'm convinced that if, by dint of will or biology, you have an only child, you can stop worrying about it.

Consider the data: in hundreds of studies during the past decades exploring 16 character traits – including leadership, maturity, extroversion, social participation, popularity, generosity, cooperativeness, flexibility, emotional stability, contentment – only children scored just as well as children with siblings. And endless research shows that only children are, in fact, no more self-involved than anyone else. It turns out brutal sibling rivalry isn't necessary to beat the ego out of us; peers and classmates do the job.

Nor are only children lonelier. Toni Falbo at the University of Texas and her colleague Denise Polit are among the many researchers who have explored the question of whether only children are lonelier than those who have siblings. Their findings suggest that solitude is not synonymous with loneliness and often strengthens character. As one psychotherapist explained to me, only children tend to have stronger primary relationships with themselves. And nothing provides better armor against loneliness.

The differences between only children and those raised with siblings tend to be positive ones. Ms. Falbo and Ms. Polit examined hundreds of studies in the 1980s and found that only children had demonstrably higher intelligence and achievement; only children have also been found to have more self-esteem.

Given that about one in five American families now have just one child, this seems like a good time to question the misconceptions about only children and the dangers of raising a child without siblings. For one thing, one-child families make obvious sense in a time of diminishing resources.

Lauren Sandler is the author of the forthcoming book "One and Only: The Freedom of Having an Only Child and the Joy of Being One."

Exercise 3. Explain what is meant in the following statements.

- a) ... will end up rotten with selfishness and beset by loneliness.

- b) ... the general opprobrium against only children.
- c) ... a hush-hush reason for it.
- d) ... by dint of will or biology.
- e) ... emotional stability.
- f) ... only children are, in fact, no more self-involved than anyone else.

Find in the text facts and arguments for and against only children.

Exercise 4. Express your point of view concerning the following assumptions from the text.

1. But the notion that an only child might be a happy one contradicts strong cultural beliefs.
2. It turns out brutal sibling rivalry isn't necessary to beat the ego out of us; peers and classmates do the job.
3. ... only children tend to have stronger primary relationships with themselves. And nothing provides better armour against loneliness.
4. Many researchers suggest 'that solitude is not synonymous with loneliness and often strengthens character.' Do you support this idea? If yes, provide the features that distinguish 'solitude' from 'loneliness'.
5. Dwell on your personal idea of an optimal family model.

TEXT 9.

Exercise 1. Before reading the text study the following words and phrases:

empathy	miserly	to facilitate
compassion	burdensome	to schlep

1. Look at the title of the text and try to guess the possible aspects and points it is going to touch upon. Explain why you think so.
2. Do you consider the question implied in the title an acute problem of the nowadays communication era?

HOW NOT TO BE ALONE

By JONATHAN SAFRAN FOER

This column appears

in the June 9, 2013 issue of The New York Times Magazine.

Psychologists who study empathy and compassion are finding that unlike our almost instantaneous responses to physical pain, it takes time for the brain to comprehend the psychological and moral dimensions of a situation. The more distracted we become, and the more emphasis we place on speed at the expense of depth, the less likely and able we are to care.

Everyone wants his parent's, or friend's, or partner's undivided attention – even if many of us, especially children, are getting used to far less. Simo-

ne Weil wrote, “Attention is the rarest and purest form of generosity.” By this definition, our relationships to the world, and to one another, and to ourselves, are becoming increasingly miserly.

Most of our communication technologies began as diminished substitutes for an impossible activity. We couldn’t always see one another face to face, so the telephone made it possible to keep in touch at a distance. One is not always home, so the answering machine made a kind of interaction possible without the person being near his phone. Online communication originated as a substitute for telephonic communication, which was considered, for whatever reasons, too burdensome or inconvenient. And then texting, which facilitated yet faster, and more mobile, messaging. These inventions were not created to be improvements upon face-to-face communication, but a declension of acceptable, if diminished, substitutes for it.

But then a funny thing happened: we began to prefer the diminished substitutes. It’s easier to make a phone call than to schlep to see someone in person. Leaving a message on someone’s machine is easier than having a phone conversation – you can say what you need to say without a response; hard news is easier to leave; it’s easier to check in without becoming entangled. So we began calling when we knew no one would pick up.

Shooting off an e-mail is easier, still, because one can hide behind the absence of vocal inflection, and of course there’s no chance of accidentally catching someone. And texting is even easier, as the expectation for articulateness is further reduced, and another shell is offered to hide in. Each step “forward” has made it easier, just a little, to avoid the emotional work of being present, to convey information rather than humanity.

The problem with accepting – with preferring – diminished substitutes is that over time, we, too, become diminished substitutes. People who become used to saying little become used to feeling little.

We often use technology to save time, but increasingly, it either takes the saved time along with it, or makes the saved time less present, intimate and rich. I worry that the closer the world gets to our fingertips, the further it gets from our hearts. It’s not an either/or – being “anti-technology” is perhaps the only thing more foolish than being unquestioningly “pro-technology” – but a question of balance that our lives hang upon.

Jonathan Safran Foer is a novelist who delivered the 2013 commencement address at Middlebury College, from which this essay is adapted.

Exercise 2. Explain what is meant in the following statements.

- a) ... instantaneous responses.
- b) ... it takes time for the brain to comprehend the psychological and moral dimensions of a situation.

- c) ... diminished substitutes for an impossible activity.
- d) ... a declension of acceptable, if diminished, substitutes.
- e) ... without becoming entangled.
- f) ... one can hide behind the absence of vocal inflection.
- g) ... the expectation for articulateness is further reduced.

Find in the text the most popular present-day communication means. What makes them so popular? Which do you consider the most convenient?

Exercise 3. Express your point of view concerning the following assumptions from the text.

1. Simone Weil wrote, "Attention is the rarest and purest form of generosity."
2. The problem with accepting – with preferring – diminished substitutes is that over time, we, too, become diminished substitutes.
3. People who become used to saying little become used to feeling little.
4. I worry that the closer the world gets to our fingertips, the further it gets from our hearts.
5. What is your personal attitude to the 'real vs. virtual communication' correlation in the modern society? What type of communication do you prefer? Why?
6. Speak of the possible communication means that might be invented in the foreseeable and in the very distant future.

TEXT 10.

Exercise 1. Before reading the text study the following words and phrases:

outcry	to track	indispensable	to consign
to grapple	to accelerate	rigid	flux

Exercise 2. Answer the questions.

1. What do you think of grouping students by ability? Does it make sense? What reasons might underlie such a procedure?
2. What other criteria might be applied in the process of grouping students at various educational institutions?

**GROUPING STUDENTS BY ABILITY REGAINS FAVOR
IN CLASSROOM**

By VIVIAN YEE

This column appears

in the June 9, 2013 issue of The New York Times Magazine.

It was once common for elementary-school teachers to arrange their classrooms by ability, placing the highest-achieving students in one cluster, the lowest in another. But ability grouping and its close cousin, tracking, in which chil-

dren take different classes based on their proficiency levels, fell out of favor in the late 1980s and the 1990s as critics charged that they perpetuated inequality by trapping poor and minority students in low-level groups.

Now ability grouping has re-emerged in classrooms all over the country – a trend that has surprised education experts who believed the outcry had all but ended its use.

The resurgence of ability grouping comes as New York City grapples with the state of its gifted and talented programs – a form of tracking in some public schools in which certain students, selected through testing, take accelerated classes together.

Teachers and principals who use grouping say that the practice has become indispensable, helping them cope with widely varying levels of ability and achievement.

While acknowledging that wide variation in classrooms poses a challenge, critics of grouping – including education researchers and civil rights groups – argued in the 1980s and 1990s that the practice inevitably divided students according to traits corresponding with achievement, like race and class. Some states began recommending that schools end grouping in the 1990s, amid concerns that teachers' expectations for students were shaped by the initial groupings, confining students to rigid tracks and leading teachers to devote fewer resources to low-achieving students.

Though the issue is one of the most frequently studied by education scholars, there is little consensus about grouping's effects.

Some studies indicate that grouping can damage students' self-esteem by consigning them to lower-tier groups; others suggest that it produces the opposite effect by ensuring that more advanced students do not make their less advanced peers feel inadequate. Some studies conclude that grouping improves test scores in students of all levels, others that it helps high-achieving students while harming low-achieving ones, and still others say that it has little effect.

Proponents of grouping argue that without it, teachers are forced to teach to the middle, leaving out both struggling children and gifted learners. They also say there is a "peer effect," in which high-achieving children do better if paired with other high-achieving students. Done judiciously and flexibly, they say, grouping can help all students.

In interviews, several teachers said they believed modern-day grouping was not discriminatory because the groups were constantly in flux. But they acknowledged the additional challenge of tailoring instruction to different groups, as they must produce multiple lesson plans and keep closer track of students' progress.

Exercise 3. Explain what is meant in the following statements:

- a) ... they perpetuated inequality by trapping poor and minority students in low-level groups;
- b) the resurgence of ability grouping;
- c) lower-tier groups;
- d) ... teachers are forced to teach to the middle, leaving out both struggling children and gifted learners;
- e) ... they acknowledged the additional challenge of tailoring instruction to different groups.

Exercise 4. Discuss the problems with your group-mates.

1. Find in the text arguments for and against the procedure of grouping students by ability. Provide some of your own.
2. Speak on the effects of ability grouping and tracking:
in the view of teachers;
with relation to students and/or their parents.

TEXT 11.**Exercise 1. Before reading the text study the following words and phrases:**

to perpetuate	resentful
devout	devastating

1. Look at the title of the text and try to guess what secrets the author is going to discuss.
2. Do you think every member in any family has got some secrets he keeps entirely to himself and wants to share with no one?

SHOULD FAMILY SECRETS REMAIN HIDDEN?

Most of us, if we're lucky, grow up in loving families. But people are often full of contradictions and it is a rare family that doesn't hold some sort of skeleton. Some of our buried secrets lose their power over the years, but others leave a damaging legacy. In families with more shameful secrets, communication becomes difficult. Children's natural curiosity may be met with hostility, questions are discouraged and lies are perpetuated.

It isn't easy to keep secrets hidden. We communicate in so many ways. Information is revealed by what we choose to talk about or not talk about. How we react, our body language, the expression on our faces all tell a story. Secrets in families have great potency because, like buried radioactive material, they can leak and spread poison.

As a psychotherapist, I often hear secrets that have never been told before, from clients who have found the burden of silence or lies too hard to bear. Ther-

apy is a safe place where the sense of shame that is so frequently the cause of the initial secrecy can be discussed and reassessed.

Alison never told a soul that she was raped as a teenager. Her parents were devout Christians and she feared they would blame her for what happened. When her own daughter Vivien entered her teens, Alison became anxious. She was excessively intrusive and questioned Vivien's every move. Her daughter was resentful and became increasingly secretive under her mother's over-anxious gaze. She started to stay out late and avoid home. Alison wasn't fully aware that her anxiety had to do with her own experience, but in therapy she came to understand the full impact of the rape on her life. She could see that as an unsupported teenager, she had implicitly blamed herself rather than the rapist. With help from her therapist she could more honestly explain to her daughter why she had felt such fears for her safety.

Hiding the truth

Secrets can create a vicious circle of shame, hidden and unquestioned. Infidelity, abuse, mental illness, addictions and debt can all be hidden from view – they may even be buried in our subconscious. Some families do come to terms with the problems and bad behaviour of individual members, but where appearances are important, the family narrative cannot be changed, so evasion and dishonesty are used to protect the myth of the 'acceptable' family. Children raised in such families are given the message that certain difficulties are unacceptable, disgraceful and unmanageable, and they are not to be named.

Secrets get in the way because appearance is more important than reality, which means anyone in trouble is left to cope alone. This can have damaging consequences.

Family secrets can have serious long-term consequences. A study at Liverpool John Moores University suggested that one in 25 children is raised by a man who does not realise he is not the child's biological father. The consequences of this lie can be devastating. The mother often bears the secret alone, fearing the consequences of her infidelity. Very often it is not what is said that gives away the secret, but what is not said. For example, in families where there is no shadow over a child's origins there is usually a lot of conversation about how a child looks and whether it looks like its mother or father or either of their families.

zsuecowanjenssen.co.uk

Exercise 2. Explain what is meant in the following statements.

- a) ... others leave a damaging legacy.
- b) ... clients who have found the burden of silence or lies too hard to bear.
- c) She was excessively intrusive.
- d) Her daughter ... became increasingly secretive under her mother's over-anxious gaze.

- e) ... she had implicitly blamed herself.
- f) ... they may even be buried in our subconscious.
- g) ... damaging consequences / serious long-term consequences.
- h) Find in the text the arguments that affirm that some things should always be spoken out no matter how hard this may seem.

Exercise 3. Express your point of view concerning the following assumptions from the text.

1. Secrets in families have great potency because, like buried radioactive material, they can leak and spread poison.
2. Secrets can create a vicious circle of shame, hidden and unquestioned.
3. Where appearances are important, the family narrative cannot be changed, so evasion and dishonesty are used to protect the myth of the 'acceptable' family.
4. Children raised in such families are given the message that certain difficulties are unacceptable, disgraceful and unmanageable, and they are not to be named.
5. What is your personal attitude to the aspects of intimacy and privacy within the family? Expound your view.
6. Do you prefer to share secrets with other people and to keep them entirely to yourself? Why?
7. Who can people easily confide in both the most cherished and the most painful experiences?

TEXT 12.

Exercise 1. Get ready for the reading.

1. Before reading the text study the dictionary and other references and provide the definition of the notions 'workaholic' and 'workaholic'.
2. What are the characteristic features of a workaholic?

ARE WE A NATION OF WORKAHOLICS?

British workers put in the longest hours and take the least amount of holiday in the European Union, with two thirds of us working through our lunch breaks.

Stress levels in the UK are soaring, and, every year, offices lose approximately 32.9 million working days and 10 per cent of the UK's gross national product through work-related illness. One thing is sure, office life in Britain isn't working.

It has been found that, while laptop users work an average six-day week, they believe they are more productive and flexible than their colleagues. Another study suggests that three quarters of long-hour workers do so out of choice. So what is the real story?

A personal issue

Are we working hard because we want to, or have to? Some experts believe work has become such an important part of our identity that we only feel fulfilled if we push ourselves to achieve our career goals, even if this means neglecting our personal lives.

Others believe that we are slaves to an increasingly work-focused, 24-hour society. Do we still look to work to define who we are? Or does the increasing flexibility in our working lives and the rise of the portfolio career signal a shift towards finding work that fits in with our lives and values, rather than the other way around?

Perhaps workaholism is a problem we need to address as a society, by finding ways to work smarter, not longer. Or is it a personal issue?

'We're facing an overwork crisis'

We are forced into being a nation of workaholics. There is no longer a job for life, and the fear of redundancy spurs us into working longer and longer hours.

Many of us think simply being present is essential to our career progression, which is also why we increasingly don't take our holidays. The UK already has the lowest holiday entitlement in Europe: 27 days to France's 47, Italy's 44 and Germany's 41 days.

Work stress

Workplace surveys have proven that stress is a widespread problem. And that's not taking into account the work that is done outside of the workplace, particularly by women.

Modern family life means that not only are more women working than 20 years ago, but many are also juggling employment with childcare and looking after elderly parents. Add to this modern technology, which allows us to be contactable 24 hours a day and the touchpaper for an overwork crisis is well and truly lit.

<http://www.psychologies.co.uk/self/are-we-a-nation-of-workaholics.html>

Exercise 2. Explain what is meant in the following statements.

1. Some experts believe work has become such an important part of our identity.
2. ... we push ourselves to achieve our career goals.
3. we are slaves to an increasingly work-focused, 24-hour society.
4. many are also juggling employment with childcare and looking after elderly parents.
5. Add to this modern technology, which allows us to be contactable 24 hours a day and the touchpaper for an overwork crisis is well and truly lit.

Exercise 3. Express your point of view concerning the following assumptions from the text.

1. Are we working hard because we want to, or have to?
2. Perhaps workaholism is a problem we need to address as a society, by finding ways to work smarter, not longer. Or is it a personal issue?
3. On the basis of the text and the definitions of the notions 'workaholism' and 'workaholic' you've found state whether these are positive or negative phenomena. What reasons and psychological aspects underlie them?
4. What kind of people is likely to become workaholics? Why?
5. Speak of the possible ways how "to cure" workaholism.

TEXT 13.

Exercise 1. Before reading the text study the following words and phrases:

to trigger
mercenary

to overwhelm
immature

to exacerbate
expat

Exercise 2. Answer the questions.

1. Do you travel a lot? Have you ever experienced being away from your home, native city or country for a considerable period of time? If yes, what did you feel? If not, try to presuppose what you might feel in such a situation.
2. How would you define 'homesickness'? What are its typical features and signs?

THE ADULTS WHO SUFFER EXTREME HOMESICKNESS

By Tom Heyden, BBC News, 5 June 2013

Homesickness in adults is often associated with students moving out of home for the first time - research suggests that up to 70% experience it at some point - but as people increasingly migrate to bigger cities or even further afield, it's a feeling shared by many older people.

Relocating to another country can be a daunting prospect, particularly if you don't speak the language. Homesickness can have similar symptoms to depression, says psychologist Dr Caroline Schuster. In extreme cases it can develop into a panic attack, she says, while it can also result in social withdrawal, sleep disruption, nightmares, and concentration problems.

Almost anything can trigger homesickness, says Schuster – a smell, a taste, even a colour. "People can feel homesick by moving just a street away," says social psychologist Dr Gary Wood. It's all about how we cope with change, he says. Moving to new places involves having fewer "anchor points" in your life, adds Wood, and "some people tolerate this ambiguity [in their lives] better than others."

Literary references to homesickness go as far back as Homer's *Odyssey*. But the modern term was coined in the 17th Century to describe the feelings of Swiss mercenaries, who longed for their homeland while fighting elsewhere in Europe. Much in demand for their skills with the pike and near-suicidal bravery, it was said that they were banned from singing Swiss songs on the basis that nostalgia would overwhelm them, leaving them useless. In the 17th Century it used to be seen as a dangerous disease that people could die from, says Dr Susan Matt, author of *Homesickness: An American History*. Gradually it came to be considered childish and immature, she says, ill-fitting to a culture of capitalism and imperialism.

But Schuster thinks there's been a counter-trend in recent years, which has made people less afraid of talking about it.

Modern technology can limit this isolation, allowing almost constant contact with loved ones wherever they may be.

"Skype is a lifeline," says Wood. It can allow grandparents a world away to still watch their grandchildren grow up, he says.

But it can also exacerbate homesickness.

"Skype and Facebook are great tools to keep in touch with everyone you miss from home," says Watson. "But at the same time actually seeing the people you love, the comfort of the homes you miss, photos of happy times all together over there... it kind of rubs it in [and] can actually make you feel worse off."

Some might wonder why people suffering from homesickness don't just return home.

But it's not always that easy. Mixed-nationality marriages are ever more common, meaning that at least one partner faces the prospect of living away from their hometown forever.

People need to build "support networks", says Schuster. In more extreme cases people undergo cognitive behavioural therapy.

Wood advises people suffering from homesickness to write down three new things that you've been grateful for every night, as well as three things you're looking forward to every morning.

With the growth of expat communities and internet shopping, materialistic home comforts can be easier to come by.

Homesickness can also bring your family together, Watson says. "You learn to prioritise and fill your suitcases [on trips back to Europe] with what means the most to you when you are away from home – you cannot take family and friends, so you take food."

Exercise 3. Explain what is meant by:

1. Relocating to another country can be a daunting prospect.
2. ... it can also result in social withdrawal.

3. Moving to new places involves having fewer "anchor points" in your life.
4. ... some people tolerate this ambiguity [in their lives] better than others.
5. Much in demand for their skills with the pike and near-suicidal bravery.
6. ... it came to be considered childish and immature, ill-fitting to a culture of capitalism and imperialism.
7. ... there's been a counter-trend in recent years.
8. Skype is a lifeline.

Exercise 4. Dwell on the following ideas from the text.

1. Homesickness can have similar symptoms to depression.
2. People need to build "support networks".
3. Homesickness can also bring your family together.
4. Why do older people seem to suffer extreme homesickness?
5. Work out some tips that might help those suffering severe homesickness.

TEXT 14.

Exercise 1. Before reading the text study the following words and phrases:

poignant	consoling	dazzling	to dawn
apprehensive	malice	eclipse	to embrace

Look at the title of the text and state what emotions and associations come to your mind in connection with it. Why?

SWEET SORROW

By Sally Brampton

This time of year is made more poignant by the place I find myself, stuck betwixt and between the past and the future. We are moving my parents into a care home. We are fortunate that my brother works in one, so he has the wisdom to know where they will be most comfortable.

Even so; it will be the saddest day. My dad is apprehensive but, we hope, will come to enjoy the life going on around him, having been isolated for far too long in the prison their house has become. We want him to be happy, or as happy as he can be in a world that is not of his choosing. One of his children, at least, will be close by and my sister-in-law is an angel, of the practical sort.

None of this is consoling to my mother who says she would rather be dead. She has wanted to die for years, and tells us so every day, embittered by the boredom and indignities of old age. Now, her memory floats though the mists of time, punctuated by moments of sharp lucidity when she berates the heavens for keeping her alive. "I know," I say, holding her hand. "I know." I want her to die, not because I wish her dead, but because I know it is what she truly wants.

It is my parents' suffering that matters, not my own, but the complexity of my grief has taken me by surprise, made more complicated by the fact that my relationship with my mother has always been difficult; in fact, has been difficult with all her children.

Over the years, I have moved from anger to a place of compassion. I have never been unkind; she has all the self-absorption of a child who knows not what she does, an absorption that stems from unhappiness, not malice, so sharp words simply hurt.

Instead, it has been my own interior struggle and, happily, I have finally found a place of peace, which grows ever more important as we approach the end. It is echoed in one of my favourite poems by Rumi, the 13th century poet and Sufi mystic. "Out beyond ideas of right doing and wrong doing, there is a field. I will meet you there."

Even so, for my mother, words are no consolation against the passage of time, so my inarticulate attempt at comfort is to buy her a cashmere shawl; a virtual hug in her new home. I have also been searching out old family photographs of past happiness. I was about to write "lost" happiness, but I hope that happiness can never be lost; that it remains embedded in our hearts and memories. There is a photograph of my mother, young and extraordinarily beautiful, her smile dazzling and optimistic. I have framed that image of past joy in silver, to eclipse the sadness of the present.

As a new era dawns, I want to embrace change. Wishes do not always come packaged in silken ribbons. Some come on a whisper and a prayer, so mine is to put behind me any regret about my relationship with my mother. Of all the emotions, regret is an extravagant waste, so my wish is to help her find a gentle and peaceful journey into sleep, with some sweet comfort along the way.

Exercise 2. Explain what is meant by:

1. I find myself, stuck betwixt and between the past and the future.
2. ... my sister-in-law is an angel, of the practical sort.
3. ... embittered by the boredom and indignities of old age.
4. Now, her memory floats though the mists of time, punctuated by moments of sharp lucidity when she berates the heavens for keeping her alive.
5. ... the complexity of my grief has taken me by surprise.
6. I have moved from anger to a place of compassion.
7. ... she has all the self-absorption of a child who knows not what she does, an absorption that stems from unhappiness, not malice, so sharp words simply hurt.
8. ... it has been my own interior struggle.
9. ... words are no consolation against the passage of time.
- 10.... my inarticulate attempt at comfort.
- 11.... a virtual hug in her new home.

12. I have framed that image of past joy in silver, to eclipse the sadness of the present.

13. Wishes do not always come packaged in silken ribbons.

14. Find in the text the sentences that reveal the author's inner emotional state. How would you characterize it?

Exercise 3. Share your point of view in accordance with the following statements from the text.

1. Out beyond ideas of right doing and wrong doing, there is a field.
2. I was about to write "lost" happiness, but I hope that happiness can never be lost; that it remains embedded in our hearts and memories.
3. As a new era dawns, I want to embrace change.
4. Of all the emotions, regret is an extravagant waste, so my wish is to help her find a gentle and peaceful journey into sleep, with some sweet comfort along the way.
5. Speak of your personal attitude towards taking elderly parents to the care homes:
 - a) with relation to the "grown up children";
 - b) from the point of view of the elderly parents.
6. Dwell on the title of the text.

TEXT 15.

Exercise 1. Before reading the text study the following words and phrases:

vigorous	to imperil	immersive	to liken
emeritus	to appreciate	to propel	ardent

Look at the title of the text and state whether you support the idea asserted in it. Is reading still a popular activity in the modern-day society? Expound your view.

READING LITERATURE MAKES US SMARTER AND NICER

"Deep reading" is vigorous exercise for the brain and increases our real-life capacity for empathy.

*By Annie Murphy Paul,
Time Magazine, June 03, 2013*

Gregory Currie, a professor of philosophy at the University of Nottingham, recently argued in the *New York Times* that we ought not to claim that literature improves us as people, because there is no "compelling evidence that suggests that people are morally or socially better for reading Tolstoy" or other great books.

Actually, there is such evidence. Raymond Mar, a psychologist at York University in Canada, and Keith Oatley, a professor emeritus of cognitive psychology at the University of Toronto, reported in studies published in 2006 and 2009 that individuals who often read fiction appear to be better able to understand other people, empathize with them and view the world from their perspective.

“Deep reading” – as opposed to the often superficial reading we do on the Web – is an endangered practice, one we ought to take steps to preserve as we would a historic building or a significant work of art. Its disappearance would imperil the intellectual and emotional development of generations growing up online, as well as the perpetuation of a critical part of our culture: the novels, poems and other kinds of literature that can be appreciated only by readers whose brains, quite literally, have been trained to apprehend them.

Recent research in cognitive science, psychology and neuroscience has demonstrated that deep reading – slow, immersive, rich in sensory detail and emotional and moral complexity – is a distinctive experience, different in kind from the mere decoding of words.

That immersion is supported by the way the brain handles language rich in detail, allusion and metaphor: by creating a mental representation that draws on the same brain regions that would be active if the scene were unfolding in real life. The emotional situations and moral dilemmas that are the stuff of literature are also vigorous exercise for the brain, propelling us inside the heads of fictional characters and even, studies suggest, increasing our real-life capacity for empathy.

The deep reader, protected from distractions and attuned to the nuances of language, enters a state that psychologist Victor Nell, in a study of the psychology of pleasure reading, likens to a hypnotic trance. Nell found that when readers are enjoying the experience the most, the pace of their reading actually slows. The combination of fast, fluent decoding of words and slow, unhurried progress on the page gives deep readers time to enrich their reading with reflection, analysis, and their own memories and opinions. It gives them time to establish an intimate relationship with the author, the two of them engaged in an extended and ardent conversation like people falling in love.

Exercise 2. Explain what is meant by:

- a) ... deep reading.
- b) ... real-life capacity for empathy.
- c) “Deep reading” – as opposed to the often superficial reading we do on the Web – is an endangered practice.
- d) Its disappearance would imperil the intellectual and emotional development of generations growing up online, as well as the perpetuation of a critical part of our culture.

- e) ... by readers whose brains, quite literally, have been trained to apprehend them.
- f) ... rich in sensory detail and emotional and moral complexity.
- g) The emotional situations and moral dilemmas.
- h) Find in the text statements that:
- i) reveal the benefits of deep reading;
- j) distinguish 'deep' and 'superficial' reading.

Exercise 3. Do you support the following ideas from the text?

1. We ought not to claim that literature improves us as people, because there is no "compelling evidence that suggests that people are morally or socially better for reading Tolstoy" or other great books.
2. Individuals who often read fiction appear to be better able to understand other people, empathize with them and view the world from their perspective.
3. The deep reader, protected from distractions and attuned to the nuances of language, enters a state that psychologist Victor Nell, in a study of the psychology of pleasure reading, likens to a hypnotic trance.
4. Express your own attitude to "deep reading". Is it necessary to train young generations to apprehend 'deep reading – slow, immersive, rich in sensory detail and emotional and moral complexity?' How could it be done?

ЛИНГВОКУЛЬТУРОЛОГИЧЕСКИЕ ТЕКСТЫ

ТЕХТ 1

Exercise 1. Before reading the text study the following words and phrases.

hieroglyph ['haɪərəʊglɪf] – иероглиф

syllable – слог

Sumerian [su:'miəriən] – шумер (представитель древнего народа, населявшего Южное Двуречье (территория современного Ирака))

Mesopotamia ['mesəpə'teɪmiə] – Месопотамия (историческая область на территории Западной Азии)

Hawaiian [hə'waɪən] – гавайский язык

Phoenician [fɪ'niʃ(ə)n] – финикиец

pictographic language – пиктографический язык

Lebanon – Ливан

character – буква, иероглиф, символ

Sinhalese ['sɪŋ(h)ə'li:z] – сингалыцы (народ, живущий в Шри-Ланке)

Exercise 2. Read the text and try to understand it in detail.

WRITING

Where would we be without writing? There'd be no books, magazines, or newspapers. There'd be no instructions for putting together a bike or a VCR. There'd be no birthday or anniversary cards. There'd be no signs on the road to tell us where to go.

Writing is a method of communication. It uses marks that we see and understand. The marks we use to write English are the letters of the alphabet. They stand for sounds.

At a very young age, we memorize the letters of our alphabet and their sounds. Once we have done that, we can combine the marks into words and sentences. Other people can understand them. We can understand what other people have written. We also can write down our thoughts just for ourselves.

People probably began with picture writing. They didn't always have an alphabet. In picture writing, a sign stands for an object. For example, a circle might stand for the Sun.

But a picture-writing system is difficult. There are just too many things to represent with pictures. Picture writing requires thousands of signs. In addition, pictures can't be strung together to sound the way people speak. It's also hard to express things like opinions and ideas with pictures.

Over time, picture writing developed into a different system. The circle that stood for *Sun* began to stand for the sound or syllable *sun* or even *son*. It could be used to make other words, like *sunshine*.

This was a good system. There are a lot fewer sounds in a language than there are objects to be represented.

Egyptian hieroglyphs are a kind of picture writing. In time, the pictures came to stand for sounds. This also happened to Chinese and many other languages. Chinese characters started out as pictures and now stand for sounds. Egyptian hieroglyphs are among the oldest forms of writing. The earliest Egyptian writing we know of dates from about 3200 BC. The Sumerians of Mesopotamia also were writing before 3000 BC.

After signs got linked to sounds, the next big step in writing was the development of an alphabet. With an alphabet, people no longer had to guess what a picture meant. Without an alphabet, how could they tell if a picture of a bee, for example, meant the insect *bee*, the verb *to be*, or the first syllable in another word like *believe*?

The alphabet developed in the Middle East. The first alphabet we know about was developed by the Phoenicians who lived in what is now Lebanon. Their alphabet had 22 letters.

The Phoenician alphabet did not have letters for vowels (*a, e, i, o, u*). The Greeks added those letters. Our word *alphabet* comes from the first two letters of the Greek alphabet, *alpha* and *beta*.

An alphabet is a clever set of letters or other symbols. Each letter represents a different sound of a language. These letters can be combined to write all the words of a language.

There are about 50 different alphabets used in the world today. They are different in the way they look and in the sounds their letters stand for. Most alphabets have between 20 and 30 letters. The English language uses the Roman alphabet. It has 26 letters.

Languages with fewer sounds require fewer letters. The sounds of the Hawaiian language, for example, are written using only 12 letters of the Roman alphabet. This alphabet has the fewest letters of any language. Other alphabets, such as Sinhalese, the alphabet of Sri Lanka, have 50 letters or more.

Only a few languages, such as Chinese and Japanese, do not use an alphabet. Like other ancient languages, Chinese began as a pictographic language. Today's written Chinese still uses thousands of symbols, or characters. To read a newspaper in Chinese, you would need to know from 3,000 to 4,000 characters!

Reading Comprehension

Exercise 3. Finish the sentences.

1. If there was no writing there wouldn't be ...
2. Writing is a method of ...
3. In picture writing a sign stands for ...
4. Over time picture writing developed into ...

5. The earliest Egyptian writing we know of dates ...
6. The next big step in writing was ...
7. The alphabet developed in ...
8. An alphabet is ...
9. Languages with fewer sounds require ...
10. Only a few languages do not ...

Exercise 4. Answer the following questions:

1. What role does writing play in modern world?
2. How did writing originate?
3. What's peculiar about pictorial writing? Why wasn't it convenient?
4. When was alphabet developed?
5. Where does the word *alphabet* come from?
6. How many alphabets are there in the world?
7. Do all modern languages use alphabets?
8. How is the number of sounds correlated with the number of letters?
9. How many letters are there in the English language?
10. How many characters would one need to know to read a newspaper in Chinese?

Discussion

Exercise 5. Express your opinion and explain your point of view.

1. What life would be like without writing?
2. When, where and for what is writing used?
3. How would you explain to aliens who don't use writing system what writing is?
4. How many letters are there in the Belorussian language?
5. Would you like to use pictographic system of writing? Why?
6. Which system of writing seems easier to you: that of English or that of your native language? Why?

TEXT 2

Exercise 1. Before reading the text study the following words. All of them were borrowed by English from other languages. Guess the meaning of the words.

bandanna, boomerang, barbecue, curry, cameo, canyon, cannibal, chimpanzee, llama, kangaroo, quinine, raccoon, sombrero, stanza, punch, wigwam, zebra

Exercise 2. Compare the pronunciation of «ough» in the following words:
bough, cough, thorough, thought, through, rough.

Exercise 3. Compare the spelling of the [sh] sound in the following words:
anxious, fission, fuchsia, ocean

Exercise 4. Read the text and try to understand it in detail.

ENGLISH

If you speak English, you have plenty of people to talk to. People use the English language to communicate in the United States, Canada, the United Kingdom, Australia, New Zealand, South Africa, and other countries. It is spoken in more parts of the world than any other language.

Sometimes they say that English is not really English. Do you know why? The explanation is really simple. English is one of the great thieves. It is constantly borrowing words from other languages.

It started out taking words from Latin, Greek, French, and German. Then English went on to borrow words from more than 50 different languages. From Italian, it took *cameo*, *stanza*, and *violin*, for example. From Spanish and Portuguese, it borrowed the words *alligator*, *canyon*, and *sombrero*. From Native Americans, it got *raccoon* and *wigwam*. Peru contributed *llama* and *quinine*. The Caribbean islands gave English *barbecue* and *cannibal*. From Africa came *chimpanzee* and *zebra*, from India came *bandanna*, *curry*, and *punch*, and from Australia came *kangaroo* and *boomerang*.

Science caused an explosion in words. Some words in science combine parts of Greek and Latin words. They include *penicillin*, *stethoscope*, and *supersonic*. Others were borrowed from languages spoken today. *Robot* comes from a Czech word.

The English language has been stealing words for more than 1,500 years. The most complete dictionary of the English language contains a whopping 600,000 words.

Let's see how English expands.

Onomatopoeia is the creation of words that imitate natural sounds, words such as *burp* and *clink*. Another way to get new words is adding prefixes and suffixes. Prefixes, such as *mis-* or *ex-*, go onto the front of words and create *misread*, *ex-boyfriend*, and other words. Suffixes, such as *-ness* or *-ist*, attach to the end of words.

Separate words can form compound words, such as *bonehead* and *downpour*. Words can collapse into each other, such as *brunch*, from *breakfast* and *lunch*.

It's common for new words to grow from previously existing words – for example, *to burgle*, formed from *burglar*. The use of words can change. *Shower* started out meaning “light rain.” It later referred to a bathroom shower, and then became used as a verb, *to shower*.

Have you ever thought of why English spelling is so tuff? English is really said to have one of the most difficult spelling systems in the world. Take a look at these four words: *anxious*, *fission*, *fuchsia*, and *ocean*. They all spell the *sh* sound differently. English has 14 different spellings for the *sh* sound.

Throughout history, the spelling of English words hasn't changed as much as their sounds have. For example, people once pronounced the *k* in *knife* and the *gh* in *right*. We no longer say those letters, but we've kept the old spelling. English also tends to hold on to the spelling of words it borrows from other languages.

The weirdest examples of differences between spelling and pronunciation in English are the six different pronunciations of *ough*. Say these words aloud: *bough*, *cough*, *thorough*, *thought*, *through*, and *rough*. Some spellings have lasted from a time when the *gh* was pronounced in English.

The English language is unusual in the way it borrows and grows. New words are constantly being introduced. The verb *to google* is a new word that means "to do a fast Internet search." It comes from the widely used Internet search engine, Google.

Reading Comprehension

Exercise 5. Agree or disagree with the statements.

1. English is spoken only in some countries in Europe.
2. English borrowed many words from other languages, such words as *stanza*, *quinine*, *curry* and others.
3. Science has nothing to do with an explosion of new words.
4. English has a very small vocabulary.
5. Onomatopoeia is a creation of words that imitate *only* birds' sounds.
6. Separate words can form compound words, such as *bonehead* and *downpour*.
7. Some words grow from previously existing words – for example, *brunch*.
8. English spelling is really tough. There are 14 different spellings for the *sh* sound.
9. People once pronounced the *k* in *knife* and the *gh* in *right*.
10. English never holds on to the spelling of words it borrows from other languages.

Exercise 6. Answer the following questions:

1. Why can one call English "a great borrower"? From what language did English borrow words?
2. How is science connected with the coining of new words?
3. How many words are there in the most complete English dictionary?
4. What is onomatopoeia? Give examples.
5. How are compound words formed?

6. How can new words grow from previously existing words?
7. What sounds used to be pronounced but are no longer pronounced now?
8. Does English usually change the spelling of borrowed words?
9. What is considered to be the weirdest example of differences between spelling and pronunciation in English?
10. Where does the verb *to google* come from?

Discussion

Exercise 7. Express your opinion and explain your point of view.

1. Do you find it easy to learn English? Why? What problems do learners of English face?
2. What would be different in the world if all people spoke one and the same language?
3. What do you know of the origin of the Belorussian language?
4. How many words are there in Belorussian?
5. What words were borrowed by Belorussian from other languages?
6. Give examples of onomatopoeia in Belorussian.
7. Which spelling seems easier to you: that of English or that of your native language? Why?
8. What language deserves the status of the world language to your mind?
9. Is it useful to have a good command of English nowadays? Why?

TEXT 3

Exercise 1. Before reading the text study the following words and phrases.

Bengali [beŋ'gɔ:lɪ] – бенгалец (представитель народа, живущего в Бангладеш и Индии); бенгальский язык

Portuguese ['pɔ:tʃə'gi:z] – португалец; португальский язык

Hindi ['hɪndi:] – (язык) хинди (официальный и один из основных литературных языков Индии)

deaf community – глухие люди

language – язык, речь

tongue – язык (орган)

sentence – предложение, фраза

skill – умение, мастерство

Exercise 2. Read the text and try to understand it in detail.

LANGUAGE

Language is how people communicate with one another. It's a terrific tool. Language is spoken. It is also written down. Sign language – used by many

people who are deaf – is communication with gestures. We do most of our communicating by speaking.

It is the world's most widely spoken language. More than 1.2 billion people speak Chinese. Arabic is second and then Hindi, with English in fourth place. Other languages in the top ten are Spanish, Bengali, Portuguese, Russian, Japanese, and German.

Spoken language is made of sounds. Letters in the alphabet represent these sounds. The sounds usually don't have meaning by themselves. But they can be combined with other sounds to create words that do have meaning. The letters *p*, *e*, and *n* do not in themselves mean much, but their combination as *pen* means something you write with.

Words get combined into more complicated constructions, called phrases. Then phrases get combined to make sentences. The proper ordering of words in sentences is called syntax.

All human languages have a structure. We call this structure grammar. "I went shopping today and bought a new coat" is a clear sentence. Its grammar is correct. But "I shopping today go coat new have bought" sounds wrong and is hard to understand. That's because the grammar is incorrect.

Talking is more complicated than you might think. Try making the sounds *l*, *p*, *m*, *t*, *s*, *th*, *f*, and *v*. Air comes out of your lungs and moves through your mouth. Notice how your tongue and lips move.

You use your teeth to make the sound *th*, as in "this." Some sounds, like *f*, come from the front of your mouth. The sound *v* comes from way back in your throat. Imagine how many different movements you make with your mouth every time you say just one sentence!

The first language you learn to speak is called your native language. As a baby, you listened to your parents or other people speaking and then imitated the sounds you heard. Babies seem to be born with an ability to learn the language they hear.

Native speakers learn as children to use the right words and arrange them in the right order without even thinking about it. If English is your native language, you know automatically that "I going bed" is wrong, but "I am going to bed" is right.

If you learn a second language, you have to memorize its words and learn its rules. That's why learning a second language can be difficult.

Young children can learn a new language very easily. If they are surrounded by people speaking a different language, they soon learn to speak it as well as their native language.

But as people grow older, it becomes more difficult to learn new languages. People gradually lose the ability to learn the grammar and pronounce

the sounds of another language. People who learn a new language as adults usually have a “foreign accent” when they speak it.

Sign languages are used for communication by members of deaf communities. Speakers make signs by gesturing with their fingers, hands, and arms. Some signs represent individual letters. Others stand for entire words or ideas. People using sign languages can discuss the same wide range of topics as people using spoken languages.

Have you ever watched honey bees dance? They are “speaking” bee. But bees can only communicate about where their food is. They don’t really have a language.

Chimpanzees communicate with each other using a wide variety of sounds. Scientists have even taught chimpanzees to use hand signals and to communicate with humans using a computer. Other animals also have forms of language. But they do not have the ability to put together sentences or to say something that has never been said before. Experts believe that language is a skill unique to human beings.

Reading Comprehension

Exercise 3. Complete the sentences.

1. ... language – used by many people who are ... – is ... with gestures.
2. More than 1.2 ... people speak ...
3. The sounds ... don’t have ... by themselves.
4. Sounds they can be ... with other ... to create words that do have ...
5. Words get ... into more ... constructions, called ...
6. You use your ... to make the ... *th*, as in “this.”
7. The first ... you learn to ... is called your ... language.
8. Native ... learn as ... to ... the right words and ... them in the right ... without even ... about it.
9. People using sign languages can ... the same wide ... of topics as people ... spoken ...
10. ... believe that language is a ... unique to human ...

Exercise 4. Answer the following questions:

1. How do we do most of our communicating?
2. What are the most widely spoken languages in the world?
3. What represents sounds in written language?
4. Do sounds have meaning? Do words always have meaning?
5. Into what more complicated constructions are words combined?
6. What is syntax? What is grammar?
7. Why is it easy to learn your native language?
8. Why do people often speak with an accent speaking a foreign language?

9. How do deaf people communicate?
10. Can animals put sentences together?

Discussion

Exercise 5. Express your opinion and explain your point of view.

1. What do people use language for? What would life be like if people didn't speak?
2. Have you ever tried to communicate with gestures? Is it enough for comprehensive communication?
3. What's the most difficult English sound to your mind?
4. Do you believe that animals have language? How do they communicate?
5. Prove that language is really a terrific tool.
6. What world languages would you like to learn?
7. Could Belorussian become a world language one day?
8. Do you believe it's possible to get rid of an accent speaking a foreign language? Why?
9. Do you believe that communication using gestures is as comprehensive as communication using speaking languages?
10. Prove that the "language" used by animals is different from that of human beings.

TEXT 4

Exercise 1. Before reading the text study the following words and phrases.

camel – верблюд

roaring – рычание; рёв

buffalo – буйвол

bison – бизон

verse – строфа

narrative – рассказ

odd-numbered – нечётный

syllable – слог

fanciful – причудливый

imagery – совокупность художественных приёмов (в речи, в литературном произведении)

jabberwocky ['dʒæbəwɒki] – тарабарщина

Exercise 2. Arrange the lines in the poem "The Raven" by American writer Edgar Allan Poe in the right order.

1. As of someone gently rapping, rapping at my chamber door.
2. Over many a quaint and curious volume of forgotten lore –

3. Once upon a midnight dreary, while I pondered, weak and weary,
4. While I nodded, nearly napping, suddenly there came a tapping,

Exercise 3. Read the nonsense poem “Jabberwocky” by Lewis Carol and its translation by Dina Orlovskaya.

‘Twas brillig, and the slithy toves
Did gyre and gimbel in the wabe:
All mimsy were the borogroves,
And the mome raths outgrabe.

Варкалось.
Хливкие шорьки пырялись по наве,
И хрюкотали зелюки,
Как мюмзики в мове.

Exercise 4. Read the text and try to understand it in detail.

POETRY

There are lions and roaring tigers,
And enormous camels and things,
Ehere are biffalo-buffalo-bisons,
And a great big bear with wings.
There’s a sort of a tiny potamus,
And a tiny nosserus too –
But I gave buns to the elephant
When I went down to the Zoo!

These lines are the first verse of “At the Zoo,” a poem by A. A. Milne. Milne also wrote the Winnie-the-Pooh stories. What makes this poetry?

Let’s see what makes a poem? Any imaginative writing arranged in a pattern of lines may be a poem. The lines often rhyme, but not always. Most poems also have rhythm. And they use words in ways that get you to notice and feel things in a special way.

We usually divide poetry into two main types: narrative poems and lyric poems. Narrative poems tell a story. One of the oldest kinds of narrative poem is the epic. An epic is a long verse tale that usually tells about a hero and the adventures of the hero.

Lyric poems suggest an emotion or feeling. They are usually shorter than narrative poems. The Japanese haiku is a kind of lyric poem. It is only 17 syllables long. It’s written in three unrhymed lines of five, seven, and five syllables, often describing nature or a season.

Poetry has features of its own. These features make lines poetry.

Let’s look at “At the Zoo.” What features of poetry does it have?

“At the Zoo” has rhyme. Rhyme is the repeating of sounds at the end of words. You’ll notice that the words at the end of lines two and four – *things* and *wings* – rhyme. Lines six and eight, ending in *too* and *zoo*, also rhyme. The odd-numbered lines in the poem do not rhyme. This is one of many patterns of rhyme that poets may use.

Perhaps you have noticed the rhythm of the lines. They have a beat, almost like music. The rhythm, or beat, of the lines in this poem is one-two-*three* (“There are *li-*), one-two-*three* (-ons and *roar-*). Do you notice that you put an emphasis on every third syllable?

Some words in a line begin with the same sound: “biffalo-buffalo-bisons.” This kind of repetition of sound adds to the music of a poem. So do words that sound like what they mean, such as *roaring*.

Apart from these details, “At the Zoo” creates a feeling. It suggests a happy young child. There are mispronounced words like “potamus” and “nosserus.” There are fanciful images like a “bear with wings.” These features create the mood of the poem.

Mood and imagery

Here is part of a poem with a different mood. It’s the beginning of “The Raven” by American writer Edgar Allan Poe.

Once upon a midnight dreary, while I pondered, weak and weary,
Over many a quaint and curious volume of forgotten lore –
While I nodded, nearly napping, suddenly there came a tapping,
As of someone gently rapping, rapping at my chamber door.

What kind of mood does Poe create with images like “midnight dreary” and “forgotten lore”? Isn’t it mysterious and lonely? Can you find some repeated sounds?

We don’t even need to understand the words of a poem to enjoy it. Lewis Carroll, the author of *Alice in Wonderland*, sometimes wrote nonsense verse, like “Jabberwocky.” Here’s how “Jabberwocky” begins:

‘Twas brillig, and the slithy toves
Did gyre and gimbel in the wabe:
All mimsy were the borogroves,
And the mome raths outgrabe.

It has rhyme and rhythm. And like all good poetry, it asks our imaginations to do some work. Carroll made up the words in this poem, but they sound almost like real words. What do you think a “brillig” day is like? Can you imagine a “slithy tove”? Can you picture the tove as it gyres and gimbels?

Reading Comprehension

Exercise 5. Finish the sentences.

1. Any imaginative writing arranged in a pattern of lines ...
2. Poems use words in ways that ...
3. One of the oldest kinds of narrative poem is ...
4. Lyric poems suggest ...
5. The Japanese haiku is a ...
6. Rhyme is the repeating of ...

7. The odd-numbered lines in the poem ...
8. In the poem "At the Zoo" you put an emphasis on ...
9. We don't even need to understand the words of a poem ...
10. Carroll made up the words in this poem, but they sound ...

Exercise 6. Answer the following questions:

1. Do the lines in a poem always rhyme?
2. What two main types is poetry usually divided into?
3. What's an epic?
4. What's the difference between narrative poems and lyric poems?
5. How many lines and syllable are there in the Japanese *haiku*?
6. What is usually described in *haiku*?
7. What features of poetry does "At the Zoo" have?
8. What pattern do most rhymes use?
9. What effect do mispronounced words and the repetition of the same sounds in "At the Zoo" create?
10. What kind of mood does Poe create with images like "midnight dreary" and "forgotten lore"?

Discussion

Exercise 7. Express your opinion and explain your point of view.

1. Which do you prefer reading – poetry or prose?
2. Have you ever tried to write poetry or prose? Did you find it difficult?
3. What's your favorite poet or poem?
4. Is it possible to teach a person to write poetry or is inborn talent of number one priority?

TEXT 5

Exercise 1. Before reading the text study the following words and phrases.

otherwise – иначе

plot – сюжет

twists and turns – тонкости, детали, подробности

fiction – художественная литература

substitute – заменять

scary, spooky – жуткий, страшный

science-fiction – научная фантастика

spy – шпион

fantasy – фэнтези (литературный стиль)

witty – остроумный

ridiculous – нелепый, смешной

trait – черта
fable – басня

Exercise 2. Read the text and try to understand it in detail.

LITERATURE

Novels, poems, plays, folktales, and myths – all these are literature. Literature exists in all cultures. By writing literature, people communicate ideas and feelings. By reading literature, we share these ideas and feelings. Literature lets us visit places and people we might otherwise never know. And we don't even have to leave our chairs. Let's take a look at different kinds of literature.

Many people like to read fiction – stories that writers make up in their imagination. Novels and short stories are fiction. Even though the characters and events in fiction are imaginary, a good writer can make us believe they are real. A novel is usually a long book. Its plot (main story) is packed with twists and turns, and it may have several subplots (smaller stories within the main story). A short story tells only one story and is shorter than a novel.

Fiction doesn't have to describe the world we know. Many people read fiction to escape everyday life. Fiction can offer a substitute life, perhaps an adventure or a romance. Reading about other people's struggles, hopes, and decisions can sometimes give us a better understanding of our own life.

Some people like scary or spooky tales. Others like to read science-fiction stories that imagine life on other planets or life in the future. Readers also enjoy unraveling the puzzles of mystery and spy fiction. Fantasy fiction describes magical or supernatural events. Historical fiction takes us back to the past. Fiction has something for everyone.

Drama is literature meant to be acted out. Drama tells a story through its characters. The characters, played by actors, speak words called the dialogue. The plot, or story, is told through the dialogue.

Since ancient times, the two main kinds of drama have been tragedy and comedy. Tragedy deals with serious issues. The main character usually goes through some kind of struggle, perhaps in trying to decide the right way to behave in a difficult situation. A tragedy generally ends unhappily, sometimes with a disaster or the death of an important character.

Comedy deals with the lighter side of life. It pokes fun at people and usually ends happily. Comedy can be witty and wise, or silly and full of ridiculous situations.

Folktales include fairy tales, animal tales, and tall tales. Folktales that involve unlikely events, magic, and supernatural beings are called fairy tales. Animal tales are stories about animals that usually have been given human speech and human traits. When animal tales include a moral or lesson about behavior, they are known as fables.

Myths are generally stories about gods and goddesses. They try to explain how the world and all the things in it were created.

Have you ever been asked to write a report on spiders, Thanksgiving, or pioneer life in the West? That is nonfiction writing. Nonfiction is based on information that is real and not made up in the imagination of the author. Nonfiction includes biographies, history, and science writing. It includes books on how to do something and how to improve our lives.

Writing changes over time to reflect the needs of each generation. But literature also explores basic human feelings, such as greed, love, and ambition. These feelings have changed very little over time. They have always inspired good stories told well. For this reason, we can still enjoy great literature of any age for its story and expressive language.

Reading Comprehension

Exercise 3. Complete the sentences.

1. By writing ..., people ... ideas and ... By ... literature, we ... these ideas and feelings.
2. Even though the ... and events in fiction are ..., a good writer can ... us believe they are ...
3. Its ... (main ... is ... with twists and turns, and it may have several ... (smaller ... within the main story).
4. Many people read ... to ... everyday life.
5. Drama is ... meant to be ... out.
6. The main ... usually goes ... some kind of struggle, perhaps in trying to ... the right way to ... in a difficult situation.
7. A tragedy generally ends ..., sometimes with a ... or the death of an ... character.
8. ... deals with the ... side of life. It pokes ... at people and usually ends ...
9. Nonfiction is ... on information that is ... and not made ... in the imagination of the ...
10. For this reason, we can still ... great literature of any ... for its story and ... language.

Exercise 4. Answer the following questions:

1. What is fiction?
2. What's the difference between a novel and a story?
3. Does fiction always describe the world we live in?
4. Why can reading help one understand life better?
5. What's peculiar about drama?
6. What are the two main kinds of drama?
7. What's characteristic of comedy?

8. What are folktales and myths?
9. What's the difference between fiction and nonfiction?
10. Why does writing change over time?

Discussion

Exercise 5. Express your opinion and explain your point of view.

1. Do you like reading? What genres do you prefer?
2. Which you prefer –reading or watching TV? Why?
3. Do you believe that a book always makes a good present?
4. Will conventional books be replaced by e-books in the future?

Exercise 6. Which of the following quotations relates most directly to your personal ideas about reading and literature?

1. "I find television to be very educating. Every time somebody turns on the set, I go in the other room and read a book." Groucho Marx (1890-1977)
2. "The smallest bookstore still contains more ideas of worth than have been presented in the entire history of television." Andrew Ross (born 1956)
3. The worth of a book is to be measured by what you can carry away from it. James Bryce (1806-1877)
4. "If there's a book you really want to read but it hasn't been written yet, then you must write it." Toni Morrison (born 1931)
5. "There's nothing to match curling up with a good book when there's a repair job to be done around the house." Joe Ryan (1838-1886)

TEXT 6

Exercise 1. Guess the meaning of the following words.

eucalyptus ['ju:k(ə)'liptəs]	Sydney ['sɪdnɪ]
kangaroo ['kæŋg(ə)'ru:]	Canberra ['kænb(ə)rə]
koala [kəu'a:lə]	aborigine ['æbə'rɪdʒəɪ]
interior [ɪn'tɪəriə]	colony ['kɒləni]
coral reef ['kɒrəl ri:f]	boomerang ['bu:mərəŋ]

Exercise 2. Study the following words.

hop – двигаться подпрыгивая

hind – задний

munch – чавкать

outback – малонаселённая, необжитая местность

the Great Dividing Range – Большой Водораздельный хребет, горная система, протягивается вдоль восточного и юго-восточного побережья Австралии на 4 тыс. км.

rugged– пересечённый, труднопроходимый (о местности)

graze – пастись

the Great Barrier Reef – Большой Барьерный риф

skin diving – подводное плавание в маске и ластах (обычно без акваланга и страховки)

shell – раковина (моллюска)

settlement – поселение

hardship – лишение

Exercise 3. Read the text and try to understand it in detail.

AUSTRALIA

Australia lies between the South Pacific Ocean and the Indian Ocean. Like an island, it is surrounded by water. But Australia is too large to be called an island. Instead, it is considered the world's seventh and smallest continent. In fact, Australia is the only country that takes up an entire continent.

Australia is famous for its many unusual animals. If you visit, you might see a kangaroo hop past. Kangaroos use their powerful hind legs to hop at speeds up to 48 kilometers per hour! If you look up in a eucalyptus tree, you might see a koala happily munching on leaves. Koalas resemble small bears, but they are not related to bears.

Australia is one of the flattest lands on Earth. It has a vast, flat interior called "the outback." The only mountains in Australia are in the east. They are called the Great Dividing Range. The only forests are near the coasts.

The outback is hot and dry and rugged. Very few people live there. Most Australians live in cities and towns along the coasts.

Millions of sheep graze on the dry grasslands that cover much of the outback. Wool from sheep was Australia's first major product. Today, Australia exports more wool than any other country.

The Great Barrier Reef is another famous attraction in Australia. It is situated along the northeast coast. It's the world's largest coral reef. Thousands of kinds of animals live in the reef, including fish, dolphins, sea turtles, and sharks. The reef is famous for its beauty. Colorful coral grows in shades of blue, purple, green, red, and yellow. Many of the animals living in the reef are brightly colored, too. Swimmers and skin divers enjoy exploring the reef and its waters, which are warm year-round.

Sydney, on the southeast coast, is the oldest and largest city in Australia. A small distance inland is Canberra, Australia's capital.

British settlers founded Sydney in 1788 as a prison colony. At that time, Britain sent many of its criminals away to distant lands. The colony's first governor named the settlement for a British politician. Today, Sydney is a bustling city of 4 million people.

On Sydney Harbour is the Opera House, the city's most famous landmark. The building has tall, white concrete towers that resemble shells or the sails of a ship.

Native peoples lived in Australia long before British settlers arrived. They are known as Aborigines.

Aborigines hunted wild animals and gathered wild plants for food. They practiced "firestick farming." They burned dry grass so that new grass would grow back. Then they hunted the animals that came to eat the fresh grass.

Aborigines used a famous hunting weapon called the boomerang. A boomerang is a curved, flat piece of wood that spins when thrown. Aborigines painted beautiful designs on rocks and bark, made music, and told stories.

British settlers caused great hardships for the Aborigines. Many Aborigines died fighting the settlers. Many more were killed by diseases brought from Europe. Today, few Aborigines maintain their traditional way of life. Most live in cities and towns.

After the founding of Sydney, British settlers built several new colonies in Australia. In 1901, these colonies joined together and became an independent country.

Most of Australia's people have British ancestors. Australia still keeps some ties to Britain, and many British customs remain popular. Like the British, Australians love to drink tea. They drive their cars on the left-hand side of the road, as people do in Britain. The Australian flag even sports a Union Jack, a famous British symbol.

Reading Comprehension

Exercise 4. Agree or disagree with the statements.

1. Australia is the only country that takes up an entire continent.
2. Kangaroos use their powerful hind legs to hop at speeds up to 4 kilometers per hour.
3. Australia is one of the most mountainous lands on Earth.
4. The outback is rainy. Many people live there. In fact, few Australians live in cities and towns along the coasts.
5. Gold was Australia's first major product. Today, Australia imports more wool than any other country.
6. Swimmers and skin divers don't enjoy exploring the Great Barrier Reef and its waters, which are cold and dangerous year-round.
7. Aborigines raised domestic animals and never gathered wild plants for food.
8. Many Aborigines died fighting the settlers. Many more were killed by diseases brought from Europe.
9. After the founding of Sydney, British settlers didn't build any colonies in Australia.
10. Only some Australians have British ancestors.

Exercise 5. Answer the following questions:

1. Where is Australia situated?
2. What unusual animals is Australia famous for?
3. What can be said about Australian relief?
4. What's the Great Dividing Range and where is it situated?
5. What's the Great Barrier Reef and where is it situated?
6. When and why was Sydney founded?
7. What's Sydney Harbor famous for?
8. What were the relations between Europeans and Aborigines like?
9. When did Australia become a united nation?
10. What British customs are popular in Australia nowadays?

Discussion**Exercise 6. Express your opinion and explain your point of view.**

1. What symbols are customarily associated with Australia?
2. Enumerate the things Belarus is most often associated with.
3. Would you like to live in Australia? What attracts you to this country? What do you find unusual?
4. Compare the relief of Australia and that of Belarus. What is considered to be the main attraction of Australia/Belarus?
5. Aborigines are the native inhabitants of Australia. What do you know of the first inhabitants of Belarus?
6. Many British customs remain popular in Australia. Ties with what countries do Byelorussians have? Why?

TEXT 7**Exercise 1. Read out the following proper names. Pay attention to the pronunciation.**

Québec [kwɪ'bek], Newfoundland [nju:'faundlənd], Labrador ['læbrədɔ:], British Columbia ['brɪtɪʃkə'lʌmbɪə], Toronto [tə'rɒntəu], Ontario [ɒn'tɛəriəu], Ottawa ['ɒtəwə], Hudson Bay ['hʌds(ə)n'beɪ], Lake Michigan ['leɪk'mɪʃɪɡən], St. Lawrence River [sənt'lɔ:rəns'rɪvə]

Exercise 2. Study the following words and phrases.

Inuit ['ɪn(j)uɪt] – инуит (представитель эскимосов, живущих в Канаде)

indigenous [ɪn'dɪdʒɪnəs] population – коренное население

prize – высоко ценить

heritage ['herɪtɪdʒ] – наследие

the Commonwealth of Nations – Содружество наций

the British Empire – Британская империя

prairie ['prɛəri] – прерия, степь

hydroelectric ['haɪdrəʊ'lektrɪk] power – гидроэлектроэнергия

Exercise 3. Read the text and try to understand it in detail.

CANADA

Canada is the second largest country in the world. Only Russia has more land. Canada extends from the Atlantic Ocean to the Pacific Ocean. It also reaches from the Arctic Ocean to the northern border of the United States.

Most Canadians live near the country's southern border. Two-thirds live within 300 kilometers of the United States. Canada's northern areas are very lightly populated. Most who live there are Inuit or other *indigenous* people.

Canada has two official languages: French and English. For a long time, France and Britain struggled for control of Canada. French explorers and traders arrived first, but Britain won control in a war that ended in the 1760s. Most of the French settlers stayed on and kept their language and traditions.

Today, most of Canada's French speakers live in the province of Québec. They prize their French heritage. Many of them would like to separate from Canada and make Québec an independent country. However, Québec voters have narrowly voted against independence in two elections.

Canada is a relatively new country. It was created from three British colonies in 1867. After they united to form Canada, the colonies became four provinces. Six more provinces later joined Canada. The province of Newfoundland and Labrador is the newest one. It joined Canada in 1949.

In 1931, Canada gained independence from Britain. But Britain's Queen Elizabeth II is also queen of Canada and the official head of the nation. Canada belongs to the Commonwealth of Nations, a group of countries that once formed part of the British Empire.

Today, Canada is made up of ten provinces and three northern territories. As a big country, it has many different regions.

British Columbia is the westernmost Canadian province and the only province on the Pacific Ocean. Mountains cover most of it.

The Maritime Provinces lie along the Atlantic coast. These provinces, along with Newfoundland and Labrador, are sometimes called the Atlantic Provinces. Fishing is a major industry in these provinces. The rugged, rocky coastlines and picturesque fishing villages draw tourists in summer.

In between the coasts are the Prairie Provinces and the eastern provinces of Ontario and Québec. Rolling wheat fields cover much of the Prairie Provinces. They produce more than one-fifth of the world's wheat.

Two-thirds of Canada's people live in Ontario and Québec. These two provinces are Canada's business and industrial heartland. Toronto, Canada's largest city, is in Ontario. So is Canada's capital, Ottawa.

Canada's three territories are in the northern part of the country, where the land is frozen much of the year.

In addition to land, Canada has plenty of water. It contains more lakes and inland waterways than any other country. Hudson Bay, the largest bay in the world, is connected to both the Arctic and Atlantic oceans.

Four of North America's five Great Lakes lie partly in Canada. All but Lake Michigan are on the border with the United States. Ontario touches all four lakes. The St. Lawrence River flows through southern Ontario and Québec. The river links the Great Lakes to the Atlantic Ocean.

With so many water sources, it's no surprise that Canada leads the world in the production of hydroelectric power – electricity produced from waterpower. Canada and the United States share a long border and have friendly relations. The International Peace Garden honors the friendship between the countries. This garden crosses the border into Manitoba in Canada and North Dakota in the United States. It lies at the geographic center of the North American continent.

Reading Comprehension

Exercise 4. Look through the text and say what facts from the history of Canada are connected with the following figures and dates.

2/3, 300, 1760, 1867, 1949, 1931

Exercise 5. Finish the sentences.

1. Canada is the second ...
2. Most of Canada's French speakers live ...
3. The two countries that originally competed for Canada as their province were ...
4. Canada belongs to the Commonwealth of Nations, a group of countries that ...
5. British Columbia is the westernmost Canadian province and the only province ...
6. The Prairie Provinces are famous for producing ...
7. Fishing is a major industry in ...
8. Canada's three territories are in the northern part of the country, where ...
9. Canada contains more lakes and inland waterways than ...
10. Hydroelectric power is ...

Exercise 6. Answer the following questions:

1. What are the official languages of Canada?
2. Why do some people living in Québec advocate for the independence of the province?
3. How did Canada happen to become a united nation?

4. Who is the head of the nation in Canada?
5. To what organization does Canada belong?
6. What's territorial division of Canada?
7. What provinces are considered to be the business and industrial heartland of Canada?
8. Can Canada be called a 'land of water'? Why?
9. What country does Canada border with?
10. Where is the International Peace Garden situated?

Discussion

Exercise 7. Express your opinion and explain your point of view.

1. Compare the territorial division of Canada and Belarus.
2. Which part of Canada would you like to live in? Why?
3. What are inland waters in Canada used for? In Belarus there are many rivers and lakes too. How are they used?
4. Why does Canada belong to the Commonwealth of Nations? What organizations does Belarus belong to?
5. Will Québec ever become an independent country? Why?

TEXT 8

Exercise 1. Study the following words and phrases.

South Africa – ЮАР

apartheid [ə'pɑ:theit] – апартеид (политика жестокой расовой дискриминации в отношении цветного населения, проводившаяся в ЮАР до конца 1980 гг.)

abundant [ə'bʌndənt] – обильный, богатый,

Cape Town ['keɪptaʊn] – Кейптаун (город и порт на юго-западе ЮАР)

veld(t) [velt] – вельд, южноафриканская степь

plateau ['plætəʊ] – плато

Mozambique ['məʊzæm'bi:k] – Мозамбик

diamond – бриллиант

gold fever ['gəʊld'fi:və] – золотая лихорадка

Zulu – ['zu:lu:] – зулусы

Afrikaner [æfrɪ'kɑ:nər] африканер (белый житель Южной Африки, говорящий на языке африкаанс)

shantytowns – трущобы

Exercise 2. Read the text and try to understand it in detail.**SOUTH AFRICA**

South Africa is at the southern end of Africa. It's a large land of great natural beauty and abundant resources. It has a troubled history and many problems, but South Africa is moving ahead even as it struggles with its difficult past.

All countries have capitals. What concerns South Africa that's a tough question, because South Africa has three capital cities! The parliament meets in Cape Town. Cape Town is the biggest city in South Africa, with about 3 million people. But the president runs his branch of government from the city of Pretoria. The judicial branch (the court system) is seated in yet another city, Bloemfontein.

The landscape of South Africa is spectacular. The interior of the country is a high plateau called the Veld. The Veld is separated from the coast by a long mountain range that runs through much of southern Africa. In eastern South Africa, this ridge rises over 3,400 meters. In some places, it's a sheer cliff dropping down from the Veld.

Maybe you've seen lions or giraffes in a zoo. But wouldn't you like to see how these animals live in the wild? You can see this in South Africa.

In northeast South Africa, along its border with Mozambique, is Kruger National Park. It's one of South Africa's great tourist attractions. Here you can see lions, elephants, zebras, monkeys, rhinoceroses, antelope, and hundreds of other animals. You can even camp out in the park. But be careful, and don't feed the animals!

Africa is often called a land of gold and diamonds. More gold is mined in South Africa than in any other country in the world. South Africa is also famous for its diamonds. The largest diamond ever found came from South Africa. It was as big as an orange!

Many European settlers came to South Africa in search of gold or diamonds. Johannesburg, South Africa's second biggest city, was founded in 1886 when gold was discovered. Talk about gold fever! Within ten years, Johannesburg was a city of 100,000 people.

The people of South Africa are as varied as the land. Three-fourths are black Africans. They were the country's first inhabitants. Today, they belong to many different native groups and speak several different languages.

The Zulu are the largest native group, making up about one-fifth of South Africa's total population. Most live in KwaZulu-Natal, a province in eastern South Africa. There was once a great Zulu kingdom there.

The first Europeans to settle in South Africa came from Holland in the late 1600s. People from Germany and France came after the Dutch settlers. The descendents of these European settlers are called Afrikaners. Afrikaners have their own language, called Afrikaans.

Settlers from Great Britain began arriving during the early 1800s. Britain later ruled South Africa for more than a century. Afrikaners and descendants of British settlers make up most of South Africa's white population.

Until the early 1990s, white South Africans ruled the country through a system called apartheid. Apartheid means "separateness" in the Afrikaans language. It allowed the small, white population of South Africa to control the country's large, black population.

Most black South Africans were poor during apartheid. Black South Africans had very few rights. They could not vote or live near whites. Millions were forced to live in shacks in shantytowns.

Many South Africans, both black and white, battled against apartheid. Nelson Mandela was one of them. He spent 27 years in prison for opposing apartheid. Mandela was released in 1990. Soon afterward, black South Africans were granted the right to vote. Four years later, Mandela became president of South Africa! Today, South Africa still has many problems and many poor people, but it is a working democracy.

Reading Comprehension

Exercise 3. Fill the gaps in the sentences.

1. South Africa has a ... history and many ... but the country is moving ... even as it ... with its difficult ...
2. The ... runs his branch of ... from the city of Pretoria.
3. The judicial ... (the court ... is seated in yet ... city, Bloemfontein.
4. The largest ... ever ... came ... South Africa. It was as big as an ...!
5. Three-fourths are ... Africans. They were the country's first ...
6. ... of the Zulu people live in KwaZulu-Natal, a ... in eastern South Africa. There was ... a great Zulu ... there.
7. Until the early 1990s, ... South Africans ... the country through a ... called ...
8. ... allowed the small, white ... of South Africa to ... the country's large, ... population.
9. Black South Africans had very ... rights. They could not ... or ... near whites.
10. Many people ... against apartheid. Nelson Mandela was one of them. He spent ... years in ... for ... apartheid.

Exercise 4. Answer the following questions:

1. Where is South Africa situated?
2. What's unusual about South African capital?
3. What is referred to as *the Plato*?
4. Why is Kruger National Park a major touristic attraction in South Africa?

5. Why is Africa called a land of gold and diamonds?
6. What triggered the foundation and rapid growth of Johannesburg?
7. What's the largest group of native inhabitants in South Africa?
8. Who were the first Europeans to settle in Africa? How do they call themselves? What language do they speak?
9. How did the policy of apartheid affect the life of Black South Africans?
10. What is Nelson Mandela famous for?

Discussion

Exercise 5. Express your opinion and explain your point of view.

1. Would you like to live in a country where it's always hot? Will Africa suit you? Why?
2. What do you associate Africa with?
3. Have you ever heard of the policy of white supremacy? What countries pursued it?
4. Do you happen to know where and for what diamonds are used?
5. Would you like to go on a safari to South Africa? Why?
6. Do you believe that apartheid will ever prosper in any country? Is it possible that blacks will one day dominate over white population?

TEXT 9

Exercise 1. Study the following words.

missionary ['mɪʃ(ə)n(ə)rɪ] – миссионер; проповедник

ancestor ['ænsəstə] – предок

Christianity ['krɪstɪ'ænəti] – христианство

the Emerald Isle ['emərəld'aɪl] – Изумрудный остров

leprechauns ['leprəkə:n] – эльф, который всегда носит кошелек с шиллингом (в ирландском фольклоре)

tribe [traɪb] – племя

the Celts [kelts] – кельты

Exercise 2. Read the text and try to understand it in detail.

IRELAND

Have you ever worn something green on Saint Patrick's Day? Saint Patrick's Day is a holiday in Ireland that is celebrated in March with parades and parties. Saint Patrick was a missionary in the 400s who brought Christianity to the Irish people.

Saint Patrick's Day is celebrated in many countries by people whose ancestors came from Ireland. Many Irish people left Ireland in the mid-1800s because of a shortage of food. They took their Irish traditions with them. Today,

millions of people in the United States are Irish Americans. They hold Saint Patrick's Day parades in many cities.

Ireland is sometimes called the Emerald Isle because it is so green. The island has wide green plains and rolling green hills. Cool weather and lots of rain help keep the island green. Summers in Ireland are not very hot and winters are not very cold.

Ireland is one of the two main islands in the British Isles off the northwest coast of Europe. The island is divided between two countries. The northern part is a province of the United Kingdom called Northern Ireland. Most of the island is the country called Ireland.

The Irish are famous for their imagination, which shows up in their myths, legends, and writing. Have you ever heard of the "luck of the Irish?" This saying comes from a legend about little elves called leprechauns. Leprechauns will supposedly give their hidden treasure to anyone who is lucky enough to catch them.

A famous legend about St. Patrick tells how he drove all the snakes into the sea. That, so the story goes, is why there are no snakes in Ireland.

The great Irish writer and poet William Butler Yeats collected Irish folk stories in his book *Irish Folk and Fairy Tales*. The book contains stories about fairies, nymphs, and a female spirit called the banshee.

One of the most famous castles in Ireland, Blarney Castle, has a supposedly magical stone in one of its towers. According to legend, anyone who kisses the Blarney Stone receives the gift of clever speech.

The Irish people have long been noted for their music and dance. Irish dances, such as the jig, have become hits in such shows as *Riverdance* and *Lord of the Dance*. The Irish are also famous for rock and pop music. The groups U2, Hot House Flowers, the Cranberries, Sinéad O'Connor, and the Corrs all come from Ireland.

People have lived in Ireland for more than 10,000 years. Irish folklore tells of ancient tribes. A people called the Celts invaded Ireland around 350 BC and conquered the tribes. You can still see stone ruins left by these ancient people.

In the 1100s, nobles from the neighboring island of Britain began moving into Ireland and building castles. By the 1700s, Ireland was ruled by Britain. Most of the people in the central and southern parts of Ireland were Roman Catholic. Beginning in the 1800s, Irish Catholics began calling for "home rule." They disliked harsh British rule and wanted to govern themselves. The people in the north were mostly Protestants. They wanted to be governed by Britain.

Fighting broke out between the British and the Irish and between Protestants and Catholics. The fighting went on for many years. The Irish people called the fighting "the troubles."

Finally, Ireland was divided into two parts. The Irish Free State was set up in the south. It later became the Republic of Ireland. Northern Ireland remained

under the rule of Great Britain. Fighting continued in Northern Ireland between Catholics and Protestants. A peace agreement was signed in the late 1990s. The Irish people hope the troubles are over.

Reading Comprehension

Exercise 3. Correct the sentences.

1. Saint Patrick was a soldier in the 400s.
2. Many Irish people left Ireland in the mid-1800s because of a lack of water.
3. Hot weather and little rain help keep the island green.
4. Ireland is the only island off the northwest coast of Europe.
5. The northern part is a province of France called Northern France.
6. Leprechauns will supposedly give their hidden treasure to anyone who is lucky enough to treat them to something tasty.
7. The Irish are said to have no talent in music.
8. Irish Catholics didn't call for "home rule," because they liked fair British rule and didn't want to govern themselves.
9. The people in the north were mostly Catholics too. They wanted Ireland to be independent.
10. After the division of Ireland fighting stopped.

Exercise 4. Answer the following questions:

1. Why do the people of Ireland celebrate Saint Patrick's Day? How is the celebration held?
2. Why is Ireland called the Emerald island?
3. Between what countries is the Island of Ireland divided?
4. What are the Irish famous for?
5. How according to a legend did Saint Patrick get rid of snakes in Ireland?
6. How can people benefit from kissing Blarney Stone?
7. When did the Celts invade the territory of modern Ireland?
8. When did the noble from Britain start to settle in Ireland? What did it lead to?
9. What do *the troubles* refer to? What caused the troubles in Ireland?
10. Why was Ireland divided into two parts?

Discussion

Exercise 5. Express your opinion and explain your point of view.

1. What comes to your mind when you hear the word "Ireland"?
2. What's the national dance of Ireland? Have you ever tried dancing it? Would you like to?
3. The days of what saints are celebrated in Belarus? How are the celebrations held?
4. Do you know any Byelorussian myths and legends?

5. Who invaded Belarus? When was it?
6. When did Belarus become independent? Was the way to independence easy for this country?
7. Would you like to live in Ireland? What attracts you to this country?

TEXT 10

Exercise 1. Read out the following proper names.

Ireland ['aɪələnd]
 Ben Nevis [ben'neɪvɪs]
 Lake District ['leɪk'dɪstrɪkt]
 Buckingham Palace ['bʌkɪŋəm'pælɪs]
 Industrial Revolution [ɪn'dʌstriəl'revə'lʊ:ʃən]
 British Empire ['brɪtɪʃ'empaɪə]
 Caribbean [kə'ri.bi.ən]

Exercise 2. Study the following words and phrases.

monarchy – монархия
 mouthful ['maʊθfʊl] – труднопроизносимое слово или фраза
 coastal ['kəʊst(ə)l] – прибрежный
 rolling plain – холмистая равнина
 craggy mountains – скалистые горы
 deep valley – широкая долина
 overcast ['əʊvəkɑ:st] – затянутый облаками
 damp – влажный, сырой
 lush – буйный, пышный (о растительности)
 manufacture goods – выпускать товары
 commonwealth – содружество, союз

Exercise 3. Read the text and try to understand it in detail.

THE UNITED KINGDOM OF GREAT BRITAIN AND NORTHERN IRELAND

Some people call it Britain. Others say Great Britain. Many people mistakenly call the whole country England. But its real name is a mouthful: the United Kingdom of Great Britain and Northern Ireland. That's why it's usually just called the United Kingdom, or UK for short.

The United Kingdom is a country made up of four parts: England, Scotland, Wales, and Northern Ireland. For centuries, it was ruled by kings and queens. The United Kingdom still has a monarchy, although today its power is mostly symbolic.

The United Kingdom lies off the northwest coast of Europe. There are two main islands – Great Britain and Ireland. There are hundreds of smaller ones, too, especially off the coast of Scotland in the north. Northern Ireland is on the same island with the country of Ireland, but it's a part of the United Kingdom.

The United Kingdom has lots of coastline and coastal towns. Rolling plains cover much of the interior. There are mountains, too. Ben Nevis, in Scotland, is the highest at 1,343 meters. England has an area of mountains and lakes called the Lake District. Wales is almost entirely covered by craggy mountains and deep, green valleys.

The weather in the United Kingdom is mild and damp. It's rainy or overcast up to 300 days each year. That's why so much of the countryside is lush and green!

London is the capital of the United Kingdom. It's located in England, and it's the biggest city in Europe. More than 7 million people live there.

The queen has very little power when compared with earlier English kings and queens. Today, an elected prime minister and Parliament hold most government power. But Elizabeth II is popular with her people. You'll find her image on every British stamp, banknote, and coin!

The United Kingdom is the birthplace of the English language. Today, English is spoken in more parts of the world than any other language.

English is considered one of the world's richest languages. It has well over half a million words! Why so many? Because many different people settled in Britain over the centuries, and each group added their own words.

The United Kingdom has produced some of the greatest writers of the English language. You've heard of William Shakespeare, right? He was a great playwright and poet from England. Shakespeare wrote many famous plays, including *Romeo and Juliet*.

In the 1800s, the United Kingdom was the center of what's called the Industrial Revolution. It built the world's first railroads and large factories. It improved machinery to manufacture goods more efficiently. Later, the Industrial Revolution spread to the rest of Europe and to the United States.

The United Kingdom began to build an overseas empire in the late 1500s. It built a large navy to serve its growing empire. By the early 1900s, the United Kingdom controlled the world's greatest empire.

"The sun never sets on the British Empire," people liked to say. They were right. The empire reached around the world, so there was always daylight somewhere in the empire. British possessions included India, Australia, and parts of Africa and the Caribbean. Even the United States began as a British colony!

In the 20th century, the United Kingdom lost most of its world empire. But the country continues to work with many of its old colonies in an organization called the Commonwealth of Nations. Commonwealth members share many customs and traditions with Britain.

Many people from Commonwealth countries have moved to Britain. These immigrants have made the United Kingdom very diverse. Today, the United Kingdom is a multicultural country of more than 60 million people.

Reading Comprehension

Exercise 4. Look through the text and say what facts are connected with the following figures and dates.

1,343; 300; 7, 500,000; the 1800s; the 1500s, the 1900s; 60,000,000

Exercise 5. Fill the gaps in the sentences.

1. For centuries, ... was ruled by ... and queens. The United Kingdom still has a ..., although today its ... is mostly ...

2. The queen has very little power when ... with earlier English kings and queens. Today, an and Parliament ... most government power. But ... is popular ... her people. You'll find her ... on every British ..., ..., and coin!

3. The United Kingdom has ... some of the greatest writers of the English language. was a great ... and poet from ...

4. . The ... reached around the world, so there was always ... somewhere in the empire. British ... included India, Australia, and parts of ... and the Caribbean. Even began as a British ...!

5. Many people from ... countries have ... to Britain. These ... have made the United Kingdom very diverse.

Exercise 6. Answer the following questions:

1. Why can the real name of the UK be called a mouthful?
2. What parts is the UK made of?
3. Who rules the country? What's the name of the current monarch?
4. What's the land of Great Britain like?
5. Why is English countryside so lush and green?
6. Why is English such a rich language?
7. What remarkable achievements can be attributed to the UK during the Industrial Revolution?
8. What's the British Empire? Why did they say that the sun *never* set on the British Empire?
9. What happened to most British colonies in the 20th century?
10. What's the Commonwealth of Nations?

Discussion

Exercise 7. Express your opinion and explain your point of view.

1. What is the official name of this country?
2. Compare the system of government in the UK and Belarus.

3. Do you believe it would be possible for Belarus to become a member of the Commonwealth of Nations? Why?
4. Does Belarus belong to any commonwealth?
5. Why do countries tend to form all kinds of unions and alliances?

TEXT 11

Exercise 1. Before reading the text study the following words.

marvel – восхищаться

circumnavigation ['sɜ:kəm'nævi'geɪʃ(ə)n] – кругосветное плавание

navy – военно-морской флот

conquer ['kɒŋkə] – завоевывать

mysterious [mɪ'stiəriəs] – таинственный

sketch – эскиз, набросок

wildlife – живая природа

scurvy ['skɜ:vɪ] – цинга

theft – кража

Exercise 2. Read the text and try to understand it in detail.

JAMES COOK

Captain James Cook was one of the world's greatest explorers. He was navigator, cartographer, and captain in the Royal Navy. He sailed around the world twice and made three Pacific Ocean voyages during the 1760s and 1770s.

Cook made detailed maps of Newfoundland prior to making three voyages to the Pacific Ocean, during which he achieved the first recorded European contact with the eastern coastline of Australia and the Hawaiian Islands, and the first recorded circumnavigation of New Zealand.

He sailed around the world twice. Not only was he the first European to reach Hawaii and New Zealand, but also sailed farther south than any European had ever gone!

People marveled over the places, people, and things Cook described. Before Cook, nobody in Europe knew about penguins or kangaroos!

Cook was born in 1728 on a farm in northern England. At the age of 18, he went to work for a shipping company. In 1755, Cook joined the British Royal Navy. His ship was sent to Canada, to make maps of land that Britain had conquered from France.

In 1768, Cook sailed to the South Pacific Ocean, with artists and scientists. Officially, their task was to observe the planet Venus. But Britain also hoped that Cook would find a mysterious “Southern Continent” that some sailors claimed to have seen. Cook wanted to take control of it for the British king.

Cook reached New Zealand in 1770. No other European had been there. He sailed around New Zealand and then explored eastern Australia.

Cook drew many detailed maps and kept careful records of all he had seen on his voyage. He described native peoples of the South Pacific and their cultures. His artists sketched wildlife, and his scientists collected unusual plants and animals to take back.

Cook's careful work caused a sensation when he arrived home in Britain in 1771. No other expedition had gathered so much information, so thoroughly and scientifically.

Cook also won fame for keeping his sailors healthy. He wondered if a lack of fresh fruits and vegetables caused scurvy, a fatal disease common among sailors on long voyages. He stocked his ship with *sauerkraut* (pickled cabbage) and forced his crew to eat it. During stops at port, he ordered his crew to eat fresh foods. As a result, few of his sailors became seriously ill.

From 1772 to 1775, Cook made a second voyage to the South Pacific Ocean. This time, he sailed farther south than anyone before him. He saw penguins and icebergs. He sailed all the way around Antarctica. But he found no land where people might live.

In 1776, Cook set off on a third voyage. This time, Cook wanted to look for the Northwest Passage. This was a possible sea route north of Canada linking Europe and Asia. Before sailing north, he explored several islands in the Pacific. He landed in Hawaii in 1778, becoming the first European to do so.

From Hawaii, Cook sailed to North America. He was the first European to set foot on Vancouver Island off the coast of British Columbia. Throughout 1778 he explored the northwest coast of North America, but he failed to find the Northwest Passage. In 1779, Cook returned to Hawaii, where he was killed during a fight with natives (islanders). The quarrel started because of an argument over the theft of a boat.

Reading Comprehension

Exercise 3. Agree or disagree with the statements.

1. James Cook was one of the greatest explorers ever.
2. James Cook got acquainted Europeans with many exotic things.
3. James Cook was good at making maps.
4. When one spends a lot of time on a ship it contributes to one's health.
5. Cook never cared for his sailors' health and treated them badly.
6. In 1768 James Cook sailed to the Pacific to find a mysterious monster.
7. The Northwest Passage was a possible sea route north of Canada linking Europe and Asia.
8. In the end Cook managed to find the Northwest Passage.
9. Cook never took any records of the things seen by his crew.

10. Cook died during a storm.

Exercise 4. Answer the following questions:

1. What was James Cook?
2. What are James Cook's greatest achievements?
3. What was he first to do among Europeans?
4. When were James Cook's greatest voyages made?
5. How many trips did he make to the Pacific?
6. What's *scurvy*?
7. How did James Cook help his sailors be healthy?
8. Why did Cook's work cause a sensation when he arrived home in Britain in 1771?
9. What lands were explored by James Cook from 1772 to 1775?
10. What made Cook set off on a third voyage?

Discussion

Exercise 5. Express your opinion and explain your point of view.

1. Would you like to be an explorer? Why?
2. What qualities does an explorer need?
3. What could make people risk their lives and set off to far-away lands in the past?
4. Have you ever wanted to circumnavigate the world?
5. Would you rather be a sailor or captain on a ship?
6. They used to believe that ladies on board a ship brought misfortunes upon the ship. What's your attitude to this superstition?

TEXT 12

Exercise 1. Before reading the text, study the following words.

fitting – подходящий

segregation – изоляция, сегрегация

apartness – изоляция,

sentence – приговорить

overthrow – свергнуть

support – поддержка

Exercise 2. Read the text and try to understand it in detail.

NELSON MANDELA

Nelson Mandela was born in 1918 in a small village in South Africa. Mandela's parents named him *Rolihlahla*, an African word that means trouble-maker. Little did they know how fitting his name would be!

At the age of seven, Mandela became the first person in his family to go to school. At school, Mandela was given the name Nelson. He went on to attend college and earn a law degree in the city of Johannesburg.

When Mandela was a young man, South Africa was divided by segregation. Segregation in South Africa was called *apartheid*, a word that means *apartness*. Under apartheid, black people couldn't vote or hold certain jobs. Whites controlled the government. Blacks and whites lived in separate areas and went to different schools.

Mandela opposed this cruel and unfair system. In 1944, Mandela joined a group called the African National Congress (ANC). The ANC opposed the rule of South Africa by whites alone. The ANC believed that South Africa belonged to everyone, whatever the color of their skin.

Mandela was a natural leader and a gifted speaker. He became a leader in the ANC, and he encouraged people to break the apartheid laws. The government saw Mandela as a troublemaker. It tried to stop him.

The government made the ANC illegal. Mandela was arrested several times. When he was released, he continued to fight for an end to apartheid. In 1962, the government sentenced Mandela to five years in prison. Then, in 1964, he was accused of working to overthrow the government. The government increased Mandela's sentence to life in prison.

The government sent Mandela to a prison on Robben Island, off the coast of South Africa. The prison conditions were harsh. Mandela was allowed only one visitor every six months. Every day he was forced to break rocks in the prison yard for many hours.

During this time, Mandela became the world's most famous political prisoner. Leaders around the world demanded Mandela's freedom. They wanted apartheid in South Africa to end.

In 1982, the government moved Mandela to a prison on the mainland. This was during a time of growing violence in South Africa. Many people protested in the streets against apartheid.

The government began secret talks with Mandela. They believed that if anyone could stop the trouble, Mandela could. He was a popular leader who had won the support of many South Africans.

In 1990, Mandela was released after spending 27 years in prison. The government lifted the ban on the ANC. Mandela became its leader in 1992. Mandela soon began talks with the government aimed at ending apartheid.

Many white people worried about giving blacks equal rights. Mandela worked with South Africa's president, F. W. de Klerk, to promote peaceful relations between blacks and whites. For their efforts, Mandela and de Klerk won the Nobel Peace Prize in 1993.

In 1994, South Africa held elections. For the first time in South Africa's history, men and women of all races could vote. Mandela became the first black president of South Africa. He brought an end to the hated apartheid system. After five years as president, Mandela retired from political office. He returned to live in the Transkei region, where he grew up.

Reading Comprehension

Exercise 3. Finish the statements.

1. In African *Rolihlahla* means ...
2. Mandela became the first person in his family ...
3. Segregation in South Africa meant that ...
4. The ANC opposed ...
5. In 1962, the government sentenced ...
6. Mandela encouraged people ...
7. The government increased Mandela's sentence ...
8. Mandela worked with de Klerk to ...
9. In 1993 Mandela and de Klerk won ...
10. Mandela managed to bring an end to ...

Exercise 4. Answer the following questions.

1. What could have made Mandela's parents call him *Rolihlahla*?
2. What did Mandela study at college?
3. What was the life for blacks under apartheid like?
4. What does the abbreviation ANC stand for?
5. Why did the government see Mandela as a troublemaker?
6. Why was Nelson Mandela arrested? Why was he sent to prison off the coast of South Africa?
7. What was Nelson Mandela's life in prison like?
8. Why did South African government have to release Nelson Mandela?
9. What changes took place in South Africa in the 1990s?
10. When did Nelson Mandela retire from political office?

Discussion

Exercise 5. Express your opinion and prove or explain your point of view.

1. Was it easy for Nelson Mandela to make his lifetime dream come true?
2. What qualities helped Nelson Mandela achieve his aims?
3. Do you believe that leaders are born or brought up?
4. Why do some people always want to dominate over others?
5. Will our world ever be a place where all people are equal?

TEXT 13

Exercise 1. Study the following words.

inherit [ɪn'herɪt] – наследовать

empress ['emprɪs] – императрица

legitimate [lɪ'dʒɪtəmət] – рождённый в браке

sovereign ['sɒv(ə)rɪn] – монарх

ministerial ['mɪnɪ'stɪəriəl] – правительственный

establish [ɪs'tæblɪʃ] – учреждать

devotion [[dɪ'vəʊʃ(ə)n] – преданность

Exercise 2. Read the text and try to understand it in detail.**QUEEN VICTORIA**

Sometimes in history, a child or a teenager has actually become a king or queen. One such case happened in 1837, when King William IV of Great Britain died and the crown passed to his 18-year-old niece, Alexandrina Victoria. Suddenly, the teenager became Queen Victoria, ruler of the British Empire. For the next 63 years, Victoria ruled over a growing empire that included Canada, Australia, New Zealand, India, and parts of Africa. She was the monarch of the United Kingdom of Great Britain and Ireland from 20 June 1837 until her death. From 1 May 1876, she used the additional title of Empress of India.

Victoria inherited the throne after her father's three elder brothers had all died leaving no legitimate, surviving children. The United Kingdom was already an established constitutional monarchy, in which the Sovereign held relatively little direct political power. Privately, Victoria attempted to influence government policy and ministerial appointments. Publicly, she became a national icon, and was identified with strict standards of personal morality.

Victoria ruled longer than any monarch in British history. These years became known as the Victorian era.

Victoria was born May 24, 1819. Her father, a son of King George III, died when Victoria was only eight months old. Growing up in London, Victoria studied history, geography, religion, French, German, painting, and piano. By Victoria's time, British kings and queens had little real power in the government. The prime minister and Parliament ran the empire. But Victoria had strong ideas about how things should be run, and she met regularly with her prime ministers. She appointed ambassadors and, as head of the Church of England, selected *bishops* (chief priests). She also performed many ceremonies, such as the official beginning of a new session of Parliament.

Victoria's most trusted prime ministers included Lord Melbourne, who taught the young queen about government, and Benjamin Disraeli, who expanded and strengthened the British Empire.

In February 1840, Victoria married her German cousin, Albert. Prince Albert supported arts, education, science, and industry in Britain. He also organized a world's fair, the Great Exhibition of 1851, at the Crystal Palace in London.

Victoria gave birth to nine children between 1840 and 1857. The royal family often traveled to Scotland for quiet time together.

Victoria's happy family life ended when Albert died in 1861 at age 42. The queen's grief shut her away from public life for nearly ten years. Victoria kept working with her government ministers, but people rarely saw their queen. Her popularity began to drop.

During the 1870s, Victoria began returning to her public duties. Her children married into royal families across Europe, including Spain, Russia, Prussia (Germany), Sweden, and Norway. This earned Victoria the unofficial title, "Grandmother of Europe."

In 1897, the British Empire honored 60 years of the queen's reign with a Diamond Jubilee celebration. Victoria died on January 22, 1901. She left Britain one of the world's most powerful nations. To her people, Queen Victoria represented patriotism, high moral standards, and devotion to duty and family.

Reading Comprehension

Exercise 3. Fill the gaps in the statements.

1. For ... years, Victoria ... over a ... empire that included ..., ..., New Zealand, ..., and parts of Africa.
2. Privately, Victoria ... to ... government policy and ministerial ...
3. ..., she became a ... icon, and was ... with strict standards of personal ...
4. By ... time, British kings and queens had ... power in the ...
5. One of Victoria's most ... prime-ministers was, who taught the young queen about ...
6. Benjamin Disraeli, who ... and ... the British Empire.
7. Victoria's ... family life ... when Albert ... in 1861.
8. The queen's ... shut her away from ... life for ... ten years.
9. This earned Victoria the unofficial title, ...
10. To her people, Queen Victoria ... high ... standards, and ... to duty and ...

Exercise 4. Answer the following questions.

1. Why did Victoria become a queen at such an early age?
2. What period of time is known as *the Victorian era*?
3. Who was Victoria's husband?
4. Did Victoria take part in ruling the Empire?
5. What tasks did she perform as the ruler of the Empire?
6. What was Prince Albert famous for?
7. Victoria and Albert were happy together, weren't they?

8. When did Victoria's popularity begin to drop?
9. Why was Victoria called *the Grandmother of Europe*?
10. What did Queen Victoria symbolize for her people?

Discussion

Exercise 5. Express your opinion and explain your point of view.

1. What's the most suitable age to inherit a throne?
2. Would you like to be a queen/king?
3. Which form of government is better – president ship or monarchy?
4. What outstanding rulers are known to you? What good things did they do for their countries?
5. Do you think monarchies should be done away with as a vestige of the past? Or should the tradition be honoured and the monarchy should remain a special symbol of nationhood?

TEXT 14

Exercise 1. Before reading the text study the following words.

respect – уважение
 violence ['vaɪə(ə)ns] – насилие
 urge [ɜːdʒ] – умолять
 preach – проповедовать
 obey – подчиняться
 quit – бросать, покидать
 follower – последователь
 untouchable [ʌn'tʌʃəbl̩] – член касты неприкасаемых
 oppressed – угнетённый
 grant – предоставлять
 Hindu ['hɪnduː] – индус
 inspire – вдохновлять

Exercise 2. Read the text and try to understand it in detail.

MOHANDAS GANDHI

Many people consider Mohandas Gandhi the greatest figure of the 20th century. Gandhi freed India from rule by the British Empire. But it was how Gandhi did it that won the world's respect. Most new nations are born through war. Gandhi found a different way. He was against violence.

Mohandas K. Gandhi was born in India in 1869. India had then been ruled by Britain for a century. At his mother's urging, Mohandas went to college in England and studied law.

In 1893, Gandhi went to South Africa to practice law. South Africa, too, was then part of the British Empire. It had a large Indian community. Gandhi was angry to find that Indians were denied basic freedoms. In 1896, he began to lead Indians in South Africa in a struggle for equal rights.

It was not an armed struggle. Gandhi preached nonviolence. He organized marches to call attention to his cause. His followers refused to obey unfair laws. When attacked by police, they did not fight back.

Gandhi described his policy by an Indian word that meant “truth and firmness.” He was jailed many times. But his courage won people to his cause. In 1914, the South African government granted Indians their rights. Gandhi returned to India in 1915. His goal was to win for his country the right to rule itself. His methods of strong but peaceful resistance spread across India.

In 1920, British soldiers killed hundreds of peaceful protesters in the city of Amritsar. Gandhi then called on Indians to refuse to cooperate with Britain. People stopped buying British goods. Instead, they made things at home in traditional ways. They took their children out of British schools. Those in government jobs quit.

During the years of resistance, Gandhi lived the simple life of the poorest Indians. He gave away his possessions. People called him *Mahatma*, meaning “great soul.” It was a title given to wise religious leaders.

Not all Indians followed Gandhi. Sometimes violence erupted against the British. This troubled Gandhi so much that he quit politics several times. But his people’s struggle kept drawing him back in.

In 1930, Gandhi called on Indians to refuse to pay taxes to Britain. The most hated tax was on salt. Gandhi led thousands of followers on a march to the sea to make salt from seawater. He was arrested again. But a year later, the British removed the salt tax and freed him. Without Gandhi, the British government realized, India would break out in violent revolution.

Gandhi also tried to break India’s traditional *caste* (social class) system. He supported the rights of people in the lowest caste, called untouchables. They were the poorest, most oppressed Indians.

Religion also divided India’s people. Violence sometimes broke out between Hindus and Muslims. Gandhi tried to bring them together.

In 1939, World War II began. Gandhi refused to support Britain in the war unless India was granted complete independence after it was over. Five years later, the British agreed.

India became a free country in 1947. Gandhi’s dream of a united India was not realized, however. India’s people were mostly Hindus. The country’s Muslims demanded their own state, which became Pakistan. Religious violence broke out between India and Pakistan.

Gandhi himself became a victim of the violence. On January 30, 1948, he was shot and killed by an Indian who hated his efforts to achieve peace. “You must be the change you wish to see in the world,” Mahatma Gandhi said. His death was considered a world tragedy. But his life inspired other people. One person who followed Gandhi’s way was American civil-rights leader Martin Luther King, Jr.

Reading Comprehension

Exercise 3. Agree or disagree with the statements.

1. Mohandas Gandhi believed in settling arguments by means of violence.
2. By 1869 India had then been ruled by Britain for one hundred years.
3. In 1893, Gandhi went to South Africa to live there and have a family.
4. In 1896, he began to lead Indians in South Africa in a struggle for equal rights.
5. Mohandas Gandhi made South African government grant Indians their rights.
6. Mohandas Gandhi lived in luxury and enjoyed all pleasures of life.
7. Mohandas Gandhi helped Indians to get rid of salt tax imposed on them by the British.
8. Mohandas Gandhi supported the *caste* system in India.
9. Indians refused to support Britain during World War II.
10. Ironically, Gandhi himself became a victim of violence.

Exercise 4. Answer the following questions.

1. Why did Mohandas Gandhi win respect of the whole world?
2. Why did Mohandas Gandhi start to study law?
3. Why was Mohandas Gandhi outraged by the state of Indians in South Africa?
4. Did Mohandas Gandhi organize an armed struggle against segregation?
5. What did he plan to do when he came back to India?
6. Why did Indians stop to cooperate with Great Britain?
7. What made Mohandas Gandhi quit politics several times?
8. What changes in India did Mohandas Gandhi want to make?
9. How did Mohandas Gandhi make Great Britain grant complete independence to India?
10. Why did problems between India and Pakistan start?

Discussion

Exercise 5. Express your opinion and explain your point of view.

1. Do you think that one day all disagreements between nations will be settled peacefully?

2. Can the knowledge of law be of use to any person in everyday life?
3. Is it possible for people of different nations and religions to co-exist peacefully within one state? Can you give any example of this peaceful co-existence?
4. Which are you for – violence or negotiations and compromise – in settling arguments?
5. Who fought for the rights of the Byelorussians in the course of history of this country?

TEXT 15

Exercise 1. Before reading the text study the following words.

decompose ['di:kəm'pəuz] – разлагать на составные части

universe ['ju:nɪvɜ:s] – мир, вселенная

rainbow ['reɪnbəu] – радуга

bubonic [bju:'bɒnɪk] plague [pleɪg] – бубонная чума

calculus ['kælkjʊləs] – исчисление

gravity ['grævɪtɪ] – сила тяжести

bury ['beri] – хоронить

Exercise 2. Read the text and try to understand it in detail.

ISAAC NEWTON

Isaac Newton was an English physicist, mathematician, astronomer, natural philosopher, alchemist and theologian.

Isaac Newton was always wondering about the things he saw around him. What holds the Moon and planets in the sky? How does a rainbow form? He uncovered basic laws of nature. He used mathematics to explain these laws and predict how objects would behave. He became one of the greatest scientists of all time.

Newton was born in Woolsthorpe, England, on December 25, 1642. He loved to build mechanical models, but he was not a good student. His mother took him out of school so that he could help run the family farm. Newton did not like farming. He liked to read and study on his own. A former teacher knew that Newton was very smart and helped him go to the University of Cambridge.

After Newton graduated, bubonic plague broke out in Cambridge. Many people got sick and died. Newton went back to the family farm for two years until the plague died down. He came up with many of his greatest ideas from 1665 to 1667 while he was alone in the countryside.

Newton invented a new kind of mathematics called calculus. Today, scientists and engineers use calculus to solve many kinds of problems.

Newton came up with theories about gravity and motion. In ancient times, people tried to explain why things fall toward Earth. An English scientist named Sir Isaac Newton came up with a great idea about gravity in 1687. He thought about how an apple falls and wondered how far gravity went. He came up with the idea that gravity does more than hold people on Earth.

Newton thought that the same force pulling people and apples down to Earth keeps the Moon going around Earth and the planets going around the Sun. Newton thought of gravity as a kind of mysterious force pulling objects together. He said that gravity holds the Moon in orbit around Earth. It holds the planets in orbit around the Sun. Newton's ideas on gravitation explained many things about how apples fall and how stars and planets move. He used mathematics to prove his theories.

Newton went back to Cambridge and became a professor of mathematics. He built the first reflecting telescope, which uses mirrors instead of lenses.

He also developed a theory of colour based on the observation that a prism decomposes white light into the many colours that form the visible spectrum. Newton used a prism, a piece of glass with many sides, to study light. He found that sunlight is made up of every color in the rainbow. Newton also formulated an empirical law of cooling and studied the speed of sound.

Though Newton became famous for his calculus, he did not tell many people about his theory of gravity. He was shy and modest and did not want other scientists to criticize his work.

Finally his friends had him write a book about gravity and motion titled *Principia Mathematica*. Scientists called the book a masterpiece. Newton was made a knight. The monograph published in 1687, laid the foundations for most of classical mechanics. In this work, Newton described universal gravitation and the three laws of motion, which dominated the scientific view of the physical universe for the next three centuries.

When he died on March 20, 1727, he became the first scientist to be buried in Westminster Abbey in London.

Reading Comprehension

Exercise 3. Look through the text and say what facts are associated with the following dates.

1687, 1642, 1665-1667, 1727

Exercise 4. Answer the following questions.

1. What was Isaac Newton interested in?
2. Was he a diligent student?
3. Why did his mother have to take him out of school?
4. How did Newton get to the University of Cambridge?

5. What kind of mathematics did Newton invent?
6. What does Newton's theory of gravity say?
7. What did Newton find out about light?
8. Did Newton boast about his research?
9. How did *Principia Mathematica* influence the scientific view of the physical universe?
10. Where was Newton buried?

Discussion

Exercise 5. Express your opinion and explain your point of view.

1. Do you believe that great scientists are born or brought up?
2. Who do you consider to be the greatest scientist ever?
3. What qualities should a real scientist possess?
4. What are scientists usually like? Would you like to be married to a scientist?
5. What do you consider to be the greatest invention ever?
6. What methods of testing could Newton have used in his work?

ЛИНГВИСТИЧЕСКИЕ ТЕКСТЫ

TEXT 1

DISCOURSE OF ADVERTISING

The emergence of advertising refers back to the 1950s and 60s. In those days the goal of this new industry was hard-selling; however, with not very subtle strategies. These days it has changed into a commercial tool. Davidson defines advertising as “a social language, a genre of spectator/reader experience, a technique of persuasion [...] almost a world in its own right, with its own languages, customs and history, and one that sets the tone and pace for large parts of our lives. Advertising is a topic which both causes and reveals existing social divisions.” Furthermore, Williamson states that “ads are message systems designed to organize perceptions and create structures of meaning.” Advertising has been a subject for many studies and the analyzing of advertising is of growing importance.

Ahmed believes that “whether from a quantitative, qualitative or interpretive perspective, whether a researcher follows the modern social scientific approach, critical theory perspective or postmodernist approach, analysis of advertising and other media content is of growing importance.” For most people advertising is something to encourage or persuade them to buy a special product. But advertisings do not only serve this purpose, they “also amuse, inform, misinform, worry, warn, ... though it may be argued that these function are all in the service of the main function”. Considering the other side of the coin, there are non-product advertisements as well that without promoting any products only advocate a change in behavior. The non-product ads are used in different campaigns and they show the effects of not adopting the advocated behavior. “Ads may not always be obliged to refer to a product, but they are still obliged to refer, however obliquely, to a change of behavior”.

Advertisings have been involved with our everyday lives: its mirroring of society and vice versa, its transmitting of meaning and message, and its social significance have lead people to consider it as a discourse type. Cook also remarks that “advertising is not a remote and specialized discourse, but a prominent discourse type in contemporary society.” Discourse has been described by Gee: 1) as “language (oral or written) in use with more socio-politically oriented meaning.” Fairclough goes further and defines it as “just a particular form of social practice” that in its center power and ideology influence and interact with one another. In order to investigate the use of power and ideology in discourse, critical discourse analysis (CDA) can be considered a useful tool. Wodak describes it as follows:

Critical Discourse Analysis centers on authentic everyday communication in institutional, media, political or other locations rather than on sample sentences or sample texts constructed in linguists' minds.

1. What does the phrase "just a particular form of social practice" mean in the text?
2. Explain what the writer means by the "its mirroring of society and vice versa, its transmitting of meaning and message".
3. What is the message of the text?
4. What is your standpoint to the issue?

TEXT 2

DISCOURSE MARKERS

A 'discourse marker' is a word or phrase that helps to link written ideas. These words are generally more formal lexical items that find little use in speech – which is perhaps why they do not always come naturally to students. Discourse markers can be used, for example, to link ideas that are similar (e.g. the adverbs, also and similarly); and they can be used to link ideas that are dissimilar (e.g. however, alternately). As such, this useful group of words is an essential part of a student's writing toolkit. They work to help create a clear structure by acting as a kind of 'linguistic signpost' that contributes to a well-constructed essay or argument. They provide a sense of clarity, coherence, fluency and logic to a piece of writing.

The discourse markers covered in the resources provided with this 'toolkit' are, essentially, for essay writing, but a list of more generally useful discourse markers is also included.

In linguistics, a discourse marker is a word or phrase that is relatively syntax-independent and does not change the meaning of the sentence, and has a somewhat empty meaning. Examples of discourse markers include the particles "oh", "well", "now", "then", "you know", and "I mean", and the connectives "so", "because", "and", "but", and "or".

In *Practical English Usage* Michael Swan defines a 'discourse marker' as 'a word or expression which shows the connection between what is being said and the wider context'. For him, it is something that a) connects a sentence to what comes before or after, or b) indicates a speaker's attitude to what he is saying. He gives three examples: on the other hand; frankly; as a matter of fact.

Traditionally, some of the words or phrases that were considered discourse markers were treated as "fillers" or "expletives": words or phrases that had no function at all. Now they are assigned functions in different levels of analysis: topic changes, reformulations, discourse planning, stressing, hedging,

or backchanneling. Those functions can be classified into three broad groups: (a) relationships among (parts of) utterances; (b) relationships between the speaker and the message, and (c) relationships between speaker and hearer. An example of the latter is the Yiddish involvement discourse marker *nu*, also used in Modern Hebrew and other languages, often to convey impatience or to urge the hearer to act (cf. German cognate *nun*, meaning "now" in the sense of "at the moment under discussion").

1. What does the phrase "relatively syntax-independent" mean in the text?
2. Explain what the writer means by the "to convey impatience or to urge the hearer to act".
3. What is the message of the text?
4. What is your standpoint to the issue?

TEXT 3

TEXT TYPOLOGY: REGISTER, GENRE AND TEXT TYPE

It is obvious that not all texts are of the same type. We may distinguish between political texts, legal texts and medical texts; fairy tales, novels and shortstories differ from newspaper reports, essays, and scientific papers; food recipes, instructions booklets and advertisements may show similarities but they are not the same, expository texts differ from argumentative texts, etc. All these types of text differ in ways that are somewhat obvious, intuitively, but which nevertheless invite detailed analysis.

The development in the fields of language and linguistics, communication and rhetoric, the ethnography of speaking, pragmatics and discourse, etc. have contributed to and influenced our view of text typology. For some scholars, text refers to written language and discourse to spoken language. For others, texts may be spoken or written, and they may involve one or more text-producers (cf. Virtanen 1990). Halliday and Hasan (1976) and Quirk et al. (1985) talk about text, while e.g. Grimes (1975) and Sinclair and Coulthard (1975) and their followers deal with discourse. Do these scholars refer to the same thing, albeit the difference in their use of terminology? A study of the various uses of text and discourse in the literature during the past two decades (traced by Virtanen (1990)) highlights this problem.'

The two separate terms text and discourse have, in fact, been related to two different but complementary perspectives on language. A text may be viewed as structure and/or it may be regarded as a process. In line with these two approaches, text has often been used of a static concept - the product of a process - while discourse has been used to refer to a dynamic notion - the process of text production and text comprehension (Virtanen 1990: 453).

However, the notion of text has expanded from a descriptive structural to a processual unit adopting situational factors into its scope. Seen within this development, it seems rather arbitrary today to maintain a strict boundary between text linguistics and discourse analysis. As a result, the two separate terms text and discourse may be used interchangeably – that is if no definition to the contrary has been proposed?

Text and discourse can be directed to any aim of language or refer to any kind or reality; it can be a poem, a comedy, a sports commentary, a political speech, an interview, a sermon, a TV ad., etc.

1. What does the phrase “complementary perspectives on language” mean in the text?
2. Explain what the writer means by the “a processual unit adopting situational factors into its scope”.
3. What is the message of the text?
4. What is your standpoint to the issue?

TEXT 4 **TEXT TYPES**

Text types often cut across genre categorizations. The relationship between genres and text types is not straightforward. However, this finding does not in-validate genre analysis. Genres and text type categorizations have different theoretical bases, which are both valid as distinct text constructs. Genres correspond directly to the text distinctions recognized by mature adult speakers, reflecting differences in external format and situations of use. The theoretical basis of genres is independent from those for text types. Genres are defined and distinguished on the basis of systematic non-linguistic criteria, and they are valid in those terms. Text types may be defined on the basis of cognitive categories (as described above) or on the basis of strictly linguistic criteria (similarities in the use of cooccurring linguistic features, cf. Biber's (1989) typology). Contrary to most previous findings, Biber's types are valid in linguistic terms and captures the salient linguistic differences among texts in English. See also Longacre (1976, 1982) and Smith (1985).

No theory of modes of discourse is rigid in its categorization. Most discourse employs multiple views of reality and is therefore multiple in type (cf. Kinneavy 1980: 37), and pure narration, description, exposition and argumentation hardly occur. Thus, a particular genre may make use of several modes of presentation, though typically with one of these as the dominant type. The idea of an overall function was recognized by what Morris (1946: 75) calls a "dominant" mode. Today, text type focus, or contextual focus, refers to text type at the

macro level, i.e. the dominant function of a text type exhibited in or underlying a text (cf. Werlich 1976, Hatim and Mason 1990).¹⁶ If a text is incorporated into a larger text with a different overall purpose, the performative impact of the incorporated text may be changed by its incorporation. This explains why linguistic features at microlevel need not be isomorphic with the particular characteristics of the contextual focus. The same principle holds in uses of speech acts (see above for a dominant communicative function or text-act).

Thus, we need a two-level typology for text types (as well as for communicative functions) rather than a single level of types only. At the macrolevel of discourse, text type may be assumed to precede the level of text-strategic choices, thus affecting the whole strategy of the text. The choice of microlevel text types on the other hand, has to do with the textualization process, which is determined by the text producer's text strategy. The text types employed in a particular text (or genre) need not agree with its contextual focus. An argumentative text-type focus may be realized through narration, instructions may take the form of description, and so forth.

1. What does the phrase "cut across genre categorizations" mean in the text?
2. Explain what the writer means by the "dominant" mode.
3. What is the message of the text?
4. What is your standpoint to the issue?

TEXT 5

THE NATURE OF DISCOURSE

The term "discourse" comes from the Latin word *discursus*, which means "conversational speech." Today, discourse is commonly defined as a form of speaking or writing that expresses an organized, complete thought. Traditionally, the four types of discourse are argument, narration, description and exposition.

Argument is a type of discourse in which the writer or speaker attempts to convince an audience that his or her opinion is correct through logic. Argumentative discourse includes essays, lectures, sermons and political speeches. In an argument, the writer or speaker begins with a thesis, which is a clear, explicit statement of beliefs or opinions. The writer or speaker must then present evidence to support the thesis. If a listener accepts the evidence, he or she should agree with the thesis.

An argument is not the same as persuasion. In an argument, the writer or speaker presents evidence to get the audience to logically agree with his or her point of view. Persuasion, however, is designed to get an audience to both accept a particular point of view and act on that belief. For example, a successful

argument might make the audience like a particular political candidate, but successful persuasion should make the audience vote for that candidate. With narrative discourse, an audience is told a story. The story is designed to make the audience feel differently about a certain topic. Narrative discourse might take the form of a play, novel, folk tale, personal narrative or myth.

In description, something is described based on the five senses. As discourse, description is designed help the audience visualize people and places, but it also can put the audience in a particular mood or create a certain type of atmosphere. The writer or speaker uses nouns and adjectives to give the audience a sense of what something is like materially. Description might be found in a descriptive part of a novel or in a descriptive essay.

Exposition is designed to inform the audience about a topic. There are several different types of exposition, including definition, analysis, compare-and-contrast, problem-and-solution and cause-and-effect. There are many strengths and weaknesses associated with each type of exposition, and each type has a completely different purpose. For example, giving someone the definition of a word provides one type of information, whereas comparing and contrasting two differing opinions provides an entirely different type of information.

1. What does the phrase “explicit statement of beliefs or opinions” mean in the text?
2. Explain what the writer means by “the audience visualize people and places”.
3. What is the message of the text?
4. What is your standpoint to the issue?

TEXT 6

GENDER AND DISCOURSE

In sociolinguistics and other related areas of academia, discourse is usually defined as the relationship between language and its real-world context. Many researchers and theorists relate discourse specifically to power structures in a given society, and this is the area where there is the most overlap between gender and discourse. Approaches to gender and discourse research may analyze the way language reflects or influences gender stereotypes, or they may discuss the differences between how men and women use language.

Much use of the word discourse in the late 20th and early 21st centuries was influenced by the work of the French philosopher Michel Foucault, who defined the use of language and other sign systems as a means to control people's actions. Drawing on Foucault's theories, many researchers have analyzed gender in relation to existing social and cultural power structures. Some theorists argue

that the way language is used re-enforces existing power structures, while others claim that discourse simply reflects the existing state of affairs. The relationship between power and discourse may also be viewed as cyclical or mutually reinforcing: social structures influence language, and language influences social structures. Foucaultian approaches to gender and discourse tend to focus on the relationship between gender and power.

Some research focuses on the difference between how men and women are portrayed in discourse. For instance, some studies of gender and discourse analyze the way men and women are viewed in public communication, such as advertising or TV. The goal of such analysis is often to reveal the unspoken assumptions about gender interactions and the underlying power structures that these interactions reveal.

On the other hand, a significant portion of gender discourse studies analyzes the difference between how women and men themselves use language. These types of studies almost always concentrate on a particular culture or sub-culture. For example, one study of Malagasy-speaking people revealed women's speech to be more direct in that cultural context, while men's speech was more round-about. This study provoked debate about the types of power wielded when each style of communication was used.

Across many different cultures, women's speech styles are often found to have power within domestic circumstances, while men's speech is believed to be more powerful in public settings. Most theorists believe that this difference is due primarily to the way boys and girls are socialized from a young age, rather than from innate biological differences between the sexes.

1. What does the phrase "to reveal the unspoken assumptions about gender interactions" mean in the text?
2. Explain what the writer means by "the types of power wielded".
3. What is the message of the text?
4. What is your standpoint to the issue?

TEXT 7

THE ROLE OF DISCOURSE IN LINGUISTICS

Discourse is generally any form of verbal communication, whether spoken or written. The role of discourse in linguistics is to provide a body of text for various types of analysis. These may include research into grammar, sociolinguistics, psycholinguistics and discourse analysis.

Corpus linguistics is the area where discourse is most commonly used in linguistics. The word corpus means "body," so a linguistic corpus is a body of text or speech occurring in the real world. Whereas much linguistic research can

be done on texts created for the purpose of linguistic research, such as most research related to computer-generated language, corpus linguistics relies exclusively on naturally occurring language. Discourses of various types can provide language for this type of research, which may seek to analyze, for instance, levels of competence among language learners.

Researchers might use discourse in linguistics research relating to sociology and psychology. For example, sociolinguistic research indicates that on average, women use more pronouns than men. Pronoun usage can also be used as a predictor of a person's personality and emotional health. People who are emotionally healthy, for instance, tend to use plural pronouns like "we" or "their" much more often than they use singular pronouns like "I" or "me." These conclusions were reached by studying samples of discourse.

The French philosopher Michel Foucault used the term "discourse" to refer to the relationship of communication in real-world power structures. Foucault was more of a social theorist than a linguist; nevertheless, his theories about pragmatics, or how language conveys meaning, has had significant influence on the way many academicians view discourse. As Foucault uses the term, the role of discourse in linguistics is to establish the real-world meaning of statements. He argued that discourse locks people into certain modes of thought and action.

Following in Foucault's footsteps, various other disciplines have examined discourse in linguistics as well as other areas. Feminist theorists, for instance, may analyze the relationship between gender relations and the way people speak about gender. This type of analysis generally does not use the highly structured, scientific research methods used in mainstream linguistics, but may use the conclusions of linguistic research in their analyses of other texts, including literature.

1. What does the phrase "to establish the real-world meaning of statements" mean in the text?
2. Explain what the writer means by "locks people into certain modes of thought and action".
3. What is the message of the text?
4. What is your standpoint to the issue?

TEXT 8

LANGUAGE AND DISCOURSE

Language and discourse are connected at a basic level in that all discourse is constructed with language. The manipulation of language impacts how people interact and respond. Language and discourse are fluid, however, because they

both shape and define the culture in which they are present. It is culture that provides much of the meaning for the language that happens within discourse.

Language contains clues about what should come next in a discourse. For example, if someone says "hello," that person generally expects the other person to say "hello" as well. At the very least, the first person wants an acknowledgment they have spoken, which the second person might give with a nod or other gesture. In this way, language controls some of the direction of discourse. A main principle behind language and discourse is that, because language controls discourse direction to a large degree, people who learn how to control language learn how to manipulate discourse, as well. This is known as discourse management. By phrasing a question in a very specific way, for example, a person might force another person to respond in a particular way or even to stop the discourse altogether. Control of language thus is a tool for gaining and exercising power over others. Another connection between language and discourse is that culture dictates language interpretation to a large degree. For example, if someone comes from a very religious Christian area, he might see it as irreverent if someone who isn't religious uses the phrase "my God" nonchalantly. This can lead to misunderstanding and conflict, hindering discourse and subsequent relationship building. Normally, evidence of the cultural beliefs that drive language and discourse is present elsewhere in a person's life.

Culture is always changing, and as a result, so too, does language. What is appropriate discourse at one time might not be appropriate in another time. An example is the use of words and phrases such as "swell" or "it's the bees knees," which were popular in the 1950s but have fallen out of favor. Based on current interpretation of these words and phrases, a person might see another individual who used them in discourse as old-fashioned or outdated. Gender also has a huge impact on language and discourse. For instance, in some cultures, women are seen as second-class citizens or the weaker sex. In these cultures, it sometimes is considered very rude for a woman to enter into a discourse without invitation from a man. In other cultures, more effort is taken to create gender equality through language and thereby encourage different rules of discourse engagement, such as the integration of gender neutral pronouns.

The connections between language and discourse mean that one cannot study language in depth without also studying discourse.

1. What does the phrase "the manipulation of language" mean in the text?
2. Explain what the writer means by "has a huge impact on language and discourse".
3. What is the message of the text?
4. What is your standpoint to the issue?

TEXT 9

DISCOURSE MARKERS

Nearly everyone uses discourse markers in speech and in writing, and they can be found in all languages. Discourse markers (DMs) are words that have no effect on the coherence or grammar of a sentence, such as the words "well" or "so" and the phrase "you know" in English. Instead, discourse markers help make discourse structuring more coherent and flow better. At one time, discourse markers were thought of as mere speech fillers, but discourse analyzers now realize that although these markers have no actual purpose within the discourse, they perform their own functions in speech. They are mostly used as transitions in subject or thought, methods of stressing thoughts and response signalers to previous utterances by another speaker.

Discourse markers make a conversation livelier, personal and involved. Without them, conversation can be stagnant and awkward. People tend to take pauses during dialogue, typically after a refusal, compliment or request. If this naturally occurring delay in speech is met with complete silence, the conversation becomes socially awkward. The addition of DMs keep the conversation flowing.

Other times when DMs usually happen are when showing surprise, for clarification, when shifting topic and when resuming previous topics. What makes a discourse marker useful is that in just a word or short phrase, it removes the guesswork from the previous dialogue and from the current and upcoming discourse. It also can signal to the listener or reader what to expect. When placed at the start of a thought, a discourse marker is usually a reaction toward the other speaker. For instance, "well" can mark a response to the statement made by the other speaker. When placed at the beginning of a thought, it might also signal the end of mystery or anticipation. Another example of this would be the use of "so" during an introduction such as, "So, it is my pleasure to introduce"

Some words and phrases are used as both purposeful parts of a sentence and as discourse markers. An example of this is the discourse marker "you know." In the sentence, "You know, I don't like cheese," the phrase "you know" is a discourse marker. In the sentence, "Do you know where the book is?" the phrase is no longer a DM. This interchangeability can make it difficult to distinguish some DMs from the actual conversation.

To determine whether a phrase or word is a discourse marker, one must consider the context of the dialogue. Taking the word or phrase from the sentence may also help. The sentence should be able to stand on its own without the discourse marker.

1. What does the phrase "the actual conversation" mean in the text?

2. Explain what the writer means by “conversation can be stagnant and awkward”.
3. What is the message of the text?
4. What is your standpoint to the issue?

TEXT 10

THE ETHNOGRAPHY OF COMMUNICATION

The ethnography of communication is an academic field of study that was first conceptualized as a branch of sociolinguistics by researchers during the 1950s and early 1960s. As an academic discipline, the ethnography of communication studies and analyzes how language is used in cultural settings. Originally, this branch of study was actually called the ethnography of speaking, but the term was changed so the field could include studies in both the non-verbal and the non-vocal facets of communication. Most of the studies done in the ethnography of communication, however, tend to be mainly concerned with speaking, because that is regarded as the leading means of communication.

As a discipline at least partially based in linguistics, the ethnography of communication takes a somewhat different view of communication and language than do other linguistic theories such as structuralism or transformational grammar. In contrast with these theories, the ethnography of communication has as a basic premise, or theory, the view that the meaning of a particular expression or vocalization can be understood only in relation to the speech event or culture in which it is embedded. The view of this field is that communication is an uninterrupted flow of information and not an exchange or transmission of disconnected, separate messages. Communications, rather than specific languages, provide the frame of reference for analyzing the place of language in any particular society or culture.

The focus of studies in the ethnography of communication is on individual speech communities, which are clusters of people using common signs to communicate. Particularly, communication ethnography is interested in the way that communication within a speech community is organized into various systems of communication events and how they interact with every other system in the culture. Communication ethnography looks to answer the basic question of what a speaker needs to know to communicate correctly and appropriately within a given speech community and how a speaker learns to do this.

A researcher in the ethnography of communication might analyze different speech situations, such as ceremonies; or speech events, such as sermons, greetings or compliments; to determine how their structure and content are culturally determined. Regardless of the topic of the study, researchers in the ethnography of communication focus on a speech community. Communication eth-

nographers study speech communities as diverse as African tribal groups or people in highly industrialized societies. For example, a speech community might even be users of a website or message board if they share rules for speaking to each other online.

1. What does the phrase “an uninterrupted flow of information” mean in the text?
2. Explain what the writer means by “culturally determined”.
3. What is the message of the text?
4. What is your standpoint to the issue?

TEXT 11

DOMINANT DISCOURSE

Dominant discourse is a way of speaking or behaving on any given topic – it is the language and actions that appear most prevalently within a given society. These behaviors and patterns of speech and writing reflect the ideologies of those who have the most power in the society.

Major theorists such as Michel Foucault and Stuart Hall supported the concept of dominant discourse. They argued that relatively few people in a society hold authority. Those, who do have power, directly or indirectly assert their power on others within the society, thereby forcing those members of a society to adopt the actions and language of those in power. In this process, the prominent behaviors and ideologies eventually become the social norm.

A problem with dominant discourse is that it can become so ingrained within a society that few people challenge the norm. Without these challenges, few new ideas enter the mainstream. The society thus may stagnate and fail to progress. Even when people want to challenge the dominant discourse, they may fail to do so if they lack the power to get their message or behaviors far enough into the public eye. People who want to change society may have to work at building a reputation before large numbers of the society will follow their example.

Two examples of major conflicts associated with challenges to discourse are the Civil Rights Movement and the Holocaust. In both these cases, the dominant discourse involved discrimination against a particular group of people. Those in power during both these periods used open propaganda, as well as scare tactics, to assert and maintain dominance through the general population. A more general example of conflict related to dominant discourse is war of any type, although conflicts do not always escalate to the point of physical violence.

Even though the clearest examples of dominant discourse arguably come from associated conflict, social norms can be positive for a society on some levels. One benefit of dominant discourse is that it provides one or more points of

commonality between members of a society. This can help members of the society develop a sense of normalcy, as they have some predictability in terms of what they are supposed to do and say in different situations. It also provides people with a sense of belonging, because they are able to see that others are acting or speaking in the same way.

Dominant discourse is variable, meaning that discourses on different topics do not always come from the same individual or groups. For example, a church may provide a standard for prayer or preparing a funeral, while a health organization may provide standards for patient care and interaction.

1. What does the phrase “to assert and maintain dominance through the general population” mean in the text?
2. Explain what the writer means by “become so ingrained within a society”.
3. What is the message of the text?
4. What is your standpoint to the issue?

TEXT 12

INDIRECT DISCOURSE

Indirect discourse is a form of expression often used in written or spoken narrative works, as well as daily conversation, in which a comment is relayed indirectly by a speaker without quotation marks. The purpose is to provide dialog or other commentary by one person through the perspective of someone else. It is often found in dialog within a narrative, or in a written work that is narrated by one particular individual. Writers can use indirect discourse to provide information without a direct quotation, which also allows the writer to provide information about the person relaying a comment.

Examples can be seen in a sentence such as “The woman wondered where she was.” In this statement, the woman is wondering something, but it is not placed in quotations separate from the sentence, much like in the sentence “That man said that he is a police officer.” Both of these examples of indirect discourse are in contrast to direct discourse like “The woman wondered, ‘Where am I?’” in which the comment is a direct quotation.

The purpose of indirect discourse is to provide dialog or other commentary by one person through the perspective of someone else. It is often found in dialog within a narrative, or in a written work that is narrated by one particular individual. Writers can use indirect discourse to provide information without a direct quotation, which also allows the writer to provide information about the person relaying a comment. When a direct quotation is used, then it typically only provides information about the original speaker, without the added perspective of the character relaying the information.

Indirect discourse should not be confused with unspoken discourse, which indicates thoughts rather than spoken words. An example of unspoken discourse would be, “The girl wondered, ‘Where am I?’” Unspoken discourse is thought directly by a character, and is often indicated by the use of quotation marks. An example of indirect unspoken discourse would be “The girl wondered where she was.” This lacks both quotation marks and a question mark, since it is not actually presented as a question.

1. What does the phrase “unspoken discourse” mean in the text?
2. Explain what the writer means by the “provide information about the person relaying a comment”.
3. What is the message of the text?
4. What is your standpoint to the issue?

TEXT 13

CONTRASTIVE LINGUISTICS

Contrastive linguistics seeks to study and explain any two languages. This includes listing the differences and similarities between them. Contrastive linguistics has also been called differential linguistics and is a sub-section of comparative linguistics that is separated by its studying of only two languages at any one time.

This area studies languages in order to discern how they developed as they did and what other languages they are historically related to. For example, comparative linguistic studies of Hungarian show its earliest links to Chinese and Korean, then how it was influenced by Mongolian, Turkish and other languages as the Magyars moved west across Siberia and eventually into Europe. Such studies have also shown how and when Hungarian split from its closest language partner, Finno-Estonian.

There are many subdivisions of comparative linguistics and, therefore, also of contrastive linguistics as they use similar techniques. The discipline is traditionally broken down into two main groups: general comparative linguistics and specialized comparative linguistics. General comparative linguistics is broken down into descriptive, typological and historical linguistics, while specialized comparative linguistics is broken down into generic comparative, the theory of linguistic contact and areal linguistics.

The theory of linguistic contact becomes more important during contrastive linguistic studies. It looks at the relationship of two languages. Not all languages studied in contrastive linguistics are related or have had contact with one another, but it allows the linguist to look at possible changes one language has

influenced in another such as transfers and interference. This is known as the theory of bilingualism and includes the creation of creoles and translation.

Both comparative and contrastive linguistics look at similar areas of a language. This includes the vocabulary or words used by the language and how those words are affected when they are pluralized or inflected. They also examine how a language uses syntax to form sentences, grammar to organize words and sentences, phonology and also how culture creates idioms.

1. What does the phrase “a sub-section of comparative linguistics” mean in the text?
2. Explain what the writer means by the “split from its closest language partner”.
3. What is the message of the text?
4. What is your standpoint to the issue?

TEXT 14

DOUBLE DISCOURSE

Double discourse basically refers to two different forms of communication or expressions that are occurring simultaneously. This can happen in a number of different ways, though most simply it may be presented by a group of individuals in which two conversations are occurring within the group simultaneously. On a larger scale, double discourse can also occur at social and political levels, as an individual or group may seem to make two different and potentially contradictory statements at the same time. In literature and written works, this term can also refer to a sentence or phrase that refers to two different ideas at once.

Typically, discourse of any kind indicates communication and the expression of various thoughts and ideas between two or more people. Double discourse is an act or event in which two different forms of conversation or communication are occurring at the same time. At a party, for example, a group of six people might be gathered together and talking amongst each other. Four of the people within this group may be discussing one idea, while the other two people who are still part of the group are talking about something else. In this event, the group is engaging in double discourse and some members of it may follow both conversations at once.

There are also social and political ramifications behind the idea of double discourse, especially as it relates to public opinion and the agendas of various organizations. A politician, for example, might represent a constituency that is strongly in favor of one position, while being sponsored by a group against that position. In order to appease both groups of people, the politician might engage

in double discourse. In doing so, both sides of an issue may seem to be represented by the politician, which can ultimately result in loss of support from both of them.

Double discourse can also occur in writing and literary works, which is important for anyone critically reading or reviewing such pieces. A writer may, for example, write out one sentence that seems to express a particular idea. Upon closer reading and critical consideration of the language used in the sentence, however, a reader may determine that the initial concept was intended ironically and that a secondary meaning should be taken from the sentence. Such double discourse is often used to provide readers with greater meaning from a seemingly simple sentence. This can be used to expand upon established ideas in a written work or to provide greater depth for characters within it.

1. What does the phrase “occurring within the group simultaneously” mean in the text?
2. Explain what the writer means by the “double discourse”.
3. What is the message of the text?
4. What is your standpoint to the issue?

TEXT 15

LINGUISTIC ANALYSIS

Linguistic analysis refers to the scientific analysis of a language sample. It involves at least one of the five main branches of linguistics, which are phonology, morphology, syntax, semantics, and pragmatics. Linguistic analysis can be used to describe the unconscious rules and processes that speakers of a language use to create spoken or written language, and this can be useful to those who want to learn a language or translate from one language to another. Some argue that it can also provide insight into the minds of the speakers of a given language, although this idea is controversial.

The discipline of linguistics is defined as the scientific study of language. People who have an education in linguistics and practice linguistic analysis are called linguists. The drive behind linguistic analysis is to understand and describe the knowledge that underlies the ability to speak a given language, and to understand how the human mind processes and creates language.

The five main branches of linguistics are phonology, morphology, syntax, semantics, and pragmatics. An extended language analysis may cover all five of the branches, or it may focus on only one aspect of the language being analyzed. Each of the five branches focuses on a single area of language.

Phonology refers to the study of the sounds of a language. Every language has its own inventory of sounds and logical rules for combining those sounds to

create words. The phonology of a language essentially refers to its sound system and the processes used to combine sounds in spoken language.

Morphology refers to the study of the internal structure of the words of a language. In any given language, there are many words to which a speaker can add a suffix, prefix, or infix to create a new word. In some languages, these processes are more productive than others. The morphology of a language refers to the word-building rules speakers use to create new words or alter the meaning of existing words in their language.

Syntax is the study of sentence structure. Every language has its own rules for combining words to create sentences. Syntactic analysis attempts to define and describe the rules that speakers use to put words together to create meaningful phrases and sentences.

Semantics is the study of meaning in language. Linguists attempt to identify not only how speakers of a language discern the meanings of words in their language, but also how the logical rules speakers apply to determine the meaning of phrases, sentences, and entire paragraphs. The meaning of a given word can depend on the context in which it is used, and the definition of a word may vary slightly from speaker to speaker.

1. What does the phrase “provide insight into the minds of the speakers of a given language” mean in the text?
2. Explain what the writer means by “to describe the unconscious rules and processes”.
3. What is the message of the text?
4. What is your standpoint to the issue?

ГРАММАТИЧЕСКИЙ ПРАКТИКУМ

Репозиторий БрГУ

GRAMMAR EXERCISES AND TESTS

TOPIC 1: VERB. TENSES. ACTIVE VOICE. PRESENT TENSES

Exercise 1. Identify the tenses; match them with the correct description.

1. They are getting married this summer.
2. The robber waves his gun and everyone gets down on the floor.
3. The sun rises in the east and sets in the west.
4. The course starts on the tenth of October.
5. Clare is looking for a new flat.
6. We have been sharing a flat for years.
7. They employ staff from all over the world.
8. Paula has become more independent since starting University.
9. The child has been missing since last night.

- a) твёрдая договорённость на ближайшее будущее
- b) личный опыт, изменения, которые уже имели место, произошли
- c) действия, разворачивающиеся в момент речи, временные ситуации
- d) действия, начавшиеся в указанное время в прошлом, но продолжающиеся до настоящего момента, времени
- e) обзоры; спортивные комментарии; ремарки драматических произведений
- f) постоянные, привычные, повторяющиеся ситуации или состояния
- g) достоверность, закон природы
- h) особое подчёркивание длительности, продолжительности ситуации, которая началась в прошлом, но продолжается до настоящего времени
- i) расписания, программы, ориентированные на будущее

Exercise 2. Identify the tenses; find the corresponding description.

1. Bill always stops to buy milk on his way to work.
2. The new serial is growing in popularity.
3. There goes the last bus!
4. Scientists have just discovered a way to prevent memory loss.
5. Andrea has phoned me every day this week.
6. Laura is always criticizing my appearance.
7. I feel exhausted as I have been working on my assignment all night.
8. He has been asking to borrow money again.
9. The Kellys have moved to Manchester.

- a) прошедшие действия некоторой продолжительности, имеющие видимый результат, эффект в настоящем

- b) изменяющиеся или развивающиеся ситуации
- c) недавно завершённые действия
- d) восклицательные предложения
- e) часто повторяющиеся действия с наречием "always", выражающие недовольство, раздражение, критику
- f) действия, которые произошли в неуставленное время в прошлом, но имеют отношение к настоящему
- g) подчёркивание количества, частоты
- h) повторяющиеся, привычные действия
- i) выражение злости, раздражения, недовольства, критики

Exercise 3. Choose the correct phrase in each sentence.

1. What time go you/do you go to bed on Saturdays?
2. Why are you waiting/do you waiting outside the door?
3. Don't ask Tim. He doesn't know/not knows the answer.
4. I having/I'm having my lunch at the moment.
5. When you live/do you live the house?
6. I don't understand. What is happening/is happen?
7. Excuse me, does you know/do you know the time?
8. This is a great party. I'm having/Am I having a lovely time.
9. We can't use the lift because it don't works/doesn't work.
10. What you are doing/are you doing here?
11. What sort of work do you do/are you doing?
12. I can't talk now. I cook/I'm cooking the dinner.
13. What shall we have? Do you like/Are you liking fish?
14. Can I borrow this typewriter? Or do you use/are you using it yourself?
15. What do the people do/are the people doing in the evenings?
16. Follow that bus. Then you turn/you are turning left.
17. A lot of people think that the Sun goes/is going around the Earth.
18. Excuse me, do you read/are you reading your newspaper?
19. Do you wait/Are you waiting for the bus to Newcastle?
20. Andy builds/is building his own house in the country.
21. That can't be right! I don't believe/I'm not believing it!
22. Carol can't swim today. She has/is having a cold.
23. See you in the morning. I leave/am leaving now.
24. What do you do/are you doing? If you drop it, it will break!
25. Stop doing that, Billy! You are/You are being very silly!
26. I drive/I'm driving! You can sit in the back with Martin.
27. What do we eat/are we eating this evening? I'm really hungry.
28. You're a great cook! This cake tastes/is tasting wonderful!
29. Where do you go/are you going? I haven't finished speaking to you!

30. Chemistry is hard. I am not understanding/I don't understand it.

Exercise 4. Choose the most suitable tense form.

1. I live here/have lived here since the end of last year.
2. Someone has just stolen/has just been stealing my bicycle.
3. I'm afraid the last train leaves/has left already.
4. Recently I lost/have lost my wallet.
5. Thank you for the offer, but I've decided/I'm deciding not to accept.
6. Take your umbrella with you. It starts/It's started raining.
7. We're enjoying our trip. We have visited/visit two countries so far.
8. I am standing here/have been standing here for hours and I feel tired.
9. This has been/has been being a busy day and it isn't over yet.
10. I feel really tired. We are going/have gone to the parties three times this week.
11. Are you seeing/Have you seen my bag anywhere? I can't find it.
12. Larry is writing/has been writing/has written his novel for the last two years without getting further than Chapter One.
13. From the minute he got up this morning Gary asks/has asked/has been asking silly questions.
14. Have you given/Do you give Helen my message?
15. Sorry, could you say it again? I don't listen/haven't listened/haven't been listening to you.
16. The police think that they find/have found your missing wallet, so call this number.
17. I don't think we'll go swimming after all because the weather has changed/has been changing.
18. Are you visiting/Have you visited many interesting places in Italy so far?
19. Do you two meet/Have you two met before? Eric, this is Tom.
20. Have you been meeting/Have you met anyone at the reception?

Exercise 5. Fill in "since" or "for".

Sue Wilson has been involved in sports ... more than 25 years. Her first interest was gymnastics, which she has been actively involved in ... she was ten, but she has also been interested in other forms of sport ... many years. She has been a keen cyclist ... 1990, when she made her first bicycle tour of Europe, and ... her marriage to all-round sportsman Tom Wilson, she has tried her hand at climbing, sailing and sky-diving. Her talent as a writer has kept her busy ... the past ten years, and she has become familiar to TV viewers as a sports commentator ... her first TV appearance in 1998. Her plans for the future? "I've been interested in the role of women in sports ever ... I was a teenager. Now, after being so busy ... all these years, I've decided to take some time off so I can write a

book about it.” Since Sue has been part of the sporting world ... so long, her book should be fascinating.

Exercise 6. Choose the correct word.

1. She has gone to Singapore and she's still/yet there.
2. She doesn't want to watch the film as she's seen it already/still/yet.
3. Ann has been on a diet since/for/before five months.
4. The child has only been playing the violin still/already/for two years and she can still/already/for play several of Mozart's most difficult pieces.
5. Even after twenty five years she is still/yet actively involved in the club.
6. Jo's yet/still got a good figure though she's five months pregnant.
7. Has Sandra typed up those reports yet/still?
8. Peter has left the party yet/already/before.
9. She has come back already/before he returned.
10. I can't do the exam – I haven't finished doing all my revision still/yet/already.

Exercise 7. Complete the following sentences using the verbs and adverbs given in brackets.

1. I (use/never) my mobile phone if I (drive).
2. I (like/always) to get post but I (seem/never) to have the time to reply.
3. The actress (prefer) to be with Paul because James (argue/always).
4. Maria (forget/always) what time the soap-opera (start).
5. You (moan/always) about the state of the flat but you (help/never) me.
6. Turtles (lay/always) their eggs on the same beach; however, they (come/never) in winter.
7. Whether I (go) swimming or not (depend on/always) the weather.
8. I (shop/never) here again – they (be/always) rude.
9. We (smell/always) cooking when we (pass) your flat.
10. He (borrow/always) money but he (pay/always) me back.

Exercise 8. Put the verbs in brackets into the appropriate present forms.

1. My sister (wait) patiently for her exam results.
2. What (do/usually) you at the weekend?
3. Someone (eat) all the cakes. I'll have to buy some more.
4. We (not travel) by train very often.
5. Don't worry about the cat. It (only/eat) once a day.
6. What (buy) you your sister for her birthday?
7. I (consider) accepting that job in the bank.
8. I can't work out the answer. (know) you what it is?
9. My throat is really sore. I (sing) all evening.

10. The film (end) with a dramatic car crash.
11. What's the matter? Why (stare) you at me like that?
12. Brenda (learn) Russian, but she finds it difficult.
13. I'm sorry, I (feel) too tired to go out this evening.
14. Excuse me, but (speak) you English? I'm looking for a hotel.
15. How many people (invite) you to your party?
16. We (have) a great time here in London.
17. Those two cats (sit) on the branch for the last hour.
18. (see) you much of your brother these days?
19. It (rain) all day. Why can't it stop?
20. Helen (stay) with her aunt while her flat is being repaired.
21. We (rely) on you to bring the keys with you.
22. Diana (wear) twelve different dresses in the past week.
23. You should go on a diet. You (put) on weight.
24. I (wish) people didn't smoke in restaurants.
25. I (do) everything you asked. What should I do now?
26. Who (think) you are good at languages?
27. Graham and Pauline (try) to find a house for ages, but they can't find one they can afford.
28. (speak) they French or German? I can't tell the difference.
29. I can't remember how long I (have) this watch.
30. I (live) here since the end of last year.

Exercise 9. Choose the correct answer to the given questions.

1. What do you usually do on your birthday?
 2. Would you like to meet again on Saturday?
 3. What do you usually do when there is an earthquake?
 4. Have you finished your homework?
 5. What are you doing?
 6. What are you doing on Friday?
 7. Are you in the school basketball team?
 8. What do you do?
- a) I have a party.
 - b) I lie under the table.
 - c) I work in a travel agency.
 - d) Yes, we play every Friday.
 - e) I'm still doing it.
 - f) It's hot in here. I'm opening some windows.
 - g) I'm going back to Canada tomorrow.
 - h) I'm having a party.

Exercise 10. Correct the mistakes.

1. My pen-friend is writing to me for years but has never sent me a photo.
2. We have been started this course for three weeks.
3. What have you been doing all day? – I've been written letters.
4. How long are you living in this city?
5. You have ever been to India?
6. Paula has been stayed in a hotel by the sea.
7. I feel ill for three weeks.
8. I study at university since 2005.
9. I wait here a long time. Where have you been?
10. Tony has leaved his books on the bus.

Exercise 11. Read the text and look carefully at each line. Some lines are correct, but some have a word which should not be there. Cross out the unwanted words.

This week in Kyoto in Japan the latest conference
On the environment is ~~being~~ taking place. The whole

1. world is today watching to see what happens
2. as delegates from more than 165 countries discuss
3. what measures need to be taken to reduce the
4. fumes that do create the Greenhouse Effect. They
5. are hope to agree on ways of reducing the amount
6. of carbon dioxide and other gases that we
7. send into atmosphere. These gases to act the way a
8. greenhouse does and, as a result, the Earth is
9. be getting hotter all time. The
10. temperature it is rising gradually and
11. in 100 years' time the Earth will be hotter by about 4 degrees C.
12. The problem is be getting worse as more cars
13. are make an appearance on our already crowded roads.
14. The solution in Kyoto is depends on what the United States,
15. the most powerful nation on Earth, feels is in its interests.

Exercise 12. Read the text and look carefully at each line. Some lines are correct, but some have a word which should not be there. Cross out the unwanted words.

Dear Mrs. Sangster,

Just a quick note to explain what we have ~~been~~ done
so far this month. The work on the kitchen has gone

1. well so far, although we haven't already finished
2. knocking down the outside wall yet. So I wrote

3. to you last week and have explained that two of
4. my workmen were ill They have quite recovered
5. now, I am glad to say, and they have came back
6. to work yesterday. As the weather has been bad
7. we have been work inside most of the time, and
8. all painting is now been finished. We have
9. also put in a new window in the kitchen, as you
10. have instructed in your letter. As you
11. have not been visiting here for two weeks
12. we have not had the chance to discuss the walls.
13. When we checked them we have discovered
14. that they are in a dangerous condition. I'll
15. let you know what we have do to them.

Best wishes,
Andrew Turner, Builder.

Exercise 13. Put the verbs in brackets into the correct present forms.

1. Alan (fly) to Barcelona tonight. He (already/pack) his suitcase but he (not/call) a taxi yet. His plane (leave) at 8 pm.
2. Ann and Sally (be) flat-mates. They sometimes (argue) because Sally (always/make) a mess in the kitchen.
3. "Look over there! It's John Cooper." – "Oh yes! But he (look) so different! He (put on) at least 15 kilos and I (think) he (wear) a toupee."
4. Ever since the accident Susan (be) afraid to drive. Next week she (see) a psychologist who (specialize) in that sort of problem.
5. "What a great match! Johnson (pass) the ball to Green, who (shoot) and (score)!"
6. "What on earth (you/do)? Your clothes are all dirty!" – "Well, I (work) in the garden all day. Look! I (already/plant) a lot of flowers. I (plan) to cut the grass now."
7. George Smith (train) for this match for months. He (practise) at least 4 hours a day for the last two weeks and he (say) that now he (feel) confident. However, he (face) a difficult opponent tonight. Palmer (win) several games recently, and he (look) determined to win this one too. The match (be) about to start, so let's watch and see what (happen).
8. Louisa usually (go) to work by tube, but today she (go) there in a chauffeur-driven limousine. The reason for this (be) that she (just/win) the young business person award, and as part of the prize people (treat) her like royalty.
9. Mary (dye) her hair for years. She (say) she (want) to match her hair with her clothes. I (ask) her for ages why she (not/keep) her natural colour but she (say) she (forget) what it is!

10. A: "Excuse me, I (try) to pay for this shirt for ten minutes. Nobody (seem) to want to serve me. I (try) complaining but nobody (listen). It's the worst service I (ever/experience). Something ought to be done!" – B: "I agree, sir, but I (not/work) here."

Exercise 14. Make all the necessary changes and additions to make a complete text.

1. For many years researchers – try – determine whether animals – share with humans the ability to use language/ One particular researcher in America – spend – 16 years exploring the degree to which a parrot – understand – what he – say/ He – find that the bird – be able to – answer questions about objects and also – understand numbers/ At the moment the researcher – try – to determine whether the bird actually – know what it – say – or whether it – simply imitate – a collection of sounds.

2. Dear Sirs,

I write – apply – position of French teacher – advertised – The European. Academic qualifications include – degree in French – Oxford University. I spend several years – Paris – have excellent practical knowledge of French. I work – assistant French teacher – two years – school outside London. I be unemployed – at the moment. I enclose references – former employer. I trust you give – application – serious consideration. I look forward – hear you – earliest convenience.

Yours faithfully,
Evelyn McCoy.

PRACTICE TEST

I. Choose the correct form of the verb.

1. The plane to London (does not leave/has not left/is not leaving) yet.
2. The son (is spending/spends/have spent) the week with his mother.
3. My dog (eat/eats/has eaten) a tin of dog food every night.
4. Tonight I (have/am having/has had) a house-warming party.
5. I am sure you (are passing/have passed/pass) the exams excellently.
6. Nowadays everybody (is knowing/has known/knows) much about computers.
7. You always (lose/are losing/have lost) your spectacles!
8. There (has run/is running/runs) the bus!
9. He is out of breath as he (is running/runs/has run) all the way.
10. Our children (have watched/are watching/watch) three performances this month.

II. Choose the correct time word.

1. My neighbour is (often/usually/always) complaining of everything.
2. Snow has been falling (still/since/for) morning.
3. The ceremony is beginning (tomorrow/already/so far).
4. The street has not got the name (so far/never/at once).
5. How is the patient feeling (at the moment/lately/always)?
6. What are you thinking (just/often/now) about?
7. What do you think (just/often/now) about?
8. We have (lately/before/just) arrived in London.
9. (How much/How long/When) have you been writing your latest novel?
10. Our relatives (tonight/rarely/recently) visit us.

III. Put the verbs in brackets into the correct present forms.

I (never/see) anything like that before! Of course, I (dream) about far journeys for years. We (stay) here in Hawaii for a fortnight now and we (have) a wonderful time. We (already/visit) most of the sights and my mother (buy) nice presents for everybody. We (send) some photos to our relations to show them how we (spend) our holidays. We really (enjoy) ourselves. We (want) to come here once again some day.

IV. Find and cross out the unnecessary words in the lines of the text if there are.

Smell is probably the most undervalued
of the five senses, the others of which are ~~as~~ taste,

1. touch, sight and hearing. The perfume of roses either or
2. of a freshly-baked bread gives pleasure, but odours
3. can also be important in that checking the
4. quality of products coming off industrial production
5. lines or in detecting some diseases. An electronic
6. nose has been developed so that has twelve sensors
7. to detect smells. They are very sensitive enough
8. to pick them up the difference between the
9. smell of the two types of white wine. The electronic
10. nose is especially useful as well it can pick out "bad"
11. batches of, say, beer or perfume. Research it
12. suggests that people who suffer from certain
13. illnesses, such as the diabetes or lung cancer, give
14. off characteristic smells. Doctors will hope that, in
15. future, electronic noses might to help early diagnosis.

PAST TENSES

Exercise 1. Identify the tenses; match them with the correct description.

1. I had read most of his novels by the end of holidays.
 2. I was enjoying myself at the party while Tim was babysitting at home.
 3. We got up at half past six this morning.
 4. They were still considering his proposal that evening.
 5. She jogged five miles every day when she was young.
 6. She had a shower, got dressed quickly and left for the airport.
 7. Reporters had been telephoning all morning.
 8. A crowd of tourists were waiting outside the hotel when the bomb exploded.
 9. He made his last film in Poland.
 10. She had been going out with Tony for five years before she decided to marry him.
 11. She was upset because she had just heard the news.
 12. The police officer changed her phone number because she had been receiving anonymous calls for several weeks.
 13. The dancer had always dreamed of becoming successful.
-
- a) action in the middle of happening at a stated past time
 - b) complete action or event which happened at a stated past time
 - c) past actions which happened one immediately after another
 - d) past action in progress interrupted by another past action
 - e) action continuing over a period up to a specific time in the past
 - f) complete past action which had visible results in the past
 - g) past action which occurred before another action or before a stated time
 - h) past habit or state
 - i) Past Perfect Continuous as the equivalent of the Present Perfect Continuous
 - j) Action not connected to the present which happened at a definite past time not mentioned
 - k) Past Perfect as the past equivalent of the Present Perfect
 - l) Two or more simultaneous past actions
 - m) Past action of certain duration which had visible results in the past.

Exercise 2. Choose the correct word or phrase from each underlined in the sentence.

1. While I washed/was washing my hair, the phone rang/ringed.
2. How did you felt/did you feel yesterday afternoon?
3. When I reached/was reaching home I received/was receiving David's phone call.
4. Last summer I was going swimming/went swimming every weekend.

5. When the dog bit/was biting Laura's leg, she screamed/was screaming.
6. We sang/sung some songs and then ate/eat some sandwiches.
7. When you fell/felt over the cliff, what happened/was happening next?
8. While Mary washed-up/was washing-up, she broke/was breaking some cups.
9. I didn't see/didn't saw where the bus-stop was, so I was missing/missed the bus.
10. What did you do/were you doing when I phoned/was phoning you last night? There was no reply.
11. I suddenly remembered that I forgot/had forgotten my keys.
12. While Diana watched/was watching her favourite television programme, there was a power-cut.
13. Tom used to live/would live in the house at the end of the street.
14. Who was driving/drove the car at the time of the accident?
15. By the time Sheila got back, Chris went/had gone.
16. David ate/had eaten Japanese food before, so he knew what to order.
17. I did/was doing some shopping yesterday, when I saw that Dutch friend of yours.
18. I used to like/was liking sweets much more than I do now.
19. What exactly were you doing/did you do when I came into your office yesterday?
20. Laura missed the party because no-one was telling/had told her about it.
21. Tanya would/used to be a doctor.
22. While I had waited/was waiting/waited at the bus-stop, I had noticed/was noticing/noticed a new shop which wasn't/had not been in the street the day before.
23. I had gone/went out into the garden to fetch my bike, but found/was finding that someone stole/had stolen it.
24. When George met/was meeting Diana for the first time, he knew/was knowing that he met/had met/was meeting her somewhere before.
25. Helen got off/was getting off the bus, and walked/was walking into the bank when she realized/had realized/was realizing that she left/had left/was leaving her handbag on the bus.

Exercise 3. Combine the parts so as to get meaningful sentences.

1. Fleming was studying influenza ...
2. Columbus discovered America ...
3. Hillary and Tenzing reached the top of Everest ...
4. Scott reached the South Pole in 1912 ...
5. Franklin was flying a kite when ...
6. Before Columbus discovered America ...
7. Newton made his great discovery ...
8. Climbers had been trying to conquer Everest ...

- a) after they had been climbing for several days.
- b) when he discovered penicillin.
- c) but Amundsen had beaten him by a month.
- d) though at first he believed he had reached Asia.
- e) he discovered the principle of the lightning conductor.
- f) and several had lost their lives in the attempt.
- g) people had believed that the Earth was flat.
- h) while he was sitting under an apple tree.

Exercise 4. Put each verb in brackets into a suitable tense.

1. While I (try) to get my car started, a passing car (stop) and the driver (offer) to help me.
2. The police (pay) no attention to Clare's complaint because she (phone) them so many times before.
3. Mary (not wear) her glasses at the time, so she (not notice) what kind of car the man (drive).
4. Nick (lie) down on the grass for a while, next to some tourists who (feed) the ducks.
5. Tony (admit) that he (hit) the other car, but said that he (not damage) it.
6. Sorry, I (not listen) to you. I (think) about something else.
7. Helen (feel) very tired, and while she (finish) her studying, she (fall) asleep.
8. The police (get) to Clare's house as fast as they could, but the burglars (disappear).
9. I (phone) you last night but you (not answer). What (you do)?
10. We (not go) out yesterday because it (rain).
11. He was broke. He (spend) all his money.
12. I (have) a nightmare when the alarm went off and woke me up.
13. His hands were covered in oil because he (try) to fix the car all morning. Unfortunately, he (manage) to make it start.
14. They (stand) under the shelter because it (rain).
15. The roads were wet because it (rain) all night.
16. When Mrs. Morgan came into the classroom, the pupils (run) around and (scream) at the top of their voices. They (knock) over chairs and desks and someone (draw) funny pictures on the board.
17. When she opened the window she was happy to see it (snow) lightly. In fact, it (snow) all night and snow (cover) all the rooftops.
18. Although I (set) off early, I got there late and everybody (wait) for me to start the meeting; the chairman told me they (wait) for a whole hour.
19. When we got back from our holiday we discovered that someone (break) into our house. The burglars, however, (drop) a piece of paper with an address on it as they (climb) out of the window.

20. The police suspected that Brian (break) the window at his house because he (want) to make them think that a burglar (steal) his valuable stamp collection. They (think) that Brian (do) this because he (need) the money. However, they (not know) that Brian (be) abroad when the burglary (take place).

Exercise 5. Correct the errors in the following sentences.

1. When he had ate lunch, we were sitting in the garden.
2. While I looked for my keys, I remembered I left them at home.
3. Anna had used to play badminton when she had been young.
4. When I got into bed, I was falling asleep immediately.
5. When I was finally finding the house, I was knocking at the door.
6. After Jill was giving Nick his books, she went home.
7. Maria would live in Sweden when she was a child.
8. I was using to get up early when I had gone sailing.
9. The Vikings had sailed to North America a thousand years ago.
10. Sue was sure she was seeing the tall man before.
11. While I had a bath, someone knocked at the door.
12. Sally didn't go to a boxing match before.
13. Harry had tried to repair the car, but he wasn't really knowing what he did.
14. What did you wore to the party yesterday?
15. Were you eating spaghetti every day when you lived in Italy?
16. I hadn't known you bought a new car.
17. They all were wanting to believe her, but suspected she was lying.
18. As Peggy walked home, she tried to remember what happened.
19. "What a terrible day!" thought Lucy. "Everything had went wrong."
20. Although it rained a lot, I was enjoying my holiday last year.

Exercise 6. Put the verbs in brackets into suitable past tenses.

When Professor Mallory, the famous archaeologist, (invite) me to take part in his expedition to find the lost city of the Himalayas, I (not hesitate) to accept his invitation. Mallory (discover) an ancient map showing the position of the city, although no European (ever go) to the area before. In fact, most of Mallory's colleagues in Oxford either (believe) that the city (never exist) or (feel) that it (vanish) long ago and (become) simply a legend. According to the Professor, the builders of the city (hide) it among the mountains in order to protect its immense riches. He (believe) that the descendants of these ancient people (still keep) themselves apart from the rest of mankind for the very same reasons. So when we (set off) on a cool May morning towards the distant mountains, each of us (look forward) to exciting discoveries. For a week or more we (climb) higher and higher, following the map, which Mallory (study) from time to time. Then one afternoon, while we (rest) at the top of a valley, we (notice) that a rider on a

horse (wave) at us from the other side of the valley. A rider whose clothes (shine) like gold!

Exercise 7. Put the verbs in brackets into the correct past forms, then match the tenses with the correct description.

When she (be) only 15 Helen (leave) school without any qualifications. Nevertheless, she (be) very ambitious and (want) to work in the fashion industry. Luckily she (find) a job immediately as an assistant in a small fashion company. While she (work) there she (decide) to go to evening classes to get a qualification in business studies. Once she (successfully / complete) the course she (be promoted) to the position of assistant manager. After she (do) that job for some years she (want) a change. She (think) of moving to London for some time, so she (apply) for a job which she (see) advertised in a fashion magazine. Helen (get) a job as the manager of a small but prestigious fashion company in central London. She (achieve) her ambition of becoming a successful business-woman at last.

Description

Numbers of sentences

Complete past actions not connected to the present with a stated or implied time reference

Action in the middle of happening at a stated past time

Action continuing over a period up to a specific time in the past

Complete action or event which happened at a stated past time

Past action which occurred before another action or before a stated past time

The Past Perfect as the past equivalent of the Present Perfect

Exercise 8. Put the verbs in brackets into the correct past forms.

1. A few years ago a friend of mine, Tom, (travel) in Java. One day he (decide) to visit an ancient temple. The walls were covered with beautiful old paintings of mysterious-looking faces. While he (walk) around the temple, he (feel) an inexplicable desire to remove one particular face which seemed to be staring at him. Nervously, checking to see that no one (look), he (peel) the face from the wall and (put) it carefully in his bag. Tom (think) no more about the incident until two years later. At that time he (live) in London and (work) in a shop selling old books and manuscripts. One day an extremely old man (walk) slowly through the door. Tom could hardly see him but he (notice) the man's piercing eyes. He (stare) at Tom, fixing him with his gaze, saying nothing. As the man (stare) at him, Tom (have) an awful, terrifying feeling of shame and fear. Suddenly, the man was gone. When Tom got home that evening he (search) frantically through all his things until he (find) the face from the temple. It was the face of the old man from the shop! He (know) then that he had to return the picture from the temple, or something terrible would happen.

2. Last year Tom and Fiona (decide) to buy a house. They (save up) for ages, and by the end of May they (put by) enough for the deposit on a house. They (live) in a tiny flat at the time and Fiona (insist) that she (want) a house with a big garden. They (search) for only a few days when they found exactly what they (look for) – a two-bedroom house in nearly an acre of garden. Unfortunately, the owner (ask) much more than they (be) willing to pay, and when they (look) more carefully at the interior, they (see) that whoever (live) there before, (make) an absolute mess of the walls and floors. Still, Fiona (like) the garden and the location so much that she (manage) to convince Tom that, despite the price, it (be) the perfect house for them.

3. Christopher Columbus (be born) in Italy in 1451. He (work) as a woolen cloth weaver with his father before he (begin) his nautical career at the age of 22. After several merchant voyages he (settle) in Lisbon, Portugal in 1478. By this time he (teach) himself Portuguese and Latin and (read) many geographical and navigational books. In 1481 he (marry) Felipa Parestrello. They (have) one son, Diego. They (be married) for two years when his wife (die). At that time he (work) for John II of Portugal. Columbus (always / wish) to sail around the world westward but John II would not agree. Finally King Ferdinand and Queen Isabella of Spain (decide) to finance the voyage. He (set off) for the first time in April 1492. There (be) three ships: the Nina, the Pinto and the Santa Maria and a crew of 90 men. They (have) many false alarms before they finally (spot) the "New World" at 02.00 on Friday the 12th of October, 1492. Columbus (make) another three voyages after that. He (retire) to Valladolid 12 years after his first voyage and in 1517 he (die) there.

Exercise 9. Fill in with Present Perfect or Past Simple.

1. I'm sorry about not coming last week. I (have) a cold and so I (stay) at home.
2. Wait a minute! I (have) an idea. Let's go and see Roger. We last (see) him a long time ago.
3. It's nice to be back here in London. This is the second time I (come) here.
4. I'm phoning about your advertisement for a bicycle for sale, which I (see) in the local paper. (you sell) it?
5. This place is in a terrible mess! What on earth (you do) here?
6. And now for an item of local news. Hampshire police (find) the dangerous snake which (go) missing earlier in the week.
7. This tooth (kill) me lately! So I (make) an appointment with the dentist for Tuesday.
8. I can't give you the report I (promise) for today because I (not finish).
9. Harry (not look) well since he (go) on a diet.
10. It says in the paper that they (discover) oil in Wales. They (look for) it for ages.
11. The president (announce) the introduction of a new set of measures to deal with unemployment. The problem (become) worse in recent months, and yesterday the president (state) that the action must be taken now. He actually (sign) the new bill during this morning's session of Parliament.
12. George (arrive) late to work again this morning. He (be late) at least five times this month. The supervisor (speak) to him about it yesterday but he obviously (not pay) any attention.
13. John Keats, who (die) when he (be) only 26 years old, (write) a lot of beautiful poems. I (read) most of his poetry, but I (never/manage) to get to the end of "Endymion". It's too long for me.
14. Clare (be) in New York for almost a year now. I (go) to visit her last month and I have to say I (be) very impressed. I (visit) most of the major cities in Europe but I (never/see) any place as exciting as the Big Apple.
15. I (see) five films this month, but I (not like) any of them very much. Actually, I think the films they (make) ten years ago (be) much better than anything I (see) for ages.

Exercise 10. Choose the correct time word.

1. I'm sorry, I'm not ready to go out – I haven't finished doing the washing-up already/yet.
2. I don't think I've ever met her yet/before.
3. He's still/yet got a good memory even though he's almost 80.
4. I used to live here six years before/ago.
5. He's lived in Rome all his life and he yet/still lives there.

6. I've before/already read this book.
7. The last time I fed the goldfish was two days before/ago.
8. I can't believe I've been here nearly a year yet/already.
9. I'm afraid the plumber hasn't arrived still/yet.
10. He can still/already speak and he's only one year old.

Exercise 11. Fill in each gap with one suitable time word.

1. It must be a month we last had a meal together.
2. We haven't eaten together about a month.
3. her stay here she made a lot of good friends.
4. she was staying here, she made a lot of good friends.
5. Ziddan was injured the last minute of the match.
6. several seasons Ziddan has never been injured in a game.
7. The accident happened ten years
8. Just five minutes the train left I was still in a traffic jam.
9. He played football
10. He smiled. He had heard that explanation

FLYING HOME

A couple of months Charles was in Athens on his way back to the States from a business trip. It had been ages he had felt so angry. He had been at the airport seven o'clock in the morning now, waiting for a flight to New York. An announcement had been made saying that the plane was delayed due to "technical problems". Half an hour that, another announcement had said there was to be a delay caused by air traffic congestion. Now the plane had been sitting on the runway at least an hour but it was not ready to board. this delay, Charles tried to complete his report, which he hadn't finished, though his boss was expecting it on his return. There was a lot of noise going on around him he was trying to put the finishing touches to his final paragraph so the end he gave up. It had been years Charles had traveled by plane. He avoided flying if he could, ever a particularly unpleasant flight years when he was convinced flying was the worst way to go around.

Exercise 12. Learn the semantico-syntactic equivalents and use them in the sentences below for paraphrasing.

- A. I have never met such a charming girl = She is the most charming girl I have ever met.
- B. It is a long time since she wrote to me = She has not written to me for a long time.

- C.** She started learning German two years ago = She has been learning German for two years.
- D.** When did he buy the flat? = How long is it since he bought the flat? = How long ago did he buy the flat?
- E.** She has not returned yet = She still has not returned.
- F.** I have never seen this film before = It is the first time I have ever seen this film.
- G.** She came to London a year ago = She has been in London for a year.
- H.** The last time I went out was a month ago = I have not been out for a month.
- I.** He started working as soon as she left = He did not start working until she had left = He started working when she had left = He waited until she had left before he started working.
1. It is a week since I last saw him. = ...
 2. When did she move to a new flat? = ...
 3. We have never seen this performance before. = ...
 4. The last time he visited me was a week ago. = ...
 5. They started eating as soon as the last guest arrived. = ...
 6. They started learning computing two months ago. = ...
 7. It is the fastest car I have ever driven. = ...
 8. They have not come back yet. = ...
 9. How long is it since he broke his leg? = ...
 10. It is the first time he has ever seen a skyscraper. = ...
 11. She started writing a novel a year ago. = ...
 12. That is the smallest car I have ever seen. = ...
 13. They did not go to bed until the programme had finished. = ...
 14. I have not phoned Ted for a long time. = ...
 15. She has not sold the house yet. = ...
 16. This is the most delicious meal I have ever eaten. = ...
 17. I have never read this book before. = ...
 18. She started cooking when he arrived. = ...
 19. I have not been swimming for a week. =
 20. He has been learning English for six months. = ...
 21. She did not go out until Philip had called. = ...
 22. She started taking ballet lessons ten years ago. = ...
 23. How long ago did he move to Canada? = ...
 24. We have not been abroad for two years. = ...
 25. How long is it since you visited Spain? = ...
 26. She has never eaten lobster before. = ...
 27. The last time I saw Emily was half a year ago. = ...
 28. When did Patricia finish writing her essay? = ...

29. They waited until sunrise before they got up. = ...

30. She did not start serving until all the guests had arrived. = ...

Exercise 13. Make all the necessary changes and additions to make a complete letter.

Dear Sirs!

Yesterday / I receive / new TV set / I order. However / I be / very angry / as it arrive / terrible / condition. Firstly / delivery men / be rude / refuse / wait / while I / unpack / TV. When I unpack / I see / it be damaged. The control knob / be broken / and there be / large crack / on the top / TV. I / never before / receive / anything / in such bad condition. Could you arrange / collect this set / and deliver / a new one / soon / possible ? / I trust / this matter receive / prompt attention.

Yours faithfully,
L. Rogers (Mr.).

Exercise 14. Put the verbs in brackets into the appropriate past forms.

1. Alexander the Great (be born) in 356 BC in Macedonia. He (become) King when he was twenty and (continue) the work that his father (begin). In 334 BC he (invade) Persia and by his thirtieth birthday he (conquer) most of south-west Asia. However, While he (plan) the invasion of Arabia he (catch) a fever and (die).

2. Last month Albert and I (go) on a skiing trip to Scotland. We (save up) for months and so we (be) very excited when the time (come) to leave. We (pack) our bags, (get) in the car and (set off). We (drive) for some hours when Albert suddenly (remember) something – we (forget) to pack skis!

3. George Grimes (wake up) feeling very odd. All though the night he (dream) about strange creatures which (try) to break in through his window. They (have) horns and big green eyes and they (seem) to be threatening him. “Oh well,” he (think), “at least they aren’t real.” Just at that moment, however, a big scaly hand (come) crashing through the window.

4. When Bob (invite) me to go fishing with him I (be) excited because I (never/go) fishing before. But as we (drive) to the river we (see) the first black clouds and ten minutes later it (rain) heavily. Three hours later, soaking wet, we (still/look for) somewhere to get warm and dry.

5. “(you / enjoy) your holiday?” – “No, it (be) a disaster! As I (get on) the plane, I found I (leave) my holiday money at home! I (save) for months to get that money. My father (send) me a cheque, but it (take) five days to reach me!”

PRACTICE TEST

I. Complete the table of irregular verbs.

INFINITIVE PAST TENSE PARTICIPLE II

beat	.....	.....
bend	.....	.....
.....	blew	.....
.....	chose	.....
.....	.....	fallen
.....	.....	flown
shine	.....	.....
shoot	.....	.....
.....	stole	.....
.....	tore	.....

II. Complete the sentences using the correct tense forms.

1. I ... Jim since yesterday morning.
2. By the time we arrived at the restaurant they ... eating.
3. Tim ... while Pam was watching TV.
4. She ... before she came to London.
5. Larry locked up the house, ..., and drove away.
6. Irene ... on the project for two days before she finished it.
7. Yesterday Simon looked happy – he ... his test.
8. She was angry with her son because he ... from her purse.
9. The president ... on TV last Friday.
10. While we ... the rain started.

III. Put the verbs in brackets into the correct past forms.

Last summer some friends and I (arrange) to go camping. We (look) forward to going for weeks when finally the date of departure (arrive). We (load) the car with our luggage and (set off) early in the morning. The weather was perfect, the sun (shine) brightly and the wind (blow) gently. There (not be) a cloud in the sky! Shortly afterwards, while we (travel) along the motorway, we (notice) that the car (make) a strange noise. Pete, who (drive) very fast, suddenly (stop) the car. Everyone (get out) and (go) round to the back of the car. To our surprise the boot was wide open – whoever (load) the luggage (not close) it properly, and everything (fall out)!

IV. Choose either the past simple or the present perfect.

It was announced in London this morning that the British Oil Corporation (discover) oil under the sea near the Welsh coast. The company, which (drill) for

oil in the area since 1990, (find) small amounts of oil near Swansea last month, and since then (discover) larger amounts under the seabed nearby. Last year the government (lend) great sums of money to BOC, and (give) permission for the company to build an oil refinery and other facilities in South Wales.

The reaction of local people to today's news (be) mixed so far. Local MPs (already/welcome) the news pointing out that the oil industry will bring badly needed jobs to the area. But local residents are worried about the danger of pollution. "Nobody (ask) us yet what we want," said Ann Griffiths, leader of the Keep Out The Oil Campaign. "Look what (happen) when they (find) oil in Scotland in the 1960s. The oil companies (get) rich, not the local people. BOC (not tell) us the truth about what this is going to mean for our people." A BOC spokesman later (refuse) to comment. Meanwhile local campaigners (ask) the government to hold an inquiry.

V. Fill each gap in the following texts with one suitable word.

1. On July 16, 1969 "Apollo-11" set off for the moon. After four days in space, Neil Armstrong ... down the ladder of the lunar module and ... onto the surface of the moon. It ... a historic moment. Thirty years later, the three astronauts who made history ... never planned any reunion to celebrate the anniversary of man's first step on the moon. The three spacemen ... got a bit older and, although their attitude to life ... changed over the years, they ... remained friends.

Armstrong has ... to give interviews about his private life. After "Apollo-11", he ... at NASA; he ... in 1971 to become an engineering professor at Cincinnati University. In 1979 he ... up teaching, and since then he has ... working as a business consultant.

Andrew Chalkin, a space journalist, has been ... the lives of the Apollo astronauts and has ... unique access to them. He has just ... a book on the subject. He says that Armstrong is not a very easy man to know, although he is very warm once you get to know him.

2. About seventy years ago, a Dutch ship was ... near the North Pole; it ... heading for Blacklead Island. On the ship was a scientist, Edgar Greenhead, who ... worked on the island for many years; he had ... conducting research into the life of the local inhabitants, who were Eskimos. Greenhead had ... away for a long holiday and now he was ... back to the island to continue his work.

At about midnight, Greenhead felt very tired as he had ... writing his journal all day. After he had ... good-night to the captain, he ... down to his cabin. Outside there ... a strong wind, and the waves ... crashing onto the side of the ship. Greenhead was just ... ready to climb into his bunk when he suddenly ... a great crash. He dashed up on deck and although it was dark he ... see that the ship ... run into an iceberg.

VI. Paraphrase the following sentences using semantico-syntactic equivalents.

1. I have never seen such an interesting exhibition. = ...
2. He started working on the project two days ago. = ...
3. How long is it since she moved to the country? = ...
4. They still have not learnt the words. = ...
5. He has been abroad for two weeks. = ...
6. The last time I saw him was a month ago. = ...
7. We have not been out for a long time. = ...
8. It is the first time I have ever eaten lobster. = ...
9. She did not start cleaning until the guests had gone. = ...
10. He waited until she had phoned before he left the house. = ...

FUTURE TENSES**Exercise 1. Identify the tenses then match them with the correct description.**

1. The builders are going to start work tomorrow.
 2. She'll be waiting outside the station as usual.
 3. I forgot to tell Jim the news. I'll ring him tomorrow.
 4. By Christmas we shall have been working for ten years.
 5. Be careful. You are going to fall off your bicycle.
 6. The meeting starts at nine o'clock.
 7. I'm sure things will work out in the end.
 8. Perhaps your mother will change her mind.
 9. Will many people be coming to the wedding?
 10. They will have finished the plans by the end of the week.
 11. Hospital staff are beginning a two-day strike tomorrow.
 12. By the year 2020 more people than ever will be moving to the cities.
- a) prediction about the future.
 - b) asking politely about people's arrangements.
 - c) action which may (not) happen in the future.
 - d) action which is the result of the routine.
 - e) action intended to be performed in the near future.
 - f) action which will be finished before a stated future time.
 - g) action in progress at a stated future time.
 - h) evidence that something will definitely happen.
 - i) duration of an action up to a certain time in the future.
 - j) timetable / programme.
 - k) fixed arrangement in the near future.
 - l) decision taken at the moment of speaking.

Exercise 2. Choose the correct phrase in each sentence.

1. This time next week Billy will lie/will be lying on the beach.
2. Please stay in your seats until the bell will ring/rings.
3. We shall have moved/shall be moving to our new flat on Tuesday.
4. What time does your train leave/will your train leave?
5. Don't forget to turn off the lights before you are leaving/leave.
6. Where will you work/will be working in ten years' time?
7. Wait for me. I'll be/I'll have been ready in a moment.
8. John won't stop/won't have stopped talking all the time.
9. Stop teasing the dog or it's biting/it'll bite you.
10. Why are you going to buy/will you buy a new mountain bike?
11. Don't phone between 8.00 and 9.00. I'll study/I'll be studying then.
12. Look out! That tree will fall/is going to fall!
13. Let me know as soon as Louise will get/gets here.
14. Great news! Jean and Chris will come/are coming to stay with us.
15. According to this timetable, the bus is going to arrive/arrives at 6.00.
16. I have a feeling that something strange is going to happen/is happening in a minute.
17. If you arrive late at the sale, the best things will go/will have gone.
18. Perhaps she'll be/will have been late for dinner.
19. By the time we get there, the film will start/will have started.
20. I'll wait here until you have finished/will finish.

Exercise 3. Choose the most suitable form of the future in the following text.**AQUARIUS**

All Aquarians this month **get off/are getting off** to a good start with some good news on the home front. The news **is helping/will help** to relax recent tensions and give you the chance to make a fresh start. There **shall/will** be lots of new things on other fronts this month. It really **is going to be/is being** a time of great opportunity. A special person **shall come/is coming** into your life soon – and you mustn't think this **is going to be/is being** just another friendship. At work, you **are needing/will need** to rise to new challenges that **are testing/will test** your character to the utmost. If you **make/are making** a wrong move, you **will probably regret/probably regret** it. In short, this is a month which **will bring/shall bring** many opportunities but there **will be/are being** risks, too, so be careful!

Exercise 4. Put the verbs in brackets into a suitable future tense form.

1. I can't see you on Thursday afternoon. I (visit) my parents.
2. George (not be) back until six. Can I help you?
3. What (you buy) with the money you won in the lottery?

4. I don't think you (have) any problems at the airport.
5. (You take) your dog to the sea?
6. Can you answer the phone for me? I (lie down) for a while.
7. All the hotels are full. Where (we spend) the night?
8. You'd better not come in July. My cousin (stay) with me then.
9. What time (your plane leave)?
10. Leave the car here. Maybe the police (not notice) it.
11. By the time we reach home, the rain (stop).
12. This time next week I (lie) on the beach in Spain.
13. In ten years' time I (work) for a different company.
14. If we don't get there by 6.00, Jack (leave).
15. In July they (be married) for twenty years.
16. In the year 2500 a lot of people (live) on the moon.
17. When you get to the station, I (wait) for you outside.
18. Don't worry! The plane (land) in a moment.
19. By the time you come home, I (finish) the decorating.
20. Come round between 8 and 9. We (watch) the match on TV.

Exercise 5. Complete the pairs of sentences using the most suitable future tense form. The verbs are given in capital letters.

TAKE

1. ... part in our play? You are a good actor, we need you.
2. I know you are a keen member of the drama group. I suppose you ... part in the play this year.

BE

1. I ... in London next year, still doing the same old job.
2. I ... in London for ten years by next June.

FINISH

1. By Friday, I ... this new book by Marquez.
2. If I don't have too much work this year, I think I ... all of Marquez's novels.

SUNBATHE

1. This time tomorrow, Maria ... on a beach in Majorca.
2. I expect she ... until she gets badly burnt: that's what she did last year.

SLEEP

1. Don't make too much noise after midnight – I ... soundly, I hope.
2. Wake me up by 9 o'clock – I ... long enough by then.

FLY

1. We ... to Australia later next summer.
2. It's strange that when we get to Sydney, we ... half way round the world.

DRIVE

1. Look, I can give you a lift to the station – I ... that way anyway.
2. You'll be late for your train – I ... you to the station if you like.

Exercise 6. Put the verbs in brackets into a suitable tense denoting future.

Have you ever wondered what exactly (you do) in ten years' time? Well, according to computer expert Tom Vincent, computers (soon be able) to make accurate predictions about the future. Professor Vincent, from Cambridge University, (hold) a press-conference next week to describe the computer which he calls "Computafuture". "This computer can tell us what life (be) like, based on data describing past events," explains Professor Vincent. For example, it can predict how many people (live) in a particular area, or whether there (be) a lot of rain during a particular period. Professor Vincent also believes that by the year 2050, computers (replace) teachers, and (also do) most of the jobs now being done by the police. "Computers are becoming more intelligent all the time," says Professor Vincent. "Soon they (direct) traffic and (teach) our children. And (tell) us about the future."

Exercise 7. Fill in the correct future forms.

Technology has made such dramatic advances in the past decade that by the year 2050 who knows what changes (take) place. It is quite likely that by 2050 we (use up) most of the earth's natural resources and so we (rely) on wind power and hydropower for our energy needs. As a result of this shortage of energy, it is quite probable that scientists (find) a way for us to live outside the earth. By the next century it is possible that people (live) in cities on the Moon or perhaps in cities on the seabed. It is to be hoped that scientists (discover) cures for fatal diseases such as AIDS and, due to the advancement of genetic engineering, hereditary diseases passed down from generation to generation (exist) no longer. It is quite possible that by 2050 life expectancy (increase) to 100 and that we (be able to) enjoy a healthier existence than is now possible. Another area likely to have been further affected by technology in the year 2050 is education. In schools, computers (replace) teachers and many students (stay) at home to complete their education. We (see) changes in the workplace too. The two main areas of employment (be) the so-called creative and caring professions, and the disappearance of jobs in manufacturing (result) in massive unemployment.

Exercise 8. Choose between "will" or "be going to".

1. Why do you need so much sugar? – I ... make a cake.
2. Oh no! I've left my purse at home and I haven't got any money on me. – Don't worry. I ... lend you some.

3. I don't know how to use this mixer. – That's OK. I ... show you.
4. Why are all these people gathered here? – The Prime Minister ... open the new hospital ward.
5. Did you remember to buy the magazine I asked for? – Sorry, I didn't. I ... buy it when I go out again.
6. What's that on your curtains? – It's a stain. I ... take them to the dry cleaner's tomorrow.
7. These bags are very heavy I can't lift them. – I ... carry them for you.
8. I hear you're going to Leeds University in September. – Yes, I ... study French and German.
9. Why don't you tidy your room? – I ... play football in ten minutes, so I haven't got time.
10. How can we get all this home? – I ... ask James to come and help.

Exercise 9. Put the verbs in brackets into the correct tenses denoting future.

1. When I (see) you tomorrow, I (tell) you the news.
2. As soon as we (get) there, we (phone) our parents.
3. I (go) to the library before I (do) the shopping.
4. We (wait) here until the rain (stop).
5. I (get) some money from the bank when it (open).
6. After you (take) the medicine, you (feel) better.
7. You have to stay until you (finish) your work.
8. I (let) you know the minute I (hear) the results.
9. We (climb) over the wall as soon as it (get) dark.
10. Before we (paint) the wall, we (have) a cup of tea.
11. From 14-20 June, Liverpool (hold) its International Garden Festival. Tickets (be) on sale to the public from Saturday and this year we (offer) special family tickets at the discount price. The gates (open) at 9 am and the first event (start) at 9.30.
12. Kenwhite's one-day sale (start) on Monday. The store (open) at 8 am and early morning shoppers (be able to) enjoy shopping in peace and quiet before the crowds (arrive). We (offer) substantial discounts on ladieswear and you (come across) some real bargains in our menswear range. By the end of the day we are sure that all of our customers (find) what they are looking for.
13. Anne Mayton's latest book "The S-Plan Diet" (be) available in bookshops next week. The new S-plan diet (help) you lose weight safely and quickly. You (not need) to miss meals and you (not have to) spend hours measuring out portions of food. By the end of the diet the author guarantees you (lose) at least 7 kilos or she (give) you your money back.
14. The staff of Cottenham Primary School (hold) an open day on August 21st. In the morning you (be able to) meet your children's teachers. At 12.30 the

Headmaster (show) the plans for the new adventure playground. We hope that this (finish) by Christmas. If your child (start) school in September, bring him or her along! The programme (begin) at 9 am. See you there!

15. Jeanne and Paul (move) to London next week. Paul is being transferred there and Jeanne hopes she (find) a job by the time they (move) there. They (drive) down next weekend to look for a flat. They hope they (find) something in a nice area, but with prices the way they are, they will have to be satisfied with whatever they (find). Jeanne is afraid she (miss) living in Nottingham, but Paul is convinced that they (be) happier in London because there is so much more to do there.

Exercise 10. Find and cross out the unnecessary words in the lines of the text if there are such.

KEEPING A DIARY

Are you one of those people who ~~will~~ know exactly what they will be doing every day next week? When the different days will arrive, will you have get out your diary, or are you the kind of person who will just guess? Some people will write their appointments in a diary, but others just hope that they will remember. For example, tonight I'm be going to the cinema, but perhaps I'll not forget all about it. You see, I will never keep a diary. I try not to forget my appointments, but I know that I will usually do. I just don't like planning my future. I know that one day I'm going to make a serious mistake. I'll be miss an important examination, or by the time I remember it and get there, it will have been finished. Perhaps that will be when I have finally buy a diary.

Exercise 11. Fill in the correct present or future forms.

WELCOME TO NUTFIELD VALLEY HEATH FARM!

After you (settle) in, a member of staff (come) and interview you about your specific dietary requirements. Once you (reach) your target weight, you start a maintenance diet to make sure you stay slim! To ensure your safety and well-being, our fitness programmes are planned by qualified instructors. Before you (begin), the resident doctor (check) your heart rate and blood pressure. There is also a fully-equipped medical room in case you (have) any problems – though of course we don't expect you will. At Nutfield Valley you pay only on condi-

tion that you (lose) at least 5% of your body weight in two weeks. If not, we (give) you a refund. By the time you (leave), you (feel) like a new person. Of course, we doubt that you (have) any complaints, but our helpful staff are always on hand if there (be) anything you need. Remember, our motto is: "As long as you (be) happy, we (be) happy!"

EVERYTHING INCLUDED

Dear Mr. Green,

Regarding our telephone conversation last week, here are the details of your forthcoming trip to Thailand. You (leave) on Saturday 4th December from London Gatwick at 10.00 pm. You (fly) with Thai Air, flight number TA 907. The flight (arrive) in Bangkok at 4.00 pm on 5th December – that (be) 11.00 pm local time. Our tour guide, Jim Smith, (wait) for you at the airport to accompany you to the Imperial Hotel. As soon as you (settle in), you (attend) a welcome dinner party. In the next days you (visit) famous sights. There (be) time for you to do your shopping as well. By the time you (get on) the return flight on 10th December, you (experience) the most traditional aspects of Thai life.

Yours sincerely, A.Jones.

PRACTICE TEST

I. Choose the correct tense form.

1. I think a storm ...
 - a) is coming
 - b) will have come
 - c) comes
2. They ... the Channel between 4 and 5 in the evening.
 - a) are reaching
 - b) will reach
 - c) will be reaching
3. The moment the sun rises, we ...
 - a) shall get up
 - b) are getting up
 - c) shall have got up
4. I am not sure if I ... her tomorrow.
 - a) shall be seeing
 - b) see
 - c) shall see

5. They are not coming to the party tonight because they ... for the trip at that time.

- a) are packing
- b) will be packing
- c) will have been packing

6. I ... the bus to Cardiff this evening.

- a) am catching
- b) shall catch
- c) shall be catching

7. He is so ill that summer ... before he recovers.

- a) will come and go
- b) comes and goes
- c) will have come and gone

8. We ... for many hours when the sun sets.

- a) shall have traveled
- b) shall travel
- c) shall be traveling

9. Don't worry, Terry ... you to the airport.

- a) drives
- b) will drive
- c) is driving

10. By the time you come home I ... the report.

- a) shall have written
- b) shall write
- c) shall be writing

II. Fill in the spaces with the correct time word.

1. They will come ...

- a) the other day
- b) one of these days
- c) always

2. Our friends are coming ...

- a) so far
- b) often
- c) tomorrow

3. Do you expect to hear from her ...?

- a) soon
- b) at the time
- c) for a long time

4. We are leaving for Moscow ...
 - a) at once
 - b) next Monday
 - c) every summer
5. We shall have finished the course ...
 - a) at the time
 - b) on time
 - c) by that time
6. Next year we shall have been living here ...
 - a) for five years
 - b) for ever
 - c) for a while
7. "You will have spent all the money ..." She smiled.
 - a) soon
 - b) in a week
 - c) by then
8. ... I shall be bathing in the sea.
 - a) seldom
 - b) this time next week
 - c) the other day
9. In September I shall have been using the computer ...
 - a) for long
 - b) for ever
 - c) for a year
10. Will you be travelling across the Volga ...
 - a) at once
 - b) at a time
 - c) between 6&7

**III. Use the correct synonymic structure to describe the events in the future.
Preserve the given meaning.**

1. I plan to go swimming next Saturday. Would you like to come?
I am
2. My party is on Thursday.
I am
3. Tomorrow's weather forecast is for rain.
It is
4. I predict a victory for our team.
I think
5. Terry intends to finish painting the kitchen this evening.
Terry is

6. Meet me outside the station at 5.30.
I shall
7. What's our arrangement for lunch?
Where
8. Everyone expects lots of tourism in this country next year.
Everyone thinks a large number
9. I don't plan to sell my bike after all.
I am
10. Are you free tomorrow?
Are you
11. The work won't take us longer than an hour.
We shall
12. I promise to phone you before our next meeting.
Before we
13. Would you like me to check spelling for you?
Shall I
14. Sheila refuses to let me share her book.
Sheila won't
15. How about having a game of chess?
Shall we
16. Please stay here until I come back.
Please don't leave
17. After the lesson we'll meet and play tennis.
When the
18. What job will you have in twenty years' time?
What will
19. I've decided to study Arabic in Cairo next year.
I am
20. I hope to meet you later.
I think we

IV. Find and cross out the unnecessary words in the lines of the text if there are.

I am not sure what I'm going to do with myself
when I leave ~~from~~ school. Next week, our class is
having a meeting with the school careers officer
who they say is going to tell us about the different
jobs available. We'll also to be able to ask questions.
I am thinking of taking up evening classes to improve
my marks in maths because of my dream is to become
a doctor. Although my parents don't disagree with my
ambition they doubt whether I'm going for to get good

enough marks to get into university to do medicine. But they don't want to discourage me from so I think they'll agree with to the extra lessons. By the time I finish school I will have been formed a much better idea of what I'd like to do, but the problem is we are going to be have to decide which subjects to study for university two years before we will finish school. Anyway, whatever happens I'm going to have to get on down to some hard work if I want to achieve my aims.

V. Put one suitable word in each space.

"Who ... win the election?" – "Where ... the best new jobs be found next year?" – "Will plans to set up a colony on the moon ... ahead and will ordinary members of the public taking vacations on the moon?" – "What are ... to be the most successful electronics products of 2010?" – "How will the Internet ... changed not only business but people's lives ... the middle of the 21st century?" – "Will the government ... back hanging for mass murderers?" Famous futurist Alvin Toffler will be ... these and other questions about the future when his new weekly TV programme ... in the new year. Toffler, whose best-seller "Future Shock" was published in 1970, ... be hosting a TV show which will ... be reporting on what happened yesterday. Instead it will be ... what is going to ... tomorrow. Alvin Toffler, who by the end of this year will ... been predicting the future professionally for nearly thirty years, told reporters: "There's no future channel on TV – we ... going to change all that." Toffler's books make the stunning prediction that what is really ... to change in years to come is the speed at which change itself takes place in everyday life.

REVISION ON TENSES IN ACTIVE VOICE

EXERCISE 1. Choose the correct tense form of the verb.

1. When I was a child I used to ride/was riding a tricycle.
2. That looks very heavy. Will/Shall I help you?
3. I'm waiting for Sue. Have you seen her?/Did you see her?
4. How long are you working / have you been working here?
5. I can't come out because I haven't finished/didn't finish my homework yet.
6. When the phone rang I washed/was washing my hair in the bathroom.
7. Why does he stare/is he staring at you like that?
8. I've finished my exams so I am having/have a party tomorrow.
9. We'd better wait here until the rain stops/will stop.
10. When did you last go/have you last been to the cinema?

EXERCISE 2. Put a suitable time word or expression in each gap.

Just a quick note _____ I leave for the airport. Sorry I haven't been in touch with you _____ Wednesday, but I've been busy getting ready _____ the whole week, and I haven't collected my ticket _____ from the travel agency. _____ I get to Sydney, I'll write to you a letter. I've _____ been to Australia before but I've been reading a lot about it _____. It sounds great! I'll be in Sydney _____ the end of next week, and then I'm traveling to Melbourne. I'll be there _____ a month. _____ I get back all my friends will have forgotten me!

EXERCISE 3. Choose the correct variant out of the suggested after the text.**HELEN'S HOMECOMING**

When the bus (1) in a small square, Helen (2) her magazine and didn't realize that she (3) at her destination. "This is Santa Teresa," Martin said. "You (4) home! I suppose your cousin (5) for us. Come on. I (6) the bags." Helen thought, "all those years when I (7) in New York, I (8) of this moment. And now it is real, I can't believe it! Here I am, I (9) in the square." Santa Teresa was Helen's birthplace, but she (10) the town at the age of six. She had some memories of the town, and some photographs, but (11) here still? She (12). Nobody (13) in the square. Perhaps her cousin Maria (14) Helen's letter. "What (15) now?" asked Martin. "There isn't even a hotel here!"

1.
 - a) has stopped
 - b) stops
 - c) stopped
 - d) was stopped
2.
 - a) was reading
 - b) read
 - c) had read
 - d) used to read
3.
 - a) arrived
 - b) arrives
 - c) has arrived
 - d) had arrived
4.
 - a) arrive
 - b) are arriving
 - c) have been arriving
 - d) have arrived

5.
 - a) waits
 - b) will be waiting
 - c) has waited
 - d) is going to wait
6.
 - a) shall carry
 - b) carry
 - c) have carried
 - d) carried
7.
 - a) live
 - b) have lived
 - c) was living
 - d) am living
8.
 - a) dream
 - b) am dreaming
 - c) used to dream
 - d) will dream
9.
 - a) really stand
 - b) was really standing
 - c) had really stood
 - d) am really standing
10.
 - a) was leaving
 - b) had left
 - c) used to leave
 - d) has left
11.
 - a) will she belong
 - b) did she belong
 - c) has she belonged
 - d) does she belong
12.
 - a) wasn't knowing
 - b) hasn't known
 - c) hadn't known
 - d) didn't know

13.

- a) was waiting
- b) is waiting
- c) waits
- d) waited

14.

- a) wasn't receiving
- b) didn't use to receive
- c) hadn't received
- d) hasn't received

15.

- a) are we going to do
- b) have we done
- c) did we do
- d) are we doing

EXERCISE 4. Find and cross out the unnecessary words in the lines of the text if there are such.

Dear Ann,

I'm sorry I haven't ~~been~~ written to you lately, but I've been working hard. When I received your last letter I was acting in a play at school, and when I have finished that, I went on holiday with some friends. I meant to send you a postcard, but I had forgotten to take your address with me. How are you getting on at college? You didn't say very much about this in your letter. I hope you are still like it, and don't ~~been~~ work all the time! Do you still want to come and will stay with me for a few days? I'm starting work in London after I shall leave school in July, and I want to see you before then. I have know you are busy, but by the time your term finishes, I'll have started my job. I've been done so many things lately! I've just learned to drive and my parents have sometimes lend me their car, so I often go out with friends. Maybe I'll be drive to Nottingham and see you one day.

Best wishes, Maria.

EXERCISE 5. Use a synonymous structure to express the same idea with a different sentence.

1. Steve left before my arrival
When I _____
2. Do you need any help with your suitcase?
Shall I _____
3. What's your usual time of arrival at school?
When _____
4. Alice started playing tennis six months ago.
Alice has _____
5. I'll wait here until it stops raining.
I'll leave _____
6. In the middle of my meal, the phone rang.
While I _____
7. The last time I saw Helen was before she left for Australia.
I _____
8. It was the best film I had ever seen.
I have _____
9. How long have you been learning French?
How long is it _____
10. She didn't start speaking until the children had left.
She waited _____

EXERCISE 6. Put the verbs in brackets into a correct tense.

1. Last summer I (visit) the United States. I (look forward) to the trip for ages, and I (enjoy) myself very much. On the 4th of July a friend (suggest) we go and watch the fireworks. I (see) fireworks before, but I (never / experience) anything like the spectacle we (witness) that night.
2. Sarah (leave) school two years ago and for the last year she (look for) a decent job. She (hope) to find work as a secretary but as she (never / do) a secretarial course before, I think she (have) some difficulty in finding such a job.
3. Peter (drive) to work yesterday when a dog (run) into the middle of the road. Peter (manage) to stop in time but the car which (follow) behind him (crash) into the back of his car. Then the two cars (collide) with a police car which (travel) in the opposite direction.
4. Some thieves (break into) my house yesterday. Apparently, I (leave) the window open. This is the first time anything like this (happen) to me. The thieves

(get in) through the window and (steal) all my jewellery. None of the neighbours (see) anything happen.

5. This time next week I (be) on my honeymoon and I (forget) all about my problems at work. My husband and I (relax) by the pool and we (look forward) to spending romantic evenings together.

CONTROL TEST ON TENSES IN ACTIVE VOICE

I. Choose the correct variant out of the suggested after the text.

THE LATEST NEWS

Dear Linda,

I'm sorry I (1) to you for so long, but I (2) very busy lately. All last month I (3) exams, and I (4) anything else but study for ages. Anyway, I (5) studying now, and I (6) for my results. As you can see from the letter, I (7) my address and (8) in Croydon now. I (9) that I wanted a change from central London because it (10) so expensive. A friend of mine (11) me about this flat, and I (12) here about two months ago. When you (13) to London this summer, please visit me. I (14) here until the middle of August. Then I (15) on holiday to Scotland.

Please write soon,
Margaret.

1.
 - a) don't write
 - b) haven't written
 - c) am not writing
 - d) wasn't writing
2.
 - a) was being
 - b) had been
 - c) am
 - d) have been
3.
 - a) had
 - b) was having
 - c) had had
 - d) have had
4.
 - a) haven't done
 - b) don't do

- c) wasn't doing
d) am not doing
5.
a) stop
b) will have stopped
c) have stopped
d) was stopping
6.
a) wait
b) am waiting
c) have waited
d) was waiting
7.
a) am changing
b) had changed
c) will change
d) have changed
8.
a) will live
b) have lived
c) live
d) have been living
9.
a) decided
b) have decided
c) decide
d) was deciding
10.
a) will become
b) becomes
c) has become
d) will have become
11.
a) tells
b) told
c) was telling
d) will tell
12.
a) have moved
b) had moved
c) was moving

- d) moved
- 13.
- a) will come
b) came
c) come
d) were coming
- 14.
- a) am staying
b) stayed
c) stay
d) have stayed
- 15.
- a) have gone
b) went
c) am going
d) will have gone

II. Put the verbs in brackets into the correct tense.

MOVING HOUSE

I come from a very large family, and recently my parents (decide) that they (spend) long enough living in an overcrowded house in Birmingham. "We (move) to the country," my father (announce) one evening. "I (sell) this house, and we (live) on a farm." So last week we (load) all our possessions into two hired vans, and for the last few days we (try) to organize ourselves in our new home. Yesterday, for example, my three brothers and I (start) painting the downstairs rooms. Unfortunately while I (mix) the paint, one of my sisters (open) the door. Nobody (tell) her that we (be) in the room, you see. So instead of painting the walls, we (spend) all morning cleaning the paint off the floor. But worse things (happen) since then. This morning when I (wake up), water (drip) through the ceiling next to my bed. We (spend) today so far repairing the roof. It's not all bad news though. The school in the village nearby (close down) two years ago, and my parents (not find) another school for us yet.

III. Find and cross out the unnecessary words in the lines of the text if there are.

MEETING AGAIN

Dear Harry,

Do you remember me?

We have met last year when you were on holiday in Brighton. I'm sorry I haven't been written to you since by then. I have been working abroad and I have only just come back home to England.

Next week I am planning is to be in Bristol, and
 I was thinking about that we could meet.
 Do you remember Shirley, the girl we have met
 in Brighton? We are getting married next month,
 and we are want you to come to the wedding.
 I have lost your phone number, but when
 I have got to Bristol I'll try to contact you.
 It will be great to see you again. Are you still
 studying, or I have you found a job?
 You won't recognize me when you will see me!
 I had my hair cut last week, and now I look at
 completely different. Shirley doesn't like men
 with long hair, you see!

Best wishes,
 Graham Norris.

IV. Use synonymous structures to express the same idea with a different sentence.

1. There is a party at Mary's house next week.
 Next week Mary _____
2. When you phoned me, it was my lunch time.
 When you phoned me I _____
3. I started working here two years ago.
 It is two years _____
4. Our meeting is tomorrow.
 We _____
5. I haven't had a Chinese meal for ages.
 It is _____
6. David went home before we arrived.
 When we _____
7. The arrival time of Helen's flight is 8.00.
 Helen's flight _____
8. Hurry up! We'll get to the theatre after the beginning of the play.
 By the time _____
9. Oh no! My wallet is missing!
 Oh no! I _____
10. I've only recently started wearing glasses.
 It is _____
11. Jack left the office before I arrived there.
 When I arrived _____
12. Do you know how to drive this kind of car?

- Have you _____
13. This is my first visit to Scotland.
This is the first time _____
14. During dinner the phone rang.
While I _____
15. Do you have any plans for Saturday evening?
What are you _____
16. I started this job five years ago.
I have been _____
17. Is this car yours?
Do you _____
18. Look at those black clouds! There's rain on the way!
Look at those black clouds! It is _____
19. Our 25th wedding anniversary is at the end of next year.
By the end of next year _____
20. I haven't been to the cinema two months.
The last time _____

V. Fill the gaps in the story with one word only.

We were sure that our team _____ going to win the match. But by half-time the other side _____ scored 3 goals, and it looked like the match _____ as good as lost. After the interval we _____ playing badly. But when two substitutes _____ on the team – playing well. Within 10 minutes we _____ scored 2 goals! We _____ still one goal down but in the last minute there _____ a penalty and we _____ the equalizer.

TOPIC 2: VERB. TENSES. PASSIVE VOICE

EXERCISE 1. Translate the following pairs of sentences. Pay attention to the difference in their meaning.

1. They discuss important subjects every lunch time.
Important subjects are discussed every lunch time.
2. They are still considering this matter.
This matter is still being considered.
3. They have built a new stadium in our city.
A new stadium has been built in our city.
4. The local government announced the date for the talks.
The date for the talks was announced by the local government.
5. The staff were making every effort to end the strike.
Every effort was being made by the staff to end the strike.
6. They had finished the work by the end of the year.
The work had been finished by the end of the year.
7. A top consultant will examine you.
You will be examined by a top consultant.
8. They are going to close the factory.
The factory is going to be closed.
9. You must clean the house.
The house must be cleaned.
10. In the next ten years, women will have achieved full equality.
In the next ten years, full equality will have been achieved.
11. Will the teacher ever ask her?
Will she be ever asked by the teacher?
12. Do they make tables of glass here?
Are tables of glass made here?
13. When did they buy the second car?
When was the second car bought?
14. The police have not arrested the criminal yet.
The criminal has not been arrested by the police yet.
15. Who wrote this novel?
Who was this novel written by?
16. They offered Jane a good job.
A good job was offered to Jane.
Jane was offered a good job.
17. Lately they have spoken much about her.
Lately she has been much spoken about.
18. May my brother borrow books from you?
May the books be borrowed from you by my brother?

19. You should keep your clothes in order.
Your clothes should be kept in order.
20. You will look after the children, won't you?
The children will be looked after, won't they?

EXERCISE 2. Choose the most suitable passive form.

1. Their new house hasn't been finished/wasn't finished yet.
2. The robbers were arrested/have been arrested as soon as they left the bank.
3. Sue told us her baby is born/had been born two weeks earlier than expected.
4. If there is too much snow, the match has been cancelled/will be cancelled.
5. By the time we got there, the dinner had been served/was served.
6. When were you told/have you been told about the new rules.?
7. The winning horse was ridden/was riding by Pat Murphy.
8. An address is writing/is written on the back of the envelope.
9. My car is being stolen/has been stolen.
10. The hole in the road was being repaired/is being repaired when I came home.

EXERCISE 3. Put the verbs in brackets into the correct passive form.

1. Many animals (hunt) for their fur.
2. A lecture (give) in the main hall at the moment.
3. After he (award) a medal, he became a local hero.
4. Her ankle (hurt) when she fell down.
5. She thinks her car (steal) by someone she knows.
6. The apartment (sell) last week.
7. The building (restore) at present.
8. Nurses really ought to (pay) more than they are.
9. The music must (turn down) by 12 o'clock at the latest.
10. Your free gift (send) to you in the next few days.
11. I (teach) how to use a computer when I was at school.
12. Human bones (find) by archaeologists yesterday.
13. My car (repair) at the moment, so I can't give you a lift.
14. More information (give) soon.
15. Her flat (break into) yesterday.
16. A Christmas bazaar (hold) tomorrow.
17. Their telephone (install) before they made a complaint.
18. She hopes her home (build) by May.
19. The wedding reception must (book) a month before the wedding.
20. My television (deliver) by the time you come.

EXERCISE 4. Match a first part (1-10) with a second part (a-j) to make passive sentences.

1. A decision to strike was taken ...
 2. This church was designed ...
 3. I was shocked ...
 4. He was shot ...
 5. He had been stabbed ...
 6. His trousers were completely covered ...
 7. The house was surrounded ...
 8. Her bedroom wall was covered ...
 9. They were married ...
 10. He used to be beaten ...
- a) with a penknife.
 - b) by beautiful grounds.
 - c) by a hunter with a rifle.
 - d) by some of the workers.
 - e) by Christopher Wren.
 - f) with a stick.
 - g) by her rude behaviour.
 - h) by a priest in a tiny little church.
 - i) with posters of her favourite singers.
 - j) in oil.

EXERCISE 5. Make passive sentences from the words suggested.

1. Her hair – dye – at the moment.
2. The Queen – not arrive – at the embassy – yet.
3. The picture “The Hay Wain” – paint – Constable.
4. Most olives – grow – the Mediterranean.
5. The convict – take – to prison – now.
6. His wound – not treat – yet.
7. My car – break into – last night.
8. He – bring up – his grandmother.
9. The building – demolish – by next year.
10. Sally’s shoes – re-heel – last Saturday.

EXERCISE 6. Make two passive sentences out of the ones given.

1. The company sent him a letter.

He was _____

A letter was _____

2. The Credit Bank lent me two thousand pounds in 1999.

Two thousand pounds were _____

I was _____

3. They give each of the children a bottle of milk every day.
Each of the children _____
A bottle of milk _____

4. They showed us the sights of the city.
We were _____
The sights of the city _____

5. They will pay workers \$50 every Friday.
The workers _____
\$50 _____

6. Someone had promised the children more ice-cream.
The children _____
More ice-cream _____

7. The magician told them the secret.
They were _____
The secret _____

8. They offered her their help.
Their help _____
She was _____

9. One of his uncles had taught him geometry.
He was _____
Geometry _____

10. Someone gave the animal charity a lot of money.
The animal charity _____
A lot of money _____

EXERCISE 7. Change the sentences from the active into the passive.

1. The British eat over thirty million hamburgers each year.
2. Who wrote the book "One Hundred Years of Solitude"?
3. The bad weather has spoiled my holiday plans.
4. Do they always pay their workers on time?
5. The children picked the strawberries.
6. You should wash the walls before you paint them.
7. They told him not to tell anything to her.
8. Did they give you the reward for finding their car?
9. The nurses take very good care of the patients.
10. Why have they given him a promotion?
11. When we got to the theatre, they had sold all the tickets.
12. The police have just arrested the thief.
13. What did he tell you to do?
14. Our firm will hold a fashion show next week.

15. They are holding the next World Cup in France.
16. When did they demolish that building?
17. The officers took the suspect in for questioning.
18. Will they hand out free T-shirts at the concert?
19. Does the school provide accommodation for teachers?
20. You should dry your hair before you go out.
21. You mustn't tell him the truth.
22. The doctor will bring him in for examination.
23. Fog has delayed all flights.
24. She didn't send me any letters.
25. Why haven't you invited Mary to the party?
26. The mayor is opening the new community centre next week.
27. You can leave your bags at the left-luggage office.
28. Who gave him the new car?
29. She had cleaned the house before I got there.
30. They are going to set the lion free next Monday.

EXERCISE 8. Change the sentences from the passive into the active.

1. Who was the picture "Mona Lisa" painted by?
2. The old barn has been pulled down.
3. The results will be published in July.
4. The trip was ruined by bad weather.
5. Why hasn't the house been painted yet?
6. How much were you paid?
7. A famous actress will be chosen to advertise the product.
8. The ozone layer is gradually being destroyed by pollution.
9. A bring-and-buy sale is being held next month.
10. The cracks in the wall were caused by the earthquake.
11. Thousands of rare birds are killed by hunters every year.
12. When will we be told the time of her arrival?
13. An ancient village has been uncovered by archaeologists.
14. Why hasn't the dish-washer been repaired yet?
15. A new drug is being developed by scientists.
16. Who were you going to be replaced by?
17. The island is being ruined by tourists.
18. Two rooms had been booked for her by her travel agent.
19. By the end of the party all the food had been eaten.
20. The English language is now spoken by over two billion people.
21. The tickets should be booked beforehand.
22. A new shopping centre is being built on the outskirts of our town.
23. Further information can be obtained from your local post office.

24. By the end of the year he will have been offered a new post.
25. She hasn't been christened yet.
26. Rainforests are being cut down in the Amazon.
27. My glasses must be worn when watching TV.
28. Why haven't the beds been made yet?
29. A new shampoo is being developed in the lab.
30. Ann was presented with a bunch of flowers.

EXERCISE 9. Correct the mistakes.

1. Many pet dogs are losing every year.
2. The ill man was been taken to hospital
3. A new bridge is be built across the river.
4. Nothing will being decided before next Saturday.
5. The match is playing on Friday evening.
6. This book is writing by Sam's father.
7. Jack was borned on a Thursday.
8. Your order will been sent as soon as possible.
9. Customers are request to ask for a receipt.
10. When did this church built?

EXERCISE 10. Find and cross out the unnecessary words in the lines of the text if there are.

OPENING OF NEW SPORTS CENTRE

The Gulliver Sports Centre, which has been completely rebuilt, was ~~been~~ reopened yesterday by the Minister for Sport. The building it was originally used to as a market, but was sold to the Council in 1999, and it the converted into a sports hall. Local schools were played football and basketball indoors, and keep fit classes were held there. In 2002 the hall was damaged when by a fire which was broke out in the heating system. The hall could not be used, and remained empty while discussions continued about its future. It was then and decided that the hall would to be rebuilt, and an appeal for money was launched. Last year a local businessman offered to pay for building work, and plans were drawn up. The new hall is includes a swimming pool, running track and other sports facilities which can be used by anyone in the area. The Minister was made a speech in which he congratulated everyone involved.

PRACTICE TEST

I. Fill in with “by” or “with”.

1. This suit was designed _____ Armani.
2. This cake is filled _____ fresh cream.
3. Who was Australia discovered _____?
4. The cyclist was knocked down _____ a bus.
5. “Carmen” was composed _____ Bizet.
6. The coat was lined _____ fur.
7. The glass was cut _____ a special tool.
8. “Born in the USA” was sung _____ Springsteen.
9. Music will be played _____ the local band.
10. The Royal Wedding was watched _____ millions.

II. Put the verbs in brackets into the correct tense form in the passive.

1. The news (broadcast) every day from 6 in the morning.
2. At this very moment the suspect (interview) by the police.
3. And now a newsflash. The President (charge) with committing perjury.
4. A new security system (install) in all our offices in the next few weeks.
5. By November 30 a new government (elect).
6. There must be a mistake: the hotel bill (pay) by my wife.
7. When we got home, we realized the house (burgle).
8. The building (evacuate) when a second bomb went off.
9. The Government says tax reforms (introduce) in the new year.
10. Newspapers (sell) in kiosks as well as shops.

III. Change into the passive.

Last month Samuel Block opened a restaurant in the centre of Macclesfield. He had planned it for over five years but he only completed it after local businessmen raised a large sum of money. A top hotelier has trained the waiters and the will wear specially designed uniforms to fit in with the restaurant's modern look. They have brought in a famous chef from France and they are going to give him complete control over the daily menu. Not only local people visit the restaurant regularly.

IV. Find the mistakes and correct them.

Boston is the history of the USA. In the 18th century Boston consider the most important city in America. The Old State House built in 1712 and was the seat of British Government until independence.

The Declaration of Independence reading out here to the citizens of Boston. Since the days of the Tea Party many new buildings are built beside old his-

toric ones. Boston is home to the World famous Harvard University. It is building in the Boston suburb of Cambridge in 1936. A fantastic view of the top of the 230 metre high Prudential Tower. A lot of shops and cafes can find on the market place. People entertain here by street musicians while they shop and sit in the cafes.

V. Fill in the spaces with a verb in the list in an appropriate form of the passive.

PRODUCE
INTERVIEW (2)
DESIGN
RENOVATE
AWARD
BASE
BUILD
CONSIDER (2)
SHOW
EQUIP
PROVIDE
CLOSE
VISIT

This report _____ at the request of the Hotel and Catering Association. The survey on which the report _____ was carried out between march 25th and March 30th. The majority of the hotels which _____ (all in the Brighton area) _____ in the last twenty years and _____ to meet the needs of the modern tourist. One hotel which _____ unacceptable by the Association _____ at the end of the tourist season. Some of the older ones _____ recently and meet the highest standards. This _____ by the fact that all the hotels _____ with modern facilities, from swimming pools to satellite TV. In addition, the usual services _____ and the restaurant and bar services _____ satisfactory in many cases. Most of the hotel staff who _____ were highly qualified or experienced. 75% of the hotels in this resort _____ a three or four star rating by the tourist board.

PASSIVE CONSTRUCTIONS

EXERCISE 1. Read, translate and compare the structures and the meaning of the following sentences.

1. Doctors expect he will recover soon.
He is expected to recover soon.
It is expected that he will recover soon.

2. She is looking after her children.
She is having her children looked after.
3. Did you iron the clothes?
Did you have the clothes ironed?
Did you get the clothes ironed?
4. She insisted that Liz should send a fax.
She made Liz send a fax.
She had Liz send a fax.
5. She persuaded her husband to cut the grass.
She got her husband to cut the grass.
6. The teacher made Peter rewrite the exercise.
Peter was made to rewrite the exercise by the teacher.
7. They saw him cross the street.
He was seen to cross the street.
8. It is your duty to make tea at eleven o'clock.
You are supposed to make tea at eleven o'clock.
9. He likes people to call him "sir".
He likes to be called "sir".
10. Don't touch this switch!
The switch mustn't be touched.
11. It is impossible to do that.
It can't be done.
12. They used to make little boys climb the chimneys to clean them.
Little boys used to be made to climb chimneys to clean them.
13. We don't allow smoking.
Smoking is forbidden.
Smoking is not allowed.
14. You must get someone to mend the pipe.
You must have the pipe mended.
15. I hate people telling me lies.
I hate being told lies.

EXERCISE 2. Choose the correct word or phrase underlined in each sentence.

1. I'm having my hair cutting/cut/to have cut tomorrow.
2. She had her house broke/broken/break into.
3. Kate is having her car services/servicing/serviced tomorrow.
4. Tim had his arm broken/breaking/to break playing football.
5. I've just had my bike repaired/repairing/repair.
6. I'm getting my house decorating/decorated/decorate now.
7. You ought to get your blood pressure check/checking/checked.
8. She made John do/doing/done the shopping.

9. The landlady got Ann to tidy/tidy/tidying her room.
10. He was seeing/see/seen to climb the tree.

EXERCISE 3. Turn the following sentences into the passive.

1. They say he is a millionaire.
2. They expect the plane will be landing soon.
3. They believe he was working illegally.
4. The doctors say he is feeling better.
5. The newspaper reported he had been brave to do so.
6. The police think he has escaped from prison.
7. The teachers expect him to pass his exams successfully.
8. They say she lied to the police.
9. The director says the children miss too many lessons.
10. They know she was always late for work.
11. Everybody thinks he is lying.
12. They believe he got lost in the forest.
13. The police reported the president had been shot.
14. They believe she was taking drugs.
15. My friends expected me to pass my driving test well.
16. The newspapers reported she had been wrongly accused.
17. They believe the delegation will arrive on Monday.
18. They say his health is very poor.
19. The police report that some papers have been stolen.
20. They say the Queen has been ill recently.

EXERCISE 4. Answer the questions using passive constructions.

1. The optician is testing her eyes. What is she (the patient) doing?
2. If he doesn't drive more carefully, the police will take away his license. What will happen to him?
3. This time tomorrow an artist will be painting her son's portrait. What will she be doing this time tomorrow?
4. The workers are cutting down the tree in our garden at the moment. What are we doing at the moment?
5. They can vaccinate your children against smallpox. What can you do with your children?
6. She will hire someone to build a shed for her. What will she do?
7. The dentist is polishing Tom's teeth. What is Tom doing?
8. Someone dry-cleans his suit every month. What does he do with the suit?
9. He has been paying a therapist to massage his back. What has he been doing with his back?

10. Sally gets a hairdresser to dye her hair every month. What does Sally do with her hair?

EXERCISE 5. Put the following sentences into the passive using different passive constructions.

1. Their wedding reception was organized by caterers.
2. I'll ask her to make the appointment for Friday.
3. He was mending the table for Sophie.
4. He took his boots to be re-heeled.
5. Has your leg been X-rayed?
6. I will tell James to cancel the meeting tomorrow.
7. Don't ask them to post the letters.
8. I'll get the men to move it for you by this evening.
9. The mechanic is repairing her car.
10. They renovated the Smiths' house last year.
11. They are going to clean our swimming pool.
12. Where do they take their photos to be developed?
13. He doesn't mind the barber cutting his hair short.
14. You should ask someone to water your plants while you are on holiday.
15. Will she get someone to deliver the computer?
16. She prefers sending her clothes to the dry-cleaner's.
17. My father likes people taking his photographs.
18. Our cooker was being repaired when the lights went off.
19. Would you like someone to do the shopping for you?
20. The beautician polished the model's nails.

EXERCISE 6. Use a passive construction with the same meaning instead of the sentences given.

1. He insisted that Peter left immediately.
2. Janet persuaded Diana to drive her to the airport.
3. My car radio is being fitted by Gary today.
4. She asked her sister to translate the article.
5. I finally persuaded the landlord to change the locks.
6. My mother insisted that I should wear a dress to the wedding.
7. I'll ask John to pick me up at the station.
8. Sue persuaded her colleagues to change their minds.
9. She is going to ask them to rewrite the assignment.
10. I can't believe she asked me to return the cheque.
11. He insisted that they should stay at home.
12. I'll try to persuade him to pay you money back.
13. The receptionist asked her to wait outside his office.

14. The doctor insisted that she should go to hospital.
15. He asked the porter to carry his luggage.
16. We are going to ask the plumber to install a new shower.
17. We persuaded Paul to lend us some money.
18. The teacher asked Sam to open the window.
19. He insisted on their keeping quiet.
20. Mr. Green insisted that Janet stay late at work.

EXERCISE 7. Use passive constructions instead of the given sentences where possible. Translate the sentences into your native language.

1. We added up the money and found that it was correct.
2. I'm employing a man to tile the bathroom.
3. Someone seems to have made a terrible mistake.
4. People know that the terrorist is armed.
5. Someone saw him pick up the gun.
6. We know that you were in town on the day of the crime.
7. We believe that he has special knowledge in the sphere.
8. You had better ask your tailor to take the dress in.
9. You will have to get someone to look after the children
10. Someone is following us.
11. He doesn't like people laughing at him.
12. You don't need to wind this watch.
13. They shouldn't have told him about the incident.
14. We consider that she was the best singer at the festival.
15. The police don't allow to park here.
16. We know that the expedition reached the South Pole in May.
17. The government was urged to create more jobs.
18. They suggested banning the sale of alcohol at football matches.
19. How did he persuade you to do such a terrible thing?
20. He arranged for a friend to bring his books over from Italy.

EXERCISE 8. Find the word that shouldn't be in the sentence.

1. She has been had her house repaired.
2. Did he make you to stay at home?
3. He was been knighted for his service to the country.
4. He has been being offered an interesting job.
5. The criminal is believed to have been left the country.
6. This painting it is believed to be his masterpiece.
7. Liz has had her hair be done.
8. The pictures they were donated to the gallery by the Queen.
9. She did got him to cook dinner for her.

10. They had been had a burglar alarm installed.
11. He was been stopped at the customs.
12. Did you have had the reception organized by an agency?
13. She was had a new cooker delivered yesterday.
14. All the silverware was disappeared without trace.
15. Charlotte had Bill to mend her TV.
16. The film star is expected that to give a press conference.
17. The symphony was being written by Sibelius.
18. Could you have someone to repair the fax machine?
19. He paid a lot to have had the engine rebuilt.
20. They have had central heating installed last Monday.

EXERCISE 9. Fill in the spaces with only one suitable word.

ONE OF THESE DAYS

It's been one of those days and it isn't over yet. First of all, I had to take the car to the garage to have the brakes _____. The car was in a bad enough state, but we _____ had it damaged even more by some idiot as we were waiting at the traffic lights the other day. He bumped into the back of the car and we told him he would have to pay to _____ the car _____ and he said he would _____ it paid for by his insurance company. I certainly hope he does. The mechanic told me I could have _____ myself killed driving the car and that we should have _____ the brakes checked months ago.

I left the car at the garage, then went straight to the hairdresser to have my hair _____. I wanted to have _____ cut really short, so it took ages. After that, I had to take Bill's suit to the dry-cleaner's to _____ it cleaned after he had had wine _____ over it at the party last night. Next, I had to go to the supermarket. When I had finished, my bags were so heavy I had to _____ them delivered to my house – and that cost more money. And the day isn't half over yet. I've still got to have my photographs _____ for a new passport – my old one _____ stolen when we had our house _____ a few months back. What a life! Things can't get worse, can they?

PRACTICE TEST

I. Complete the second sentence, using the verbs in brackets in suitable passive constructions.

1. "I'm finding it difficult to read small print nowadays." – "Why don't you go and (test eyes)?"
2. "What a lovely dress! Where did you buy it?" – "I didn't. I (make) by the dressmaker down the road."

3. "My car has been making some funny noises just lately." – "You should (service)."
4. "Your hair looks different. What have you done to it?" – I (just cut), that's all."
5. "This house is freezing." – "Yes, we need (central heating install)."
6. "The living room looks lovely." – "I'm glad you like it. We've (just re-decorate)."
7. "Why aren't you wearing your watch?" – "I (repair) at the moment."
8. "Sorry, I've split some wine on your trousers." – "Don't worry, I was going to (clean) anyway."
9. "That tree is blocking the view from my front window." – "Well, you don't expect me (cut down), do you?"
10. "I've got a terrible toothache." – "Well, why don't you go and (that cavity fill)?"

II. Express the same idea, using passive constructions.

1. A shark bit Ronny's leg off.
2. A lawyer will have to sign this document for you.
3. Why do you insist that I buy this terrible cheese?
4. She pays someone to clean the windows every month.
5. The labourers were forced to work seven days a week.
6. Someone will probably mug you if you walk through this part of the town alone in the night.
7. She arranged for her neighbour to walk her dog while she was away.
8. Please don't insist that I cook dinner tonight.
9. Someone stole their car while they were asleep.
10. Did you insist they should rewrite the composition?

III. Use the correct tense form of the passive construction.

1. Your roof is leaking. You should _____ it _____ (repair).
2. The trousers are too long. You must _____ them _____ (shorten).
3. She didn't like the colour of the curtains, so she _____ them _____ (dye).
4. The battery is right now. I _____ just _____ it _____ (recharge).
5. It's a beautiful photo. I'm going to _____ it _____ (enlarge).
6. Be careful of those knives. I _____ just _____ them _____ (sharpen).
7. Why hadn't you _____ the document _____ (photocopy) before going to the police?
8. That's a good piano but you should _____ it _____ (tune).
9. I _____ my notes _____ (print) tomorrow.
10. They _____ their house _____ (paint) at the moment.

IV. Change the sentences with the passive constructions into the active voice.

1. Why don't you have your eyes tested?
2. Byron is said to have lived on vinegar and potatoes.
3. Have a lift put in and you won't have to climb up the stairs.
4. He was made to surrender his passport.
5. It is being said that too little money is being spent by the government on roads.
6. Carrier pigeons are said to have been used by early Egyptian and Greek sailors.
7. They had the damaged ship towed into the harbour.
8. You will have your dress made on Monday.
9. He was made to wear an evening suit for the party.
10. She has already got her sister to water the plants.

V. Find the word that should not be in the sentence.

1. Have you been had the report typed yet?
2. We should to have a new garage built.
3. He insists on having his office is cleaned twice weekly.
4. We had the locksmith to open the door.
5. They have their taxes be done by an accountant.
6. She has got a friend to be make her an evening dress.
7. The boxer had his arm being broken in a fight.
8. Lucy got Andrew to be take her out for dinner.
9. They can to have their dog groomed next week.
10. He was had made to tell what had happened.

REVISION OF THE PASSIVE VOICE**EXERCISE 1. Put the verbs in brackets into a suitable passive tense.**

1. I'm sorry, madam, but this carpet (already sell)
2. The old house on the corner (knock down) last year.
3. When exactly (John give) his prize?
4. Most people agree that America (not discover) by Columbus.
5. All complaints about products (deal with) by our manager.
6. The police confirmed that the murder weapon (just find) in a nearby lake.
7. It (announce) yesterday that the government would not rise income taxes.
8. I (ask) to take over as a new managing director.
9. I don't believe that this play (write) by Shakespeare.
10. Ann really likes (invite) to dinner parties.

EXERCISE 2. Use passive constructions in the following sentences.

1. A painter painted our house last month.
2. I persuaded the hairdresser to cut my hair very short.
3. Someone has stolen my motorbike.
4. The dentist insisted on taking out the bad tooth.
5. I haven't been to the car-wash for a long time.
6. I asked the workers to put in the new heating system.
7. Someone broke Harry's nose in a fight.
8. Can't you ask Freddy to fix your television?
9. Helen's publishers have just published her new book.
10. The police towed away Nigel's car.

EXERCISE 3. Change active sentences into passive.

1. They haven't stamped the letter.
2. They say a terrible crash happened at night.
3. A lorry knocked him down.
4. They took him for a Frenchman, his French was so good.
5. We called in the police.
6. They are watching my house.
7. The mother insisted that I should go to the doctor.
8. Don't press this button!
9. All the ministers will see him off at the airport.
10. You must hire workers to install the equipment.
11. It is your duty to clean the windows weekly.
12. People often take him for his brother.
13. They expect him to arrive at noon.
14. Someone saw her tore the document.
15. They asked my sister to plant the flowers.
16. He doesn't like people to interfere with his work.
17. People must hand in their weapons.
18. She insisted on Jack's going with her to the sea.
19. They reported that the President had already arrived.
20. He is going to shave off his beard.

EXERCISE 4. Change passive sentences into active.

1. Why don't you have your lungs X-rayed?
2. This speed limit will be introduced gradually by the police.
3. He is said to own a large library.
4. This theory has now been proved to be false.
5. Why wasn't the car locked or put into the garage?
6. The house where the dead man was found is being guarded by the police.

7. The details of his uncle's will have been given to him by the lawyer.
8. We got Angela to organize the party.
9. Children under sixteen are not allowed here.
10. Someone will be found to take her place.
11. This notice has been altered.
12. Who this film was screened by?
13. Your money could be put to good use instead of being left idle in the bank.
14. It is being said that nothing is being done by the government for the unemployed.
15. Are you interested in the idea?

CONTROL TEST ON PASSIVE VOICE

I. Mark the sentences that cannot be changed into the Passive Voice.

1. The train leaves at eight sharp.
2. It is raining hard here in autumn.
3. The climate of the planet is changing.
4. The dog followed me to the gates.
5. I'll begin the work in a minute.
6. I don't live with my parents.
7. He opened the book to read the text.
8. I asked Jane to translate the article.
9. She forced me to learn the whole story by heart.
10. I like watching TV in the evening.

II. Complete the verb form.

1. At this very moment she _____ examined by the doctor
 - a) is
 - b) is being
 - c) was
 - d) has been
2. Their eldest son _____ born before they graduated from the University.
 - a) was
 - b) has been
 - c) had been
 - d) is
3. By the end of the next year the new President _____ elected.
 - a) will be
 - b) is

- c) has been
 - d) will have been
4. I was waiting outside the garage while the car _____ checked.
- a) has been
 - b) had been
 - c) was being
 - d) is being
5. _____ you not asked at the lesson yesterday?
- a) are
 - b) are being
 - c) were
 - d) were being
6. Berries are usually _____ in summer.
- a) gathering
 - b) being gathered
 - c) gathered
 - d) gather
7. I _____ my bike stolen yesterday.
- a) was
 - b) had
 - c) has been
 - d) was being
8. She was _____ to wear the uniform at school.
- a) made
 - b) got
 - c) had
 - d) been
9. This time next week the book _____ out.
- a) will be sold
 - b) will be selling
 - c) selling
 - d) sold
10. They _____ the lift put in.
- a) made
 - b) got
 - c) been
 - d) had

III. Put the following text into the passive.

Mr. Owen Gibbon has discovered a valuable oil painting in the attic of his house. George Stubbs, the famous animal artist, painted the work in 1760. Mr.

Gibbon's great-grandfather bought the picture in the 1890's, but after his death the family stored it away in the attic. Art historians are examining the painting. Mr. Gibbon has offered the work to the National Gallery, where experts will restore the picture to its former beauty. They will have finished the restoration work by June.

IV. Put the following text into the active.

Over the past ten years the seas surrounding Britain have been polluted by oil spills. The oil is spilt onto the coast by the tankers and many forms of wildlife are harmed by this. A lot of volunteers are said to be needed by the environmentalists if the damage is to be minimized. In future, the owners of any tankers that pollute the North Sea are said to be prosecuted by the government in this way. The government also hopes that such incidents can be prevented by building more lighthouses along the coastline.

V. Complete the following text, using the passive.

A remote area in northern Spain / shake / by an earthquake last night. Several villages / totally / destroy / and many people / leave / homeless. The total extent of the damage / still not know / but luckily few casualties / report as people / warn / of the danger earlier and many villages / evacuate. Victims of the earthquake now / offer / shelter in local churches / where food and drink / provide.

TOPIC 3: MODAL VERBS

EXERCISE 1. Read and translate the following sentences. Pay attention to the modal verbs and their equivalents or synonymic expressions.

1. She can dance well. = She is able/is taught to dance and does it well.
2. He couldn't/wasn't able to save the patient. = He did not manage to save the patient.
3. I must cut down on fats. = I'm convinced/it is necessary for me to cut down on fats.
4. I have to cut down on fats. = I am obliged/it is insisted that I cut down on fats.
5. We ought to have stayed within the speed limit. = I regret we did not stay within the speed limit.
6. Could I see the manager? = Please/will you be so kind as to let me see the manager.
7. Might I see the manager? = I ask you quite officially to let me see the manager.
8. Will you do my shopping? = Will you do me a favour/please, do my shopping.
9. Would you mind working overtime? = I ask you to work overtime.
10. He can't be at home at such an hour. = I'm certain he isn't at home at such an hour.
11. They could/may be tired. = It is possible/it is fifty-fifty that they are tired.
12. He could have killed her. = It was possible, but luckily he did not kill her.
13. Ann is likely to offer to help. = Everything looks like Ann is going to offer you her help.
14. The cat needed feeding. = The cat needed to be fed.
15. You ought to behave yourself. = It is necessary/it is a rule/it is accepted in the society to behave oneself.
16. She does not have/she does not need to come so early. = It is not necessary for her to come so early/she is free to come later.
17. She needn't have come. = It was not necessary/nobody expected her to come but she did.
18. You can't park here. = It is not allowed to park here.
19. You mustn't touch the button. = You are forbidden to/you will be punished if you touch the button.
20. You could have/should have/ought to have let us know before. = You deserve criticism/you were not right/we were offended that you did not let us know earlier.
21. You can/you are allowed/you may see the patient. = You are permitted/you are not refused to see the patient.

22. Can I/shall I/would you like me to carry your bags? = I am offering my help to carry the bags for you.

23. We could play football. = Let's/why don't we play football/what about playing football?

24. You should/ought to stop smoking. = I advise you/most people think it is good to stop smoking.

25. You had better not lie to her. = It isn't a good idea to lie to her/it would be better if you don't lie to her.

EXERCISE 2. Divide the following sentences into formal and informal.

1. You can't have a party in the middle of the week.
2. Could I be excused?
3. You may leave a message for the manager.
4. Might I bring a friend to the wedding?
5. I'm afraid you can't have visitors.
6. They've got to sell their car.
7. Can I use your phone?
8. May I make a phone call, please?
9. Guests may not smoke in their rooms.
10. Might I borrow your dictionary?
11. Will you give me a lift?
12. Would you mind opening the window?
13. Can we do anything to help?
14. Shall I help you wash-up?
15. You may not speak during the test.

EXERCISE 3. Use as many synonymic expressions to the following sentences as you can.

1. She might have misunderstood you.
2. I'm sure they are fond of traveling.
3. They ought to pay more attention to the requirements.
4. I don't think she has sold her house.
5. It is likely that they will not come.
6. We may have to wait for them.
7. I'm sure she isn't a writer.
8. I'm sure the child is terrified.
9. We ought to offer to help.
10. They'll probably want something to eat after the walk.
11. You can park here.
12. He should have warned us about the dog.
13. You mustn't walk on the grass.

14. She can't have been serious.
15. I advise you to be more attentive while driving.

EXERCISE 4. Read and translate the following sentences. Pay attention to the form and the meaning of the infinitive used.

1. I'm sure he studies a lot.
He must study a lot.
2. Perhaps he will pass the exams well.
He may pass the exams well.
3. I'm sure he is writing the report at the moment.
He must be writing the report at the moment.
4. Perhaps they will be playing tennis.
They may / might be playing tennis.
5. I'm sure he didn't learn the poem by heart.
He can't have learnt the poem by heart.
6. I'm sure she hasn't come yet.
She can't have come.
7. I'm sure he hadn't written the letter before he left.
He can't have written the letter before he left.
8. I'm sure he has given up smoking.
He must have given up smoking.
9. Perhaps he was cutting the grass at that time.
He may have been cutting the grass at that time.
10. Perhaps he has been working all day.
He may have been working all day.

EXERCISE 5. Choose the correct modal verb in each of the following sentences.

1. Look at those clouds! It can/might/must rain, I think.
2. This is impossible! It can't/mustn't/may not be the right answer.
3. Well done! You may/must/might be very pleased!
4. I've no idea where Jane is; she could/must be anywhere.
5. I suppose it is possible. I might/can/must come to the party.
6. I'm not sure. I must not/may not be able to get there.
7. That can't/may not be David. He hasn't got a bike.
8. Lisa isn't here yet. She can/must be on her way.
9. There's someone at the door. It can/could be the postman.
10. Sorry, I can't/may not come out. I have a lot to do.
11. She can/can't be Italian with a name like Smith!
12. You could have/must have been crazy to do it!
13. He can't have/may have not been the murderer: he has an alibi.

14. Who could have/must have done such a terrible thing?
15. He could have/can have been the one who started the fire.

EXERCISE 6. Read and translate the following sentences. Pay attention to the meaning of the modal verbs.

1. You mustn't (it is forbidden) cross the road when the light is red.
2. You needn't (it isn't necessary) worry about it; I'll do it in a minute.
3. You don't need (it isn't necessary) to type the letters.
4. You don't have (it isn't necessary/it is not required) to wear an evening dress for a cocktail.
5. You didn't need (it was not necessary) to take so many things with you.
6. You didn't have (it was not necessary) to learn everything by heart.
7. You needn't have cooked (it was not necessary, but you did) so much food.
8. I needn't have come (I regret I came) here.
9. I did not have to pay (I did not pay) for the dinner because my friend did.
10. You mustn't (you are not allowed / it is against our rules) enter the lab without knocking.

EXERCISE 7. Fill in the gaps with MUST, MUSTN'T, NEEDN'T.

Welcome to "FINEST FOOD" factory. We are happy that you have come to work for us. Before you start work, I want to familiarize you with some rules and regulations. First of all, you _____ wear the uniforms which are supplied, and you _____ keep your hair covered at all times. You _____ wear gloves unless you choose to, except in a few special areas. You _____ smoke anywhere in the factory apart from the canteen, and you _____ forget to wash your hands after the breaks. You _____ stay in the factory during your breaks, but you _____ clock in and out if you do leave the premises. You _____ work overtime, but we do encourage our workers to do so if they wish to. Last but not least, if you have any problems, you _____ go to your supervisor who will help you to sort them out.

EXERCISE 8. Use modal verbs instead of their synonymic expressions. Pay attention to the form of the infinitive.

1. It is forbidden to feed the animals in the zoos.
2. It isn't necessary to cut the grass; it is still short.
3. It is prohibited to take dogs into the restaurants.
4. It isn't necessary to dust the furniture now. I'll do it later.
5. Children are not allowed to run in the corridors of the school.
6. We bought more food than it was necessary for the party.
7. There's no need for you to water the plants this morning.

8. It wasn't necessary for Gloria to iron the clothes because Sue had already done it.
9. It's a pity, Jim has accepted the offer.
10. Readers are not allowed to keep books longer than a month.

EXERCISE 9. Learn the synonymic expressions of the modal verbs. Use both of them (modals and synonyms) in the following sentences with the appropriate form of the infinitive of the verb.

To be supposed to + infinitive = should

To be to + infinitive = must

To be likely to + infinitive; to be likely that = may

Would you mind + gerund; would you mind if = may

Let's + infinitive; why don't _____ + infinitive; what about + gerund; how about + gerund = shall

To be allowed to + infinitive = may

1. There is no reply when I ring him. He _____ (leave) the office already.
2. Don't give up so easily. You _____ (do) it if you tried a little harder.
3. That's no excuse! You know you _____ (finish) the report by today.
4. He _____ (mention) his plans on the phone last night but I really can't remember.
5. Since she crashed the car, she _____ (walk) to work every day.
6. If you find something valuable, you _____ (take) it to the nearest police station.
7. Passengers _____ (not walk) across the lines. They should use the foot-bridge.
8. You _____ (know) her better to tell her all your secrets.
9. You _____ (destroy) the letter as soon as you receive it.
10. You _____ (enter) the building if you have a special pass.
11. He looks very annoyed. He _____ (wait) for ages.
12. I _____ (take) the library books yesterday but I forgot.
13. When I was at school we _____ (not wear) jewellery.
14. Those bags look heavy, _____ (I carry) some of them for you?
15. Don't pretend you don't know that you _____ (have) a valid ticket on the bus.

EXERCISE 10. Find and cross out the unnecessary words in the following text if there are such.

DO-IT-YOURSELF

Last week my brother and I decided to paint our bedrooms ~~if~~ while our parents were out for the day. Our parents usually they have the painting done by a local firm, but we thought we could save some money if we did paint it our-

selves. We had watched the painters the last time the house had to be painted, so we thought we would be able to do the job. "First of all the surfaces must have to be washed," my brother said. "That can't have be very difficult," I replied. "We'd better if put some newspapers on the carpet. If we can make a mess, we'll get into trouble." After that had been done, we looked for some paint in the garden shed. "We could use this red paint," I was suggested. My brother said that he preferred green paint. Just as if we were going to start, our parents arrived home. "You should have been asked us first," my mother said to us. "You can paint the rest of the house too!"

EXERCISE 11. Rewrite the sentences using the words in brackets.

1. Let's go jogging. (shall)
2. Please turn the TV off. (could)
3. Am I allowed to sit here? (may)
4. Please answer the phone. (will)
5. Don't bite your nails. (must)
6. Do you mind if I use your pen? (can)
7. I wish I had checked the tyres. (ought to)
8. These curtains don't need to be ironed. (need)
9. It's not polite to speak with your mouth full. (should)
10. Why don't we visit Mark and Jane? (shall)
11. Is there any chance that he'll phone? (likely)
12. It is advisable to brush your teeth after meals. (should)
13. There's a possibility that he'll arrive a little late. (may)
14. Do you know how to ice-skate? (can)
15. It wasn't necessary to show any identification but he did. (need)
16. Why didn't you tell me there was no one in? (could)
17. It wasn't necessary for us to wait because there was no queue. (need)
18. Let's go to the cinema tonight. (shall)
19. It's important that you be here at 9.00. (must)
20. I'm sure he is a millionaire. (must)
21. Perhaps he will change his mind. (may)
22. Please, help me do my home-task. (could)
23. I don't believe she paid so much for that dress. (can)
24. It's a good idea to lock the door at night. (should)
25. Is there any chance we'll get a pay rise? (likely)
26. Why didn't they inform us of the delay? (could)
27. We could try to mend it ourselves. (let's)
28. It wasn't necessary for you to go to so much trouble. (need)
29. It's a good idea to show more respect. (ought to)
30. You have to inform the bank of any change of address. (must)

PRACTICE TEST

I. Choose the most suitable response to each comment or question.

1. What did I do wrong?
 - a. You shouldn't have connected the wires.
 - b. You didn't have to connect the wires.
2. Why is the dog barking?
 - a. It should have heard something.
 - b. It must have heard something.
3. Why are you home so early?
 - a. I needn't have worked this afternoon.
 - b. I didn't have to work this afternoon.
4. Why do you worry about me? I don't take any risks.
 - a. You must be injured.
 - b. You could be injured.
5. You forgot my birthday again!
 - a. Sorry, I should have looked in my diary.
 - b. Sorry, I had to look in my diary.
6. We had a terrible crossing on the boat in a storm.
 - a. That didn't have to be very pleasant!
 - b. That can't have been very pleasant.
7. Where were you yesterday? You didn't turn up!
 - a. I had to go to London.
 - b. I must have gone to London.
8. What do you think about the election?
 - a. The Freedom Party is allowed to win.
 - b. The Freedom Party is supposed to win.
9. There is a lot food left over from the party, isn't there?
 - a. Yes, you could have made so many sandwiches.
 - b. Yes you needn't have made so many sandwiches.
10. What do you think has happened to Tony?
 - a. I don't know, he should have got lost.
 - b. I don't know, he might have got lost.

II. Find and cross out the unnecessary words in the text if there are such.

ZOO ESCAPE SHOCKS RESIDENTS

Residents in the Blackwood area complained last night that they should have ~~had~~ been warned about the escape of a dangerous snake. The snake, a py-thon, is tree metres long and can to kill pets. "I heard about it on the radio," said Mrs. Agnes Bird. "I had gone to lock my cat in the kitchen this morning, be-cause I thought the snake could easily have attack it. Now I am not sure what I

ought to be do.” The snake, called Lulu, disappeared from Blackwood Zoo. “It must be have found a hole in the wall, or it might have been slipped out while the door was open,” said zoo director Basil Hart. Mr. Hart said that people didn’t needn’t have been alarmed. “A local radio station must have had mixed up its reports,” he went on. “We found Lulu a few minutes after we missed her. We have had to climb a tree and bring her down. So you see, you should have never believe silly stories you hear on the radio!”

III. Use modal verbs instead of synonymous expressions.

1. Perhaps the bridge collapsed because of the storm
2. He’ll probably come to the party.
3. You are not allowed to photograph any of the paintings.
4. It is forbidden to touch the statues in the museums.
5. I’m sure he didn’t cheat in the exam.
6. Was it necessary for you to call a doctor?
7. Would you like me to carry your shopping for you?
8. I’m sure Ann didn’t do it on purpose.
9. Would you mind if I take some photos?
10. It would be a good idea to eat less high-cholesterol food.
11. It wasn’t necessary for him to take a coat but he did.
12. I’m sure she spent all her money on clothes.
13. Was it necessary for you to say this?
14. I’m sure he knew what he was doing.
15. Perhaps she is busy at the moment.

CONTROL TEST ON MODAL VERBS

I. Put one suitable word in each space.

ASKING FOR DIRECTIONS

Have you ever tried asking people for directions? I _____ to go to London on business recently, and I soon realized that I _____ have bought a street map. Whenever I followed the directions of passers-by, I got lost. “You _____ miss it,” they would say, “it’s opposite the bank.” After walking for half an hour, I would realize that I _____ have gone wrong somewhere. “_____ you tell me where the bank _____, please?” I would ask someone. I _____ to have known that this was a mistake. “Which bank do you mean? I think you _____ go back to the station...” I now see that I _____ have taken a taxi. After all, London taxi drivers _____ to pass a test on their knowledge of its streets. But of course, whenever I thought of this, I _____ not find a taxi. In the end I found a solution. I went up to the first tourists I saw and asked if I _____ look at their tourist map.

They turned out to be from Scotland, and they _____ me very detailed directions. The only problem was that I wasn't _____ to understand exactly what they said.

II. Use the most suitable modal verb in the following sentences. Pay attention to the form of the infinitive.

1. She _____ (work) late last night; she looks exhausted.
2. When we immigrated to Australia, we _____ (leave) our pets behind.
3. _____ (we/do)? It's getting late.
4. You _____ (start) learning Spanish if you are going to live in Madrid.
5. _____ (you/collect) my parcel for me from the post-office?
6. You _____ (not/smoke) cigars on an aero-plane.
7. You _____ (be) kinder to her; she's only a baby.
8. You _____ (not/pay) by cheque without a cheque guarantee card.
9. The doctor says I _____ (lose) weight before my operation.
10. _____ (you/paint) my room a different colour, please?
11. You really _____ (not/eat) so much red meat.
12. He _____ (take) your car since he had the keys.
13. Call them later; they _____ (asleep) now.
14. Jack _____ (tell) her the truth; now she feels offended.
15. They _____ (sell) their flat and buy a bigger one.

III. Find and cross out the unnecessary words in the following text if there are.

PUTTING UP A FRIEND

Dear Brenda,

Thanks for replying so quickly to my last letter.

You must ~~to~~ have been surprised when you received a letter from me. I'm glad you will be able to have put me up when I come to London.

Could you be possibly give me some directions for your flat? I'm bound to have lost. Do I have to take a taxi from the station, or is it

near enough to walk? Perhaps if I should buy a street map of Birmingham when I am arrive. And is it all right if I can bring my little brother, Tim?

By the way, congratulations on your new job.

You must not be very happy. Do you think that you made the right decision, though? I think you should or have gone to university like me.

I'm sure that you would have been enjoyed it. I

have done to study a lot, but with any luck I should

get a good job when I finish. I'd better post this letter now.

With best regards,
your friend Jill.

IV. Respond to each of the sentence using modal verbs.

1. Your friend has won in the lottery. What do you advise her to do?
2. Your friend cannot sleep at night. What do you suggest he does?
3. It is snowing. Tom said he would come home early and he still hasn't arrived. What do you think?
4. Some children are playing football on the flower beds. What do you say to them?
5. It is your birthday. Your friend gives you a very expensive present. What do you say?
6. You are on a train. The window is open and you are cold. What do you say to the other passengers?
7. You see your window-cleaner with a broken arm. What do you say to your friend?
8. Your friends are late for your party. What do you say as you impatiently look at your watch?
9. Your friend hurt her leg a week ago. She still hasn't seen the doctor. What do you tell her to do?
10. You are looking after your young cousin. It is after midnight and he is still running around the house. What do you say to him?

V. Use synonymous expressions instead of modal verbs.

1. Shall I get you a cup of tea?
2. She may spend some weeks with her aunt.
3. They needn't have bought such a large car.
4. You mustn't smoke in this building.
5. You had better change your hairstyle.
6. He must be seeing Ruth.
7. She can't have sent you this letter.
8. May I read your newspaper?
9. You don't have to take the bus.
10. She is likely to go for a walk.

VI. Translate into your native language.

1. I must visit my friend in the hospital.
2. They must be watching TV.
3. Jim must have stuck in a jam.

4. He can swim different styles.
5. You can use the phone as long as you need.
6. They can't be at the office at such an hour.
7. He can't have stolen the money: he was on holiday.
8. He was able to reach the shore without help.
9. Your nails need polishing.
10. You needn't have spent so much money on clothes.

Репозиторий БрГУ

TOPIC 4: CONDITIONALS

EXECISE 1. Read and translate the following sentences. Pay attention to the mood of the verbs.

1. If you play with matches, you will burn yourself. (Indicative)
2. If you have taken the books, you can start working on your essay. (Indicative)
3. If you see him, tell him to come immediately. (Imperative)
4. If I were you, I wouldn't feel sorry at all. (Conditional, present)
5. If she was / were working more, she would be paid more. (Conditional, present)
6. If he had followed his parents' advice, he wouldn't have lost all his money. (Conditional, past)
7. Had I seen her, I would have spoken to her. (Conditional, past)
8. Unless she stops eating like that, she'll have heart problems. (Indicative)
9. Get up now or else you'll be late for school. (Imperative)
10. Provided you leave now, you'll catch the train. (Indicative)
11. You can use my car, as long as you promise to keep it in order. (Indicative)
12. Paul will bring you a sweater in case it gets cold. (Indicative)
13. I wish we were in Paris now. (Conditional, present)
14. If only they were with us! (Conditional, present)
15. I wish I could swim. (Conditional, present)
16. I wish I had been taught to swim. (Conditional, past)
17. I wish he would stop smoking, but I think it's impossible. (Conditional, indicative)
18. I would rather you paid me today. (Conditional, present)
19. I would sooner you had not told everyone. (Conditional, past)
20. Suppose your father caught you smoking, what would you do? (Conditional, future)
21. Supposing he had left before the boss came, what would have happened? (Conditional, past)
22. She behaves as if she were a Queen. (Conditional, present)
23. They were talking to each other as though they had not seen any difficulties in solving the problem. (Conditional, past)
24. It's about time you started your work. (Conditional, present)
25. He had better consult a lawyer. (Conditional, present)
26. It would have been better if you hadn't spoken to him like that. (Conditional, past)
27. I prefer walking in the forest to lying in the sun. (Indicative)
28. I prefer to walk in the forest rather than lie in the sun. (Indicative)

29. I would prefer to live in the South rather than spend the whole life in the North. (Conditional, present)

30. I would rather fly to Moscow than go there by car. (Conditional, present)

EXERCISE 2. Choose the correct form for each of the sentences.

1. If we are would be late for class, our teacher will be/was angry with us.
2. Provided we lived/would live on another planet, we would/will see the Earth in the sky.
3. Unless we take/will take a taxi, we shan't arrive/didn't arrive on time.
4. We shall go out/go out for a walk if it doesn't/didn't rain.
5. If we were/are birds, we are able/would be able to fly.
6. If Bill didn't steal/hadn't stolen the car, he wasn't/ wouldn't be/hadn't been in prison now.
7. If Allan didn't fall/hadn't fallen/wouldn't fall over, he won/would win/would have won the race.
8. How do you feel/would you feel if we offered/would offer/had offered you the job of assistant manager?
9. If you lent/had lent us the money, we paid/would pay/had paid you back next week.
10. If we find/found a taxi, we shall get/would get there before the play starts.

EXERCISE 3. Insert IF, UNLESS or WOULD.

1. If you had asked me to help you, I _____.
2. We'll have lunch outside in the garden, _____ it's too cold.
3. John _____ win more races if he trained harder.
4. Come on! _____ we hurry, we'll miss the train.
5. _____ you like to see my stamp collection.
6. The manager won't be long. _____ you take a seat, please.
7. I'm sure that Carol _____ go to the cinema with you, if you asked her.
8. _____ you feel like a chat, phone me tonight.
9. What _____ you do if you saw a snake?
10. I don't feel nice _____ I swim every day.

EXERCISE 4. Choose the correct ending for the given sentences.

1. If you play the music too loud, ...
2. If the North Pole melted, ...
3. If we don't have enough ice-cream, ...
4. If I found someone's wallet, ...
5. If a burglar broke into this house, ...
6. If my train isn't late, ...
7. If you were famous, ...

8. If my father lends me the money, ...
9. If you took more exercise, ...
10. If you tell me what you want, ...
 - a) ... the alarm would go off.
 - b) ... I'll buy a new bike.
 - c) ... I'll be in Paris at 6.00.
 - d) ... you wouldn't see me any more.
 - e) ... you would feel better.
 - f) ... the water would flood many cities.
 - g) ... I'll buy it for you.
 - h) ... you'll wake up the neighbours.
 - i) ... we'll get some more.
 - j) ... I'd take it to the police station.

EXERCISE 5. Choose the correct mood for the verb in brackets.

1. If you (not put) this shelf, you won't have anywhere to put your books.
2. If he (change) jobs, he would be a lot happier.
3. If I were you, I (tell) her how you feel.
4. If you continue to shout so loudly, you (wake up) the baby.
5. Even if he (ask) them, they wouldn't have agreed to come.
6. You can swim on condition that there (be) an adult with you.
7. He will get a bonus providing productivity (increase).
8. If she (finish) the work yesterday, she would be going to the party today.
9. Were I you, I (think) twice before accepting this offer.
10. I wish you (be) more qualified for the job.
11. I wish we (invite) the Smiths to your birthday party yesterday.
12. We'd rather you (take out) separate holiday insurance.
13. If only I (not leave) the window open!
14. I'd rather (live) alone than (share) a flat with a stranger.
15. Suppose they (cancel) the flight. How would you have got home?
16. You'd better (go) to bed as we to be up early tomorrow.
17. It is high time the children (sleep).
18. I'd prefer (ride) my bicycle to the shop rather than (take) the bus.
19. He much prefers (listen) to CDs to (go) to the live concerts.
20. You'd better (phone) your mother as she's worried about you.

EXERCISE 6. Complete the text by the correct forms of the verbs in brackets. Pay attention to the mood of the verbs.

If I were world leader, I (try) to stop the destruction of the earth and I (make) the world a better place for all people. If the world problems had been tackled sooner, the quality of life (improve) long ago. First of all, I would try to

bring about peace in the world. As long as there is fighting between nations, millions of people (continue) to suffer and die. If wars continue, children (be left) without parents and (grow up) in a world of misery and fear. But as long as people disagree over land and possessions, the fighting (go on). Therefore, I would ensure that all people were treated as equals and given the same opportunities in life. It would also help if all countries (stop) producing arms so there would no longer be the weapons with which to fight. In addition, I would introduce laws to reduce pollution. If pollution levels had been controlled earlier, life (not become) so unbearable. If I (have) the power I would ban all the cars from city centres and increase public transport. Unless measures are taken soon, it (be) too late.

EXERCISE 7. Put the verbs in brackets into the correct forms.

Dear Mum,

I feel really unhappy! I wish I (not take) this job. If only I (give) it more thought before I made the decision to come here. I wish the people here (be) more friendly – that would make it much better. If only I (have) longer breaks. Looking at a computer screen all day is tiring and sometimes I find myself wishing it (explode)! I wish my boss (give) me something different to do. I wish there (be) someone here I could talk to but I haven't made any friends. If only I (make) some, but it's very difficult. I wish you (live) nearer to me! Please write. I miss you!

Love, Jenny.

EXERCISE 8. Open the brackets. Use the correct forms of the verbs.

Dear Jenny,

Sorry I didn't answer your last letter. If I (realize) how serious the situation was, I would have written to you straightaway. You obviously need my advice. I only wish I (be) with you now to help you. I think it's about time you (leave) your job and (start) to look for a new one. If your boss (insist) on treating you so unfairly, then you have very little choice. You say that you'd rather (have) a job you hate than no job at all, but is it really true? If you (be) worried about money, don't be. You can come home and live with your father and me for a while. I'd rather you (live) nearer home anyway. Your old boss at the library, Mr. Green, says you could have your old job back if you (want) it. You could have been Head Librarian by now if you (not leave)! Anyway, I'll let you know if I (hear) about any other suitable jobs. Take care and let me know if you (make) any decisions.

Love, Mum.

EXERCISE 9. Find the word that should not be in the sentence.

1. Unless you don't know the details, you can't reach a decision.
2. If they will finish this assignment on time, they will be rewarded.
3. Even if he offered to make up for the damage, otherwise I wouldn't accept.
4. If were I had accepted the job, I would be earning a lot of money now.
5. If she were be me, she wouldn't have done exactly the same.
6. You won't be allowed to attend the reception unless you will receive the invitation.
7. I wish if they would stop criticizing our efforts to change things.
8. I'll give them my new address in case they will want to forward my post.
9. If only he had been taken our advice.
10. As long as you will promise to behave yourself, you can stay overnight at your friend's.
11. I wish Sarah would gave up her dream of becoming an opera singer.
12. He looked as if that he hadn't slept for days.
13. It's time they had decided what they want to do.
14. She'd better to take a course in French before she moves to France.
15. I'd rather they had stayed at the hotel the next time they are in town.

EXERCISE 10. Complete the sentences with an auxiliary verb so as not to repeat the main verb twice. Pay attention to the mood of the verbs.

1. He hasn't got a yacht but he wishes he _____.
2. She can't afford a maid but she wishes she _____.
3. I didn't pay attention to the event but I wish I _____.
4. He had his hair cut really short but now he wishes he _____.
5. He's going to the dentist this afternoon but he wishes he _____.
6. She made a terrible mistake but now she wishes she _____.
7. They probably won't change their minds but I wish they _____.
8. He always brings his dog to my house but I wish he _____.
9. I forgot to enclose the cheque but I wish I _____.
10. He won't let me leave early but I wish he _____.

EXERCISE 11. Express the same idea using synonymous structures denoting regret, wish, condition, advice.

1. Tom didn't wear a coat and caught a cold.
If Tom _____
2. You need to study hard to pass this exam.
Unless you _____
3. There'll be an election if the president resigns.
Providing _____

4. If you had paid your telephone bill on time, your phone wouldn't have been off.

Had you _____

5. Only if we ban the hunting of whales the sea animals could survive.

As long as we _____

6. If you go to Egypt, you must see the Sphinx.

Should you _____

7. I want a pet but I'm allergic to animals.

I wish I _____

8. It's a shame we didn't see the exhibition.

We wish we _____

9. I think you should go on holiday.

If I were _____

10. We should have left by now if we don't want to miss the bus.

It's about time _____

11. I would have liked you to have my parents informed about my change of plans for the weekend.

I'd rather you _____

12. It would have been better if they had got an earlier train.

If only _____

13. If the teacher asked you to answer the question, what would you say?

Suppose _____

14. You should write or phone home more often.

You'd better _____

15. I prefer skiing to skating.

I would prefer _____

PRACTICE TEST

I. Choose the most suitable tense.

1. A cheque is alright, but I'd rather you pay/you paid me cash.

2. Unless you will have/have enough experience, you won't get the job.

3. If only I have/had/would have a screwdriver with me.

4. If you want to catch the last train, it's time you leave/left.

5. You'd better don't/didn't/not tell anybody about our plan.

6. I prefer going/to go by car rather than walk/to walk.

7. If you don't/will not mind I'd rather you practised/would practise/had practised your violin somewhere else.

8. Suppose you win/won/would win the lottery, what would you do with the money?

9. She looked at me as if she didn't see/hadn't seen me before.
10. I wish the government do/did/had done something about the pollution in the country.

II. Put the verbs in brackets into the correct tense form.

Einstein is reported to have said, "If I (know) the destruction I would cause, I (become) a watch maker." If we (continue) to use nuclear energy as a means of defense, we (make) our planet uninhabitable. If the public (be) more aware of the dangers, they (demand) the right to live in a safer society. If the Cold War had developed into World War III the human race (be wiped out) forever. Unless we (discover) a way to prevent nuclear war, by the end of the century we (face) major disaster. Some scientists claim that if we (tap into) the natural energy in the Universe, we (provide) ourselves with a never-ending, pollution-free source of power. Only if we (put) more money into research and less into defense we (be able to) discover other forms of energy. As long as we (continue) to abuse knowledge and power, the earth (remain) an insecure planet to live.

III. Put the verbs in brackets into the correct form.

1. I'd rather (go) fishing this afternoon.
2. I'd rather you (not wear) my red dress to the dance tonight.
3. We prefer (watch) films to (watch) political programmes.
4. I prefer (cook) dinner rather than (eat) in that restaurant.
5. He had better (not tell) her or I'll be furious.
6. We would rather (get married) in our village rather than in the capital.
7. It would have been better if she (give) us the information sooner.
8. I wish I (can) afford to go by plane.
9. We would rather (recycle) our rubbish than (use) non-recyclable goods.
10. You told them I could do the job but I wish you (have) not.

IV. Find the word that should not be in the sentence.

1. If you shall pay attention, maybe you'll learn something useful.
2. If Tom is busy, will ask Sarah to help.
3. If only she had been caught that train.
4. It's time we had announced the winner.
5. He'd better to pay off his debts before he buys a car.
6. I'd rather to write a project than sit an exam.
7. If only that I hadn't lost my traveller's cheques.
8. Suppose we had caught you stealing, what would you do?
9. Had if he known it was her birthday, he would have bought her a present.
10. Take my business card in case you will want to contact me.

V. Express the same idea using synonymous structures denoting wish, condition, regret, advice.

1. You'd better cut down on sugar.

If I _____

2. Tom got lost because we didn't give him clear directions.

Tom would _____

3. If you don't criticize his work, he'll never improve.

Unless you _____

4. If he changes the clause, we shall sign the contract.

Provided he _____

5. If you give it back by Friday, you can borrow my book.

As soon as you _____

6. I don't have my wallet on me.

I wish _____

7. It's a pity I wasn't given the position.

I wish _____

8. We should leave now if we don't want to be locked in the office.

It's time _____

9. He shouldn't have used my mug.

I'd rather he _____

10. I think you should have your hair cut.

If I _____

CONTROL TEST ON CONDITIONALS

I. Fill in the spaces with one suitable word.

ALL THE DIFFERENCE

I often wonder how my life would have _____ different if on that particular day I _____ walked in the other direction. Or what _____ have happened if – in those few seconds – I _____ walked just a little bit faster? She wouldn't _____ been able to do what she did, say the things she said. If it _____ not been for these shy words of greeting, I would not _____ here now – I would probably _____ in the same city I grew up in. It is amazing how our lives depend on the most minute details: a split-second decision which makes all the difference. _____ I ever have found romance at all _____ I hadn't met Francesca that day and if she _____ decided to walk on that path beside the trees? I couldn't possibly _____ done what I did in my life if we _____ not met on that bright, sunny morning. And if the sun had not _____ shining and birds singing, we should probably have _____ even spoken to me.

II. Put the verbs in brackets into the correct form.

Dear Sarah,

I'm having an absolutely fabulous time here on Ischia! I wish you (decide) to come with me. It (be) even better if you were here. I wish I (try) harder to persuade you to come with me. If only you (change) your mind! I'm sure you could get time off work if you (ask). If you can't come to Ischia, (you/consider) meeting in Rome at the beginning of next month? Of course if you (come) with me in the first place, we (have) a great time right now. Anyway, if you (give) me a ring, I (tell) you exactly what my plans are and you can decide what you want to do.

Love, Julia.

III. Complete the following sentences.

1. If Bob hadn't broken his leg, ...
2. If only he hadn't lied to Sally, ...
3. If John is in trouble, ...
4. Ann wishes she had set the alarm, ...
5. I'd rather we ...
6. It's high time you ...
7. Supposing you ...
8. It would be more sensible for you ...
9. She spends money as if she ...
10. You had better ...

IV. Find and cross out the unnecessary words in the lines of the text if there are.**LOSING YOUR MEMORY**

Imagine ~~it~~ that one day you woke up and discovered that you had completely lost your memory. How would you have feel exactly? I have thought about it recently after I was involved in a traffic accident. I woke up in hospital, and said to myself "It's the time I got up and have went to school!" I soon realized my mistake. A nurse came in and asked to me what my name was. I thought about it for a moment and then said, "I would wish I knew!" Then I tried to get up. "I'd rather prefer you didn't do that," said the nurse. "Don't worry, you'll have it your memory back soon." "I wish you hadn't have said that," I replied. "Now I'm really worried!" If I hadn't looked

in my wallet, I wouldn't have been known my own name! Unfortunately my memory soon came back, and I realized I had a test the next day!

V. Express the same idea using synonymous structures.

1. We ought to start work now.

It's time _____

2. I don't like being so tall.

I wish _____

3. I don't want you to buy me a present.

I'd rather you _____

4. I regret not going to university.

If only I _____

5. I'll call the police if don't leave me alone!

Unless _____

6. It's a shame we don't have a video.

I wish _____

7. We should have waited for him at home.

It would _____

8. I want to play tennis not squash.

I would _____

9. Don't wake her up; she hasn't slept for two days.

You had _____

10. I think you should apologize.

If I _____

11. I'm inclined to spend Christmas at home and not to go anywhere.

I prefer _____

12. Mary always wears horrible orange lipstick.

It would _____

13. He forgot about the invitation so he didn't go to the wedding.

Had _____

14. We didn't take a map so we got lost.

If we _____

15. If anyone should ring, will you take a message?

Should _____

TOPIC 5: INFINITIVE. GERUND. PARTICIPLE

EXERCISE 1. Read the following example. Define the part of speech of the underlined words. Analyze their form and pay attention to the environment they are used in.

1. Try to avoid walking as long as foot aches.
2. It's not worth waiting for a bus at this time of the day.
3. I dislike having to get up early.
4. Do you enjoy meeting people from other countries?
5. I don't fancy going out this evening.
6. George can't help laughing when you dress like that.
7. I wish you wouldn't keep interrupting.
8. I don't mind helping you do the washing-up.
9. Jane misses going for long country walks.
10. You should practise introducing yourself.
11. We can't risk starting the fire in the forest.
12. I can't stand going to office parties.
13. Jack admitted stealing the money.
Jack admitted that he had stolen the money.
When accused of stealing the money, Jack admitted.
14. Have you considered taking up jogging?
You must consider that I advise you to take up jogging.
15. Peter denied stealing the bike.
Peter denied that he had stolen the bike.
16. I don't recollect meeting you before.
I recollect that I have met you before.
17. Helen reported losing her watch to the director.
Helen reported to the director that she had lost her watch.
18. I suggest going to the beach.
I suggest that we went to the beach.
I suggest that we should go to the beach.
19. There's no point in arguing.
20. What's the use of crying?
21. He became rich by working hard and without borrowing from anyone.
22. I object to being told what to do with my life.
23. I saw him throwing rubbish from the window.
24. Smoking is harmful.
25. Singing birds are pleasant to listen to.
26. The newly painted house looks nice.

EXERCISE 2. Read and translate the following sentences. Pay attention to the words after which Gerund is used.

1. Could you please stop making so much noise?
2. I don't enjoy writing letters.
3. Does your work involve meeting a lot of people?
4. I considered taking the job but in the end I decided against it.
5. If you walk into the road without looking right you risk being knocked down by a car.
6. I don't fancy meeting her somewhere by chance.
7. The batteries of the phone need charging.
8. Do you think the grass needs cutting?
9. Before going out I rang Ann.
10. Tom left without finishing his dinner.
11. I wonder what prevented him from coming to the party.
12. The arrested man was suspected of breaking into the house.
13. Have you ever thought of getting married?
14. I had difficulty (in) finding your house.
15. Do you think this book is worth reading?
16. The habit of discussing other people's affairs can ruin all relationships.
17. If you don't feel like going out, don't hesitate to say about it.
18. It is perfectly useless trying to save the business at the moment.
19. I see no harm in letting them spend much time in the open.
20. Once he got elected there would be no holding him.
21. You can't learn to skate without falling.
22. There's no use trying to make you see my point.
23. She is used to reading before going to bed.
24. She can't stand being contradicted.
25. Is there the slightest chance of his coming again?

EXERCISE 3. Fill in with the prepositions if necessary.

1. At last she succeeded _____ blocking the way to the door.
2. They showed no intention _____ leaving the country.
3. There's no point _____ staying here any longer.
4. He didn't object _____ being examined by the doctor.
5. I wasn't used _____ driving a big car through crowded streets.
6. She was surprisingly clever _____ finding out things.
7. How can I prevent her _____ going there?
8. I was thinking at the time _____ selling the house.
9. I can clear up the situation _____ asking Tony himself.
10. After all I'm personally responsible _____ bringing you back safe and sound.

11. They positively insisted _____ visiting all the rooms in the castle.
12. What are your reasons to accuse her _____ taking the papers?
13. Everything depends _____ being or being absent on the spot.
14. I thanked him again _____ lending me the car.
15. I take all the blame _____ not seeing further than my nose.
16. She made a point _____ never sounding disappointed.
17. His mission had very little to do _____ winning the war.
18. He had never much difficulty _____ getting jobs; the trouble had always been _____ keeping them.
19. I shall look forward _____ seeing you again in summer.
20. He put a note under the saucer on the table to keep it _____ blowing away.

EXERCISE 4. Open the brackets using the correct form of the Gerund.

1. The shirt is quite clean; it doesn't want (wash) yet.
2. He remembered (cross) the road, but he didn't remember (knock down).
3. The baby's crying; I think he needs (feed).
4. He got into the house by (climb) through a window, without (see) by anyone.
5. He went to bed at midnight because of (work) very late.
6. The guest complained of (give) a very small room at the back of the hotel.
7. The little girl isn't afraid of dogs in spite of (bite) twice.
8. The famous man didn't need (introduce) himself.
9. I always treat people politely, and I insist on (treat) politely as well.
10. The boy was very thirsty in spite of (drink) a big cup of tea.
11. The floor is covered with dust; it needs (sweep).
12. Excuse me for (come) in without (knock).
13. At the time I was very keen on (get) my own income.
14. She denied (promise) to come to us in the evening.
15. I hate (spend) so much time in vain.

EXERCISE 5. Read the following examples. Define the function of the infinitive. Analyze the form and the context of usage.

1. You should take some days off to recover.
2. He promised to meet us at the station.
3. I was sorry to hear about the accident.
4. I would love to visit India.
5. It's such a pleasure to be on the seaside on a hot day.
6. He is rich enough to afford a Porsche.
7. There is too much noise to work here.
8. It was unwise of her to do so.

9. Would you be so kind as to pass me the salt?
10. He won in the lottery only to lose in the casino.
11. She was the first to congratulate him on the win.
12. For John to lend you his car was very unusual.
13. To be honest, I don't know how to react.
14. You can go if you like to.
15. You had better go to bed.
16. She made the baby eat all his soup.
17. The baby was made to eat all his soup.
18. Her parents let her stay out till midnight.
19. She was allowed to stay out till midnight.
20. I saw him cross the street.

EXERCISE 6. Read and translate the following sentences. Pay attention to the form of the Infinitive.

1. To go on with this discussion is to lose time.
2. Oh, I'm sorry to have taken so much of your time.
3. It all sounds too good to be true.
4. We assembled to discuss and arrange our plans.
5. Now, the first thing to settle is what to take with us to the sea.
6. He was the first to raise the problem.
7. A celebration such as this was a chance not to be missed.
8. Look back to make sure you haven't left anything behind.
9. You're a bachelor with no family to take care of.
10. I didn't come here to be shouted at.
11. The plan will be discussed at the meeting to be held on Monday.
12. At the sight of the man I felt an impulse to laugh.
13. The best thing Lonnie could do was to get out of there.
14. He was careful not to participate in the quarrel.
15. Who the devil was Crum, to say so?

EXERCISE 7. Open the brackets using the correct form of the Infinitive.

1. He made me (to do) it again and again.
2. I advised him (to ask) the bus-conductor to tell him where to get off.
3. Would you like me (to come) with you?
4. They won't let us (to leave) the Customs till our luggage has been checked.
5. That is too difficult for a child (to solve) the problem all by himself.
6. Who told the nurse (to give) the sick man this medicine?
7. The old man doesn't like (to disturb) when he is reading.
8. Glen was still waiting (to give) a definite answer.

9. The idea was too complicated (to express) in one paragraph.
10. I believe he deserves (to know) how the matter stands and (to tell) all about it.
11. He took to writing not (to earn) a living but a name.
12. How fortunate he is (to travel) all over the world.
13. The girl pretended (to read) the book and not (to notice) me.
14. It is so thoughtful of you (to book) the tickets beforehand.
15. She was probably angry (to reprimand) in my presence.

EXERCISE 8. Insert "to" where necessary.

1. The boy helped us _____ find the way to the station
2. I wanted _____ phone to Nigel but I couldn't _____ find his number.
3. Why not _____ start out now? We can't _____ wait for the rain _____ stop.
4. He would sooner _____ die than _____ betray his friends.
5. You ought not _____ speak to the Dean like that.
6. What made you _____ think so?
7. He was made _____ obey the rules.
8. I thought I would rather _____ get to the gallery alone, but I was obliged _____ accept his company.
9. Get them _____ come as soon as possible.
10. There is hardly anything _____ do but _____ work out another project.
11. _____ meet the demand for industrial goods, a factory has been opened in the town.
12. She had broken a precious china and, _____ make the things still worse, she never told anyone about that.
13. It was strange _____ meet him here of all places.
14. What I wanted was not _____ be misunderstood.
15. They heard the girl _____ cry out with joy.

EXERCISE 9. Read and translate the following sentences. Pay attention to the difference in their meaning.

1. She began crying.
I began to feel dizzy.
2. It started raining.
It is starting to snow.
3. He stopped smoking on his doctor's advice.
He stopped to smoke.
4. The factory has ceased making bicycles.
The old German Empire ceased to exist in 1918.
5. How long will you continue working?

He continued to live with his parents after his marriage.

6. I like cooking.

I like to cook my meals.

7. I dread having to visit the dentist.

I dread to think what may happen.

8. He loathes traveling by air.

I loathe to have to put up here.

9. She hates getting to the theatre late.

I hate to bother you but it is urgent.

10. I remember posting your letter.

He remembered to post your letter.

11. I forgot calling you the day before.

Don't forget to call me tomorrow.

12. I regret having said that you were mistaken.

The department regrets to inform you that your project has failed in the competition.

13. Try knocking at the back door if nobody hears you at the front door.

Try to keep to the diet during the summer.

14. I prefer walking to cycling.

I prefer to stay here.

15. I'm always afraid of being bitten by a dog.

He was afraid to tell the parents the truth.

EXERCISE 10. Open the brackets using gerunds or infinitives. Pay attention to the meaning they express.

1. We saw this film last month. Do you remember (see) it?

2. He was very forgetful. He never remembered (lock) the garage door when he put the car away.

3. Don't ask me to pay the bill again. I clearly remember (pay) it a month ago.

4. Did you remember (buy) bread for dinner? – Yes, here you are.

5. Do you remember (post) the letter? – Yes, I remember (post) it in the letter-box near the gate.

6. She forgot (bring) the sugar; she left it on the kitchen table.

7. Where is my dictionary? – Have you forgotten (lend) it a week ago?

8. Why are you late again? Have you forgotten (promise) me that you would never be?

9. Do stop (talk); I'm trying to concentrate on my work.

10. We stopped once (buy) petrol and then we stopped (ask) the way.

EXERCISE 11. Choose the correct item.

1. James went to the interview and expects to hear/hearing about the job soon.
2. You are fortunate enough to pass/to have passed all the exams this year.
3. Charles claims to have met/to meeting the President, but I don't believe him.
4. The last time I saw Allan he denied to lose/losing the files.
5. Annie hates garden/gardening, but the rest of her family enjoys it.
6. I would love having/to have a party, but my parents won't let me.
7. He completely forgot pay/to pay the bills this morning.
8. I had a very difficult project to do so I decided asking to ask some help.
9. We regret to inform/informing you that you have not passed the test.
10. At twelve o'clock we stopped being had/to have lunch and then continued our journey.
11. We could see people swimming/to swim in the river in autumn.
12. Joining/to join a club is a great way of meeting new people.
13. To tell/telling the truth, I don't like to have watched/watching horror films.
14. Do you fancy to take/taking the dog for a walk this evening?
15. We stopped to produce/producing plastic bags a year ago.

EXERCISE 12. Put the verbs in brackets into the correct form.**TAKE ME TO THE BALL GAME**

Baseball is America's number one sport. Although many people enjoy (watch) baseball games on TV, most find it much more exciting (be) one of the nine players, whether it's pitcher or shortstop. From an early age, boys and girls learn how (hold) a baseball bat and when (swing) for the ball. Parents look forward to (see) their children play for their town's baseball league. They meet other parents at the school field and spend Saturday afternoons (cheer on) their little stars. Children dream of (become) professional players and (hit) a home run which helps their team (win) the World Series.

Real baseball fans love (go) to their city's baseball park in order (support) the local team and (have) great fun.

EXERCISE 13. Read and translate the following sentences. Pay attention to the change of meaning depending whether Gerund or Infinitive is used.

1. He forgot to switch off the TV.
I'll never forget meeting Jane for the first time.
2. I hope you'll remember to tidy your room.
I don't remember him ever tidying up his room.
3. She means to start a new life.

I won't take the job if it means moving to another city.

4. She finished one letter and went on to write another.

She went on writing till the early hours in the morning.

5. I regret to inform you that your services are no longer required.

He regrets misbehaving.

6. I'd prefer to see you in private.

I prefer working on my own.

He prefers to paint the flat on his own rather than hire a professional.

7. Try to eat less cholesterol food.

Try cutting down on fat so as to become slimmer.

8. I want to travel all round the world.

The room wants tidying up.

9. He stopped at the garage to have the tank filled.

He stopped behaving foolishly.

10. I'm sorry to tell you your flight has been cancelled.

He was sorry for hurting her feelings.

11. I hate to cut in, but you must see the manager.

I hate causing you so much inconvenience.

12. She was afraid to climb the tree.

When she goes swimming, she's always afraid of being stung by jellyfish.

EXERCISE 14. Use Gerund or Infinitive in the following sentences. Pay attention to the meaning of the sentence.

1. A: Oh, Mum, this programme is nearly finished. Can't I go on (watch) TV for a while?

B: No, I want you to do your homework and then go on (write) your essay. You haven't even started it yet and it's due in tomorrow.

2. A: Your dress is filthy. It wants (wash).

B: I know. I wanted (take) it to the cleaner's yesterday, but they were closed.

3. A: Don't you hate (not know) anyone here?

B: Yes, I get very lonely, but I hate (worry) my parents so I tell them I've made lots of friends.

4. A: I'll never forget (visit) Thailand for the first time.

B: Yes, it was such a wonderful holiday. If only I hadn't forgotten (take) my camera.

5. A: Why don't we stop (get) something to eat on the way home?

B: OK, but we should really stop (spend) money on junk food.

6. A: I'm sorry for (spoil) your plans last weekend.

B: That's OK. I was sorry (hear) you were feeling not very well.

7. A: Jane doesn't know how to work the computer but she's afraid (ask) anybody for help.

B: But isn't she afraid of (get) into trouble if she breaks it?

8. A: Did you remember (tell) Tim about the party?

B: I don't remember (tell) him, but I'm sure I did.

9. A: Do you regret (offer) him the job?

B: Yes, I regret (say) he's not a reliable employee.

10. A: I think I'd prefer (go) on holiday to Greece this year and spend some time visiting ancient cities.

B: Yes, I prefer (do) something interesting to just (sit) on a beach all day. And I'd prefer (go) somewhere warm rather than (stay) at home all summer.

11. A: Did you mean (park) so far away?

B: Yes. Otherwise it would mean (pay) to get into a car park.

12. A: I've been trying (contact) Mr. Isaacs all morning.

B: Why don't you try (phone) his club?

13. A: I'll never forget (travel) across America.

B: Yes, but you forgot (send) me a postcard, didn't you?

14. A: I hate (ask) you, but can you help me with the housework?

B: Sure, but remember I hate (do) the vacuuming.

15. A: The door wants (fix).

B: I know; I wanted (ask) the carpenter to come and have a look but I forgot.

16. A: I'm sorry (put) you in such a difficult position.

B: It's OK. I'm sorry for (shout) at you.

17. A: I'd prefer (spend) this weekend at home.

B: Really? I prefer (go out) whenever I've got free time.

18. A: Did he go on (talk) about the same boring topics all night?

B: No, he went on (show) us his holiday photos.

19. A: Don't be afraid (talk) to her in French.

B: I can't. I'm afraid of (make) mistakes.

20. A: I meant (tell) you there's a job vacancy at the chemist's.

B: Well, I won't apply if it means (work) at the weekend.

21. A: Why don't you try (take) a different medicine if you are still ill?

B: I think I'll just try (get) some more sleep.

22. A: The notice says the gallery regrets (inform) us that the Picasso exhibition has finished.

B: Oh, no! Now I regret (not go) last week.

23. A: Please, remember (feed) the dog before leaving.

B: I do remember (feed) it an hour ago.

24. A: Can we stop here (admire) the view?

B: Of course, but you should stop (shout) each time you want us to look in some direction.

EXERCISE 15. Fill in the correct form of the Infinitive or Gerund.

Eli Bilston always enjoyed (tell) us about his life, and we were always afraid (interrupt) him because he had a very hot temper. He had left school at thirteen, and he had managed to avoid (look for) a real job by (work) for his father in the family scrap yard. He was supposed (check) the weight of scrap metal leaving the yard, but he always preferred (sit) around and (make) cups of tea for the other workers instead. You won't be surprised (hear) that eventually Eli's father noticed him (waste) time (do) nothing, and asked him (find) another job. Eli never regretted (have) to leave the scrap yard, because his next job was even easier! He was employed at Dudley Zoo as a night watchman, where he found it a pleasure just (sit) and (watch) the monkeys (play) in their cages. His only duty was (feed) the jaguars at dawn – something which he claims he only forgot (do) once in his time there. He said that he would never forget (see) the zoo keeper's face after the poor man had tried (give) them their lunch – they had nearly eaten him alive! After (work) in the zoo for six years, war broke out in Europe and Eli went on (join) the army in the hope of finding some adventure.

EXERCISE 16. Read and translate the following examples. Pay attention to the form and meaning of the Participles.

1. Do you see the child waving the flag?
2. That day we stayed at home watching TV.
3. Soon the guests will be arriving wearing smiles and carrying presents.
4. He is a man loved and admired by everybody.
5. The dog carried by the child gave a sharp yelp.
6. She took the long forgotten letter out of the bag.
7. Having explained everything, I want to tell you how sorry I am.
8. Having finished the washing-up, she lay down for a while.
9. Having settled the problem, you will find something new to worry about.
10. Hearing footsteps he rose and went to open the door.
11. When writing letters, he doesn't like to be disturbed.
12. Being written in pencil, the letter was difficult to read.
13. Having written the letter, he went to the post-office.
14. Having been written long ago, the manuscript was impossible to read.
15. She continued staring at the screen as if fascinated.
16. The teacher caught the pupil cheating.
17. He left me sitting in the restaurant alone.
18. He kept the dog chained up.
19. They listened to the children admiring every word.
20. Seeing that it was getting cold we went into the house.

EXERCISE 17. Translate the sentences, paying special attention to the function of the Participles in them.

1. She stood leaning against the wall.
2. He left the office at three o'clock, saying he would be back at five.
3. The man lay on the sofa reading a newspaper.
4. You can get the book recommended in the library.
5. A person bringing good news is always welcome.
6. Having been three times seriously wounded, he was no longer fit for the military service.
7. The maid showed the guest into the room prepared for the.
8. Receiving no news for a long time, she decided to visit her parents.
9. The bright leaves falling to the ground reminded us of autumn.
10. The equipment will be sent to the capital being produced in the region.
11. While climbing the stool, the child fell and hurt himself.
12. The boy playing the piano so well is my second cousin.
13. When writing an essay you should consult the dictionary more often.
14. Books read in childhood seem like best friends.
15. Having signed the document the manager insisted on its being sent off at once.
16. Being told of his arrival, I hurried to the station.
17. Having lived in the town all his life, he knew all the streets, old and new.
18. Having been advised by the doctor, she decided to live in the village.
19. The answer received from her brother upset her greatly.
20. Being a great theatre-goer, she never missed a performance.

EXERCISE 18. Replace the underlined parts of the sentences by an appropriate form of the Participle.

1. When I entered the room, I immediately saw some new-comers.
2. When we had finally reached the lake, we sighed with relief.
3. When she had made sandwiches, she went to the yard to call the children.
4. When Ronny opened the parcel, he saw the rifle he wanted so much.
5. When she had locked the shop, she went slowly home trying to relax.
6. When I reached out in the darkness, I felt a stone wall where I expected to find the door.
7. When they had finally opened the safe, they found no money in it.
8. When the landlady had sliced the oranges, she began to make coffee.
9. When he realized that he had missed the last train, he started looking for a hotel to put up for the night.
10. When I turned on the light, I was astonished at what I saw.

EXERCISE 19. Open the brackets using the appropriate form of the Participle.

1. She went to work, (to leave) the child with the nurse.

2. (to be) away so long he was happy to return home.
3. (to reject) by the publisher, the book was returned to the author.
4. They reached the peak at dusk, (to set off) with the first light.
5. (to write) in Anglo-Saxon, "Beowulf" is difficult to read.
6. The friends went out into the city (to buy) a street map.
7. The people (to wait) for you at the reception have just gone.
8. The monument (to erect) on this square has been recently unveiled.
9. For a moment they sat motionless (to be ceased) by the story.
10. When I entered the house, I could smell the food (to cook).

EXERCISE 20. Choose the correct participle out of the underlined.

1. He was encouraging/encouraged towards his children.
2. They found the play rather excited/exciting.
3. The runner was exhausted/exhausting after the marathon.
4. They were worried/worrying that they would be late for the wedding.
5. The new-comer's manners were extremely annoyed/annoying.
6. We were shocked/shocking by the way he spoke to women.
7. My grandmother was keen on telling entertained/entertaining stories.
8. They were all surprising/surprised when he started playing the piano.
9. The books by Wilde are really interested/interesting.
10. The tourists were fascinating/fascinated by the opening/opened view.

EXERCISE 21. Choose the correct participle out of the suggested.

On Saturday I took my children to the circus. I thought I would have a (boring/bored) time, but actually I was quite (astonishing/astonished) by the (amazing/amazed) acts. We were (stunning/stunned) by the acrobats. They balanced on top of each other with incredible ease. We were really (impressing/impressed) by their performance. The children found the lion tamer's act (exciting/excited). I felt (terrifying/terrified) when he put his hands into the lion's mouth, but the children were (amusing/amused) and they clapped loudly. A magician performed many incredible tricks; it was (fascinating/fascinated) to watch him make various objects disappear and reappear. The children were more (interesting/interested) in the elephant act. When the huge animals came into the arena, the audience cheered. The elephants were well-trained and their tricks were (entertaining/entertained). Some children from the audience were invited to ride on the elephants' backs. My children were (disappointing/disappointed) when they were not chosen but their disappointment faded when the clowns took the centre ring. It was quite a (captivated/captivating) show. By the time we got home all felt (exhausting/exhausted) but (pleased/pleasing).

PRACTICE TEST

I. Fill in with the correct item.

Whatever else Christmas may (stand for), one thing it still means is (eat). Christmas has traditionally been a time of the year when people have tried (cheer) themselves up during the cold months of winter. Last year more than 10 million turkeys were bought in Britain alone during the festive season (satisfy) the nation's appetite. Health experts may continue (complain) about all this self-indulgence, but they fail (realize) that there is nothing new about celebration feasting, particularly at this time of year. The Roman Saturnalia, which was supposedly a festival (honour) the god of agriculture, started on the 19th of December. Among other things, the Saturnalia involved (light) candles and (give) gifts. People who had spent the whole year (save) money suddenly became extravagant. In addition to (exchange) gifts, this time of year was also an occasion for masters and slaves alike (eat) excessively. At one Saturnalia feast an emperor is reported (spend) the equivalent of 600,000 Pounds on a dinner for twelve guests which consisted of twenty courses and lasted all day. So, when mealtime comes round on the 25th of December, there's no point in (have) a guilty conscience. In fact the occasional seasonal feast may promote good health and stop year-round (overeate).

II. Fill in the blanks choosing between the Infinitive and the Gerund of the verbs given in brackets.

1. He enjoyed _____ (to need).
2. Willy began _____ (to whistle) softly.
3. In my experience most people mind _____ (to laugh) at.
4. I don't suppose your wife wants _____ (to bother) with me now.
5. I knew that Charles had regretted _____ (to invite) me.
6. He pretended _____ (to sleep) when his mother came into the room.
7. He pretended _____ (not to hear) as if the compliment was purely formal.
8. He prefers _____ (to know) by the name of John Brown.
9. I don't like _____ (to interfere) with.
10. I set about _____ (to erase) all the names from the diary.
11. Bob asked _____ (to show) to a room where he could wash his clothes.
12. I dislike _____ (to call) Harry.
13. We stopped in front of the dance hall and pretended _____ (to look) inside.
14. Molly sat on the bench as though she would not risk _____ (to part) from it.
15. I didn't want _____ (to hurt) his feelings.

III. Replace the Infinitive in brackets by the appropriate form of the Participle.

1. She stayed (to lock) in her room, (to refuse) to come downstairs.
2. He had a good practical knowledge of the language, (to work) as an interpreter for many years.
3. They went out as they had come, (to see) nobody and (to see) by no one on their way.
4. Except for the grand piano and the pianist (to sit) before it, the stage in the theatre was empty.
5. He looked at the scene (to shake) to the depth of his heart.
6. (To arrive) at the airport where he was to change, he had to wait for three hours for the connection.
7. (To arrive) in the town about twenty years before, he had succeeded thereafter beyond his wildest expectations.
8. (To support) by her elbow, Mary managed to climb the stairs.
9. My brother is a soldier just (to come) back on leave.
10. He retired (to turn) the laboratory in the hands of a talented successor.

IV. Put the verbs in brackets into the correct infinitive or gerund form.

1. Colin went on (study) for two hours more after his friends left the library.
2. I hate (listen) to loud music when I'm reading.
3. She stopped (watch) horror films because she couldn't sleep.
4. We regret (inform) you that your credit card hasn't been accepted by our computer.
5. Did you remember (call) the babysitter about next Saturday night?
6. Sorry, I didn't mean (interrupt) your meeting.
7. You should try (walk) more. It's a great form of exercise.
8. I really regret (buy) these expensive shoes. They hurt my feet!
9. She told us her theory and went on (explain) the details.
10. If the mixture doesn't stick together well, try (add) a little water.

V. Cross out the unnecessary word.

1. She went to the market for to do her weekly shopping.
2. I hope that to see you again someday.
3. Tim is not experienced enough to take on such responsibilities.
4. Would you be so kind as that to help me carry those bags?
5. Drawing it is a relaxing hobby.
6. The Burtons enjoy to travelling abroad whenever they get a chance.
7. My sister made me to promise that I would never tell anyone her secret.
8. I don't mind that being asked to lend a hand.
9. We had quite an adventure when we went for climbing in the Swiss Alps.
10. Could you let me to use your dictionary, please?

11. I'll never forget about travelling by plane for the first time.
12. I heard John to tell her that he was leaving that Saturday.
13. You had better not to tell her that you have been fired again.
14. She went on to talking about her holidays until everyone was bored.
15. The sofa was too heavy for me to move it.
16. He suggested we waiting until Roger got back.
17. Children would love being told bedtime stories.
18. To entering the premises without permission is not allowed.
19. As well as he studying to become a doctor, Tom works part-time as a waiter.
20. The car needs being servicing.

REVISION ON THE USAGE OF INFINITIVES, GERUNDS AND PARTICIPLES

EXERCISE 1. Read, translate and define the part of speech of the underlined words. Pay attention to the structures they are used in.

1. It is exciting to watch a football match.
Watching a football match is exciting.
2. It is too cold for him to go swimming.
It is not warm enough for him to go swimming.
It is so cold that he can't go swimming.
3. They made her tell the truth.
She was made to tell the truth.
4. I prefer walking to riding a bike.
I prefer to walk rather than ride a bike.
5. Could you open the door?
Would you mind opening the door?
6. We were bored by the film.
We found the film boring.
The film bored us.
7. He had difficulty (in) hearing the music.
It was difficult for him to hear the music.
He found it difficult to hear the music.
He could hardly hear the music.
8. They allowed him to attend the meeting.
He was allowed to attend the meeting.
9. It took her an hour to reach the station.
She took an hour to reach the station.
Reaching the station took her an hour.

EXERCISE 2. Complete the sentences using different structures with the verbals.

1. He arrived too late to catch the last train.
He did not arrive early enough _____
2. Preparing the meal took her three hours.
She took three hours _____
3. Politicians found the results of the local election surprising.
Politicians were _____
4. Could you pass me the cheese, please?
Would you mind _____?
5. They made her pay \$2,000 tax.
She was made _____
6. He had difficulty seeing in the dark room.
He could hardly _____
7. I prefer going out to staying at home.
I prefer to _____
8. Would you mind keeping quiet while she is talking?
Could you _____?
9. The police let the suspect make one telephone call.
The suspect was _____
10. Learning about other cultures is important.
It is important _____
11. The instructions were so complicated that I couldn't follow them.
The instructions were too _____
12. I have difficulty in understanding his accent.
I find it difficult _____
13. I think it is interesting to visit other countries.
I think visiting _____
14. The runner could hardly keep up with the others.
The runner had difficulty _____
15. Could you run through the details once more?
Would you mind _____
16. They took ages to reach the decision.
It took them _____
17. The tourists found the carnival fascinating.
The tourists were _____
18. She prefers speaking English to writing it.
She prefers to _____
19. They made him work overtime.
He was made _____
20. The 17-year-olds weren't old enough to get into the club.

The 17-year-olds were too _____

EXERCISE 3. Put the verbs in brackets into the Infinitive, Gerund, or Participle.

Scotland was the perfect place (grow up). My parents had spent years (save up) because they wanted (buy) a small farmhouse in the Scottish Highlands. Shortly after I was born their dream came true and our new life in the country began. To begin with, I was probably too young (appreciate) the fresh air and the breathtaking views, but as I grew up I began (enjoy) exploring the unspoilt country-side. I soon got used to (have) to walk miles to the shops, and since it was too far (travel) to the nearest primary school, my parents did their best (educate) me at home. However, I never felt lonely and was usually too busy (help) my father on the land or to worry about (not have) any friends. My brothers and sisters were also starting (grow up) fast and we had no difficulty (amuse) ourselves for hours on end. When I reached the age of eleven, my parents decided it was time (send) me to secondary school as they didn't feel they were capable of (provide) me with the range of skills I would need for my future life. This would involve (travel) twenty miles to the nearest town and twenty miles back. I was sorry (say) goodbye to my old way of life, but at the same time I looked forward to (mix) with new people. After (finish) school I was forced (move) to Edinburgh to look for work and I have now made the city my home. Although I love the cosmopolitan lifestyle, I sometimes can't help (wish) I was back in the Highlands.

EXERCISE 4. Find the word that should not be in the sentence.

1. She let me to use her computer.
2. The Persian rug was too expensive for us to buy it.
3. Taking regular exercise it is beneficial to your health.
4. In addition to be losing her purse, Joan lost her passport.
5. We saw the President to welcome our Olympic winners.
6. It was enough too late to find accommodation elsewhere.
7. We would sooner to renew our contract than move somewhere else.
8. The archaeologist is believed to have being found the tomb of the King.
9. He might to be given a more responsible position in future.
10. To making promises you do not intend to keep is dishonest.
11. Those curtains want being dry-cleaning.
12. I would like entertaining people at home at the weekends.
13. We enjoy going for fishing from time to time.
14. He was afraid of to tell his parents that he had damaged the car.
15. It's no use you spending money on impractical household items.

EXERCISE 5. Fill in the blanks with the correct forms of the verbals.

Steam trains were replaced by electric ones years ago, so when the newspaper I work for heard that the “Black Admiral” steam engine has been restored, they decided (send) me on its first trip. I didn’t object to (go) even though I generally dislike (travel) by train. In fact I was looking forward to (see) something I had never seen before. (Arrive) at the station, I saw lots of people (celebrate) the rebirth of the “Admiral”, and I was glad (be) part of the party. At 2 o’clock everyone was ready (board) the train. I settled myself into a compartment where I was soon joined by an old man who claimed (be) one of the original workers on the “Admiral”. He claimed (work) for a penny a day, and told me how much he hated (be covered) in coal dust all the time. His family had been too poor (buy) more than the basic necessities. It was a sad story, but it was a pleasure (listen) to him. At every station people were waiting (greet) the train, and it was exciting (see) the spectators’ faces as the past seemed (come) alive again. If all trains were as appealing as “The Black Admiral”, I would choose (travel) by train all the time.

EXERCISE 6. Fill in with one word only which best fits each space.**EINSTEIN: AN ORDINARY CHILD**

Einstein was not a remarkable child. He began _____ piano lessons at the age of six. He didn’t seem _____ particularly talented. He liked _____ with other children. He didn’t enjoy _____ and in fact he waited until he was three before _____ to talk. In spite of not _____ a very exciting childhood, Einstein later appeared _____ a vivid memory of it. He remembered _____ impressed by how a compass works and by the mysterious force which _____ the compass needle _____ in a given direction.

EXERCISE 7. Choose the correct form.**SCHOOL REPORT SHOCKS PARENTS**

Teachers are finding it increasingly difficult to control classes of young pupils, says the report publishing/published yesterday. The evidence from the 100 schools which were involved in the study is not encouraged/encouraging. The report paints a depressing/depressed picture of schools up and down the country, with teachers feeling disappointing/disappointed not only by students’ results in tests but by the worrying/worried increase in violent behaviour in class and in the playground. “I am worn out at the end of the day; my job is exhausted/exhausting, I can tell you,” complained one teacher. One of the most disturbed/disturbing revelations is the use of drugs by youngsters. Although teachers were not totally surprising/surprised by the findings, parents are worried/worrying; some even described the report as shocked/shocking and demand immediate action. Pupils who were asked to comment on the report said they

found school uninterested/uninteresting; they blamed teachers for teaching bor-ing/bored lessons. The report is particularly embarrassed/embarrassing for the Minister of Education who claimed recently that our education is the best in the world.

CONTROL TEST ON INFINITIVE, GERUND, PARTICIPLE

I. Choose the correct item.

1. I'll never forget _____ my first book.
a) to publish b) publish c) publishing
2. Do you think this sauce will be too spicy for the baby _____?
a) to eat b) eat c) eating
3. I've always dreamt of _____ my own boutique.
a) to open b) opening c) open
4. Try _____ more water if you want healthier skin.
a) drink b) to drink c) drinking
5. Now that Anne has been promoted she's got a lot of work _____ with.
a) to deal b) dealing c) deal
6. You should stop _____ your nails if you want them to grow.
a) to bite b) bite c) biting
7. We arrived home from our holidays only _____ that we had been burgled.
a) to discover b) discover c) discovering
8. Marco Polo will be remembered for _____ trade between Asia and Europe.
a) establish b) establishing c) to establish
9. The inspector wanted to know who the last person _____ the room was.
a) leave b) leaving c) to leave
10. Do you fancy _____ a pizza tonight?
a) to order b) ordering c) order

II. Fill in with the correct forms of the verbals.

When Gilbert decided (give up) his job and (sell) all his possessions, everyone thought he was mad. But, as it turned out, he was just the first of the many of my friends (do) this. In fact, escaping the pressure of everyday working life has become a priority for many people these days. They can't stand the idea of (work) until they are 65, only (retire) to some boring country village and (waste) their time (dig) the garden or (gossip) with the neighbours. They would rather (live) life to the full now, before they are too old (enjoy) it. (Buy) a motorcycle and (tour) the world is a popular option. Other, less adventurous types might prefer (buy) a small farmhouse and live off the land. Personally, I fancy (sail)

around the world in a yacht. As for Gilbert, he bought a house in a little country village and spends his time (walk) around the village and (talk) with the neighbours.

III. Rewrite the given sentences using the appropriate forms of the verbals.

1. It is difficult to learn a foreign language.
2. It is interesting to visit museums.
3. Getting a good education is important.
4. Going out with friends is fun.
5. It is important to be honest.
6. It is easy to get lost in a big city.
7. Buying a car is expensive.
8. Winning a prize is wonderful.
9. It is enjoyable to sail on a yacht.
10. It is fun to go to parties.

IV. Choose the correct form of the verbals.

1. It was a very disgusted/disgusting sight to see so much rubbish on the beach.
2. We were very surprised/surprising by his exam results.
3. I was embarrassing/embarrassed when I tripped in front of all those people.
4. The book was so exciting/excited that I didn't want it to end.
5. His speech was so interested/interesting that everyone enjoyed it.
6. His performance as Hamlet was rather disappointed/disappointing.
7. She was so frightening/frightened by the film that she couldn't sleep at night.
8. I was touching/touched to receive your card expressing sympathy.
9. I have never felt as terrifying/terrified as I did when I watched that horror film.
10. It is very depressing/depressed to see people begging for money in the streets.

V. Cross out the unnecessary word in the sentence.

1. I go for jogging in the park every morning.
2. She hates to being asked for advice.
3. How about we going dancing tonight.
4. Did you hear the Prime Minister was talking about a new law.
5. Let's not to tell him the news yet.
6. We agreed that to share the expenses.
7. To working out in a gym twice a week helps you keep fit.
8. I made my friend to help me with the shopping.
9. I saw Alice to open your bag.
10. We found the show being very amusing.

VI. Paraphrase the following sentences using the appropriate forms of the verbals.

1. Going swimming after eating is dangerous.
It is dangerous _____
2. Could you turn the volume up?
Would you mind _____
3. He prefers walking to cycling around the town.
He prefers to _____
4. It was difficult for her to understand what they were speaking about.
She had difficulty _____
5. The box was too heavy for the child to lift.
The box was not _____
6. He made her promise that she would come back in no time.
She was _____
7. The audience found the performance amusing.
The audience were _____
8. The headmaster let the boys leave the school earlier than usually.
The boys were _____
9. It was difficult for him to understand the instructions.
He could hardly _____
10. The film was so interesting that I saw it twice.
I was _____

TOPIC 6: NOUNS AND ARTICLES

EXERCISE 1. Read and translate the sentences. Define the character of the nouns.

1. The baseball team was playing well.
2. The hockey team are coming tonight from the competition.
3. Much fruit is always served at their parties.
4. Wines of France are very popular.
5. Beauty has always been appreciated by people.
6. She was a real beauty.
7. I bought a paper to read on the train.
8. I bought some paper for the daughter to draw.
9. The police were searching for the murderer everywhere.
10. Your advice is always so reasonable.

EXERCISE 2. Divide the following common nouns into class nouns, nouns of material, collective nouns and abstract nouns.

Wall, pen, chalk, picture, furniture, water, match, tea, chaos, time, hour, permission, bread, river, accommodation, copper, cigarette, money, tobacco, cattle, crowd, cheese, glass, fleet, paper, music, coffee, armchair, gentry, crew, news, machinery, gold, ship, milk, shop, idea, ice, juice, butter, happiness, wood, tree, word, ink, coin, university, hero, assistant, assistance, darkness, meat, cattle.

EXERCISE 3. Define the class of the nouns in the following sentences.

1. I bought an excellent iron.
2. Trade with china has increased.
3. She has wonderful hair.
4. Do you like ice-cream?
5. How many photos did he take?
6. I eat two eggs every day.
7. Add a little more salt into the soup.
8. Too much cake isn't good for you.
9. Did you buy a paper this morning?
10. I need a cloth to wipe the table.
11. Hope for the best keeps me working here.
12. Would you like an ice?
13. It is made of iron, not of steel.
14. I need two clean glasses.
15. Be careful! There is broken glass on the floor.

EXERCISE 4. Choose between singular and plural. Pay attention to the character of the nouns used.

1. Mathematics is/are my favourite subject.
2. Wood come/comes from trees.
3. The news was/were interesting this evening.
4. Her advice was/were useful.
5. Your furniture is/are so tasteful.
6. Tennis is/are a game played by two or four people.
7. Butter contain/contains a lot of fat.
8. The scissors cut/cuts really well.
9. Your hair is/are so shiny.
10. Japanese is/are difficult to learn.
11. Most people are/is worried about the future.
12. Children usually like/likes sweet things.
13. This company have/has six branches.
14. That jewellery really suit/suits you.
15. Water is/are necessary for survival.
16. My luggage was/were lost by the airline.
17. Measles is/are infectious.
18. This machinery is/are very noisy.
19. Your scales is/are not very accurate.

EXERCISE 5. Use the correct form of the verb in brackets.

1. The people of Africa (believe) in various religions.
2. 20 years (be) a long time to spend in prison for theft.
3. The staircase (be) too steep for my grandmother to climb.
4. Cathay Pacific (be) an Asian airline.
5. Happiness (be) the key to success.
6. Flu (make) you feel miserable.
7. A loaf of bread (cost) more now than it did ten years ago.
8. I think olive oil (add) a lot of flavour to cooking.
9. The committee (meet) every Wednesday in the boardroom.
10. It is said that lightning never (strike) in the same place twice.
11. My favourite pyjamas (be) the ones with red and white stripes.
12. All the members of staff (get) together in the staff room.
13. Some people think French (sound) so romantic.
14. There (be) too much sugar in my tea.
15. Physics (involve) a lot of theoretical study.
16. Gravity (pull) things towards the centre of the Earth.
17. Good looks (be) all you need to be a model.
18. A crew of over five people (work) in most commercial airplanes.

19. Decorating a house (be) a lot of trouble.
20. Your trousers (match) nicely with this blue top.

EXERCISE 6. Cross out the expressions that cannot be used with the underlined nouns in the sentence.

1. We have invited **several, a great number of, many, a large amount of, a small quantity of** people to our wedding.
2. We need **plenty of, several, a little, a couple of, a small amount of** sugar to make this cake.
3. There was **hardly any, plenty of, several, a few, a couple of** students attended last night's meeting.
4. **A large number of, Very little, Some, Both, A good deal of** students attended last night's meeting.
5. He always adds **a large amount of, a great number of, lots of, a couple of, too much** salt to his food.
6. They earn **few, several, a great deal of, hardly any, little** money.
7. We have **a little, many, plenty of, some, a large quantity of** apples.
8. **A couple of, several, a great deal, a large quantity, plenty of, hardly any** children were playing in the yard.
9. You don't need **a good number of, a few, a good deal of, too much, a lot of, lots of** money to buy a second-hand motorcycle.
10. You need **plenty of, few, a good deal of, a large quantity of, a couple of, some, hardly any** onions to make French onion soup.

EXERCISE 7. Fill in the gaps with an appropriate noun to indicate quantity.

1. A _____ of water
2. A _____ of meat
3. A _____ of sugar
4. A _____ of honey
5. A _____ of bread
6. A _____ of milk
7. A _____ of cheese
8. A _____ of coffee
9. A _____ of chocolate
10. A _____ of yoghurt

EXERCISE 8. Give the plural of the following nouns.

Toe, city, hero, piano, calf, cliff, proof, chief, stitch, bath, belief, life, shelf, berry, valley, roof, pen, window, wall, week, clock, ship, library, watch, dress, country, glass, day, party, play, bus, leaf, colony, fox, half, mass, eye, language, place, key, thief, ray, bush, mouth, journey.

Foot, boot, ox, man, month, woman, mouse, child, sheep, goose, deer, cheese, sheep, meat, accommodation, advice, news, fish, dozen, fruit, trout.

Crisis, phenomenon, datum, nucleus, basis, apparatus, criterion, series, analysis, formula, stimulus, index, antenna.

Room-mate, fellow-worker, court-material, man-of-war, boy-messenger, onlooker, passer-by, sister-in-law, postman, son-in-law, fisherman, schoolgirl, text-book, pocket-knife, statesman, editor-in-chief, woman-doctor, hotel-keeper, forget-me-not, merry-go-round, housewife, man-servant.

EXERCISE 9. Change the number of the noun underlined in the sentence; make all the necessary changes caused by the change.

1. Put the book on the shelf.
2. I was presented with a dozen handkerchiefs.
3. The boy must have two teeth pulled out.
4. The hunter got the prize for killing the wolf that had caused damage to the village flock.
5. The child was bitterly crying over the broken toy.
6. He showed me a photo of his country house.
7. The scout brought some valuable information.
8. I bought a pair of nylon gloves.
9. I saw a mouse in the kitchen.
10. The ox drove a cart of hay.
11. A very strange phenomenon was observed by astronomers yesterday.
12. Her hair was soft and curly.
13. Village boys drove the sheep from the valley home.
14. I have hurt my foot playing in the yard.
15. Look, there is a ladybird on the leaf.
16. The roof of the house was covered with snow.
17. The wife of the sailor stood on the shore.
18. My aunt has a goose.
19. A young deer was brought to the zoo.
20. Have you ever eaten trout at this restaurant?

PRACTICE TEST

I. Choose the correct verb form.

1. Physics are/is my less favourite subject.
2. \$2000 is/are far too much expensive for that stereo.
3. The police is/are coming to the rescue.
4. The scissors don't/doesn't work very well.

5. The trousers is/are terribly unflattering.
6. Most people worry/worries about the effects of pollution.
7. Binoculars is/are needed to see that far.
8. The rubbish has/have been taken away.
9. Mumps is/are very contagious.
10. The news was/were unexpected.

II. Put the verb in brackets into the correct form.

1. All of our furniture (be) brand new.
2. Sugar (damage) your teeth.
3. The applause (be) very long and loud.
4. The team (discuss) strategy before every game.
5. Chickenpox (give) you an itchy rash.
6. Billiards (be) his favourite game.
7. The accommodation here (seem) very expensive.
8. The pliers (be) in the tool box.
9. Ten minutes (be) too little time to finish the report.
10. Sophisticated machinery (cost) a lot of money.

III. Write a second sentence with the same meaning as the given one.

1. They are teaching linguistics in room 25.
Linguistics _____
2. Traditional craftsmen have used the best wood to make these ornaments.
The best wood _____
3. You need to have experience if you wish this job.
Experience _____
4. Rangers protect the woods.
The woods _____
5. We give exam advice at the end of the course.
Exam advice _____
6. A security guard protects our property.
Our property _____
7. You can find cheap silver jewellery in Portugal.
Cheap silver jewellery _____
8. One doesn't need money to be happy.
Money _____
9. The crime is being investigated by the police.
The police _____
10. We need new members for our tennis club.
Our tennis club _____

IV. Choose the correct item for denoting quantity.

1. We've had a great deal of, many, a few, plenty of, a little rain this year.
2. The proposal got a lot of, a few, some, several, a good deal of support from the public.
3. There is many, hardly any, no, little, several milk left – could you buy some?
4. He wastes many, lots of, few, a great deal of, too much money.
5. There were several, both, a little, a lot of, a small quantity of people there.
6. She bought a few, several, some, plenty of, lots of new cutlery.
7. I've enjoyed a number of, no, both, some, a good deal of his films.
8. He's made several, a good deal of, a little, a few, a lot of progress in studies.
9. He gave us a couple of, a few, no, hardly any, many, plenty of useful advice.
10. There were much, a couple of, no, a good deal of, a few rooms available at the hotel on the seaside.

V. Supply the missing words in each of the sentence.

1. The stairs _____ worn by thousands of visitors.
2. Where _____ the scissors?
3. If your clothes _____ dirty, put _____ in the laundry basket, please.
4. His old grandfather's watch _____ of gold.
5. All their belongings _____ destroyed in the fire.
6. My earnings _____ not high, but regular.
7. The shorts _____ fit me at all!
8. The deer _____ running freely in the field.
9. The papers _____ dull and the news _____ local and stale.
10. The nurse's wages _____ not good at the time being.

THE USE OF ARTICLES WITH COMMON NOUNS

EXERCISE 1. Read and translate the following sentences. Pay attention to the meaning of articles. Analyze the grammatical constructions they are used in.

1. It happened in a small town in the North of the country.
It happened in one of the small towns (in some small town) in the North of the country.

2. I watched a car (first mentioning) as it came down our road. The car (second mentioning) stopped outside our house and a man (a new object, first mentioning) got out. The man (second mentioning) was carrying a case (a new object, first mentioning) in his hand. With the case (second mentioning), the man

(further mentioning) looked like a salesman (a new object, first mentioning, comparison with the preposition “like”).

3. Miss Sharp’s father was an artist (a predicative noun, profession, occupation, general characteristic)

4. A drowning man (every drowning man) catches at a straw (at any straw).

5. He had hardly spoken a word (one, single word) since we left the house.

6. A week (one week, period of time measuring) or two passed.

7. It is 50 pence a kilo (each kilo, measure).

8. I go to the library twice a week (as frequent as two times each week).

9. They won a thousand (one thousand) dollars in football pools.

10. It is a book. This is a book (naming the class to which the object belongs).

11. She has a cat (grammatical construction).

12. There is a girl (grammatical construction) waiting for you.

13. What a clever way out! (exclamation)

14. A cat (each cat in general) is a domestic animal (predicative noun).

Cats (all cats in general) are domestic animals (predicative noun in plural).

15. My friend, a language teacher, (detached apposition) speaks two languages fluently.

16. He is such a (rather a, quite a) clever person (grammatical construction with the attributes such, rather, quite).

17. I caught a cold (illness) last night.

I had (a) headache.

Measles is very dangerous with grown-ups.

You should take precautions against hepatitis.

EXERCISE 2. Use the indefinite article in the following sentences. Analyze the use of the article.

1. My neighbour is _____ photographer; he can develop our photos.

2. I had _____ very bad night; I didn’t sleep _____ wink.

3. He is _____ vegetarian; he doesn’t eat any meat.

4. _____ travel agent will give you your ticket.

5. We’d better go by _____ taxi – if we can get _____ taxi at such _____ hour.

6. _____ person, who suffers from _____ claustrophobia has _____ fear of being confined in _____ small place.

7. _____ man suffering from _____ shock shouldn’t be given anything to drink.

8. You’ll get _____ shock if you touch _____ live wire with that screwdriver.

9. Have you got _____ screwdriver with _____ insulated handle?

10. It cots fifty-five and _____ half pence and I've got _____ fifty pence piece.
11. Mr. Smith is _____ old customer and _____ responsible man.
12. I'm not _____ wage-earner; I'm _____ self-employed man: I have _____ business of mine own.
13. When he was charged with _____ murder he said he had _____ alibi.
14. _____ friend of mine is expecting _____ baby; if it's _____ girl she's going to be called Etheldreda. – What _____ name to give _____ girl!
15. There was _____ knock on my door and as I opened it I saw _____ small dark man in _____ blue overcoat and _____ woolen cap.
16. Peter thinks that this is quite _____ cheap restaurant.
17. Number _____ hundred and two, _____ house next door to us, is for sale.
18. Professor Jones, _____ man who discovered _____ new drug that everyone is talking about, refused to give _____ press-conference.
19. It is _____ pleasure to do business with such _____ efficient organization.
20. Would you like to hear _____ story about _____ Englishman, _____ Irishman and _____ Scotsman? – No, I've heard lots of _____ stories about _____ Englishmen, _____ Irishmen and _____ Scotsmen.

EXERCISE 3. Read and translate the following sentences. Pay attention to the use of the definite article. Analyze the grammatical structure of the sentences.

1. How did you like the play? (We are at the theatre; we are discussing the play which we have just seen).
2. This is the house that Jack built (a particular object, its creator is known).
3. I have a wonderful clock (a descriptive adjective) which is a (one) hundred year old.

The wonderful clock that stands in the corner (a particularizing attribute) is my father's present.

4. Their wedding looked sad. The bride was too old and the bridegroom was too young (the situation makes the objects discussed clear and definite).

5. The Solar system (a unique thing or object) is still being explored.
A pearl-white moon (an aspect, one of the colours that the moon can acquire) was smiling through the green trees.

6. The tragedy and the comedy (types of literature, genres in a generic sense) appeared in Greece.

7. His trust in man (mankind, all people) has been destroyed.
He had always been interested in that mysterious being – the woman (all women, persons of feminine gender).

8. The highest mountains (the superlative degree of the adjective) are in Asia.

9. I found him in the last (same, wrong, right, very, next, following, only, whole) carriage of the train.

10. The whole company was sitting in the fourth row (the cardinal numeral).

11. There are special schools for the blind and the deaf (substantivized adjectives).

12. The captain (only one representative of the kind at the time being, in the country or in the organization) was standing on deck.

13. We are spending the weekend in the country / in the mountains / at the seaside / at the cinema / at the theatre (a number of words including the police, the army, the navy, the fire-brigade, the radio, the post-office, the weekend, the doctor, the dentist meaning the consultant rooms or clinics).

14. Can you play the guitar? (musical instrument)

15. The Chinese, the Japanese and the Koreans (peoples of certain countries, nationalities) look very much alike.

She is a Dane and her husband is a Spaniard, but as they live in France, they would call themselves the Frenchmen.

16. "The Titanic" (the name of the ship) became world known as the largest and the most tragic ship.

17. The United Nations (an organization) is the most respected organization in the world.

Parliament was born in England, but Congress in the USA.

18. The Constitution (a document) is the top law in any country.

19. The British Industrial Revolution (a historical event) changed the production relations.

20. The Labour Party (political parties) is at power in Britain.

21. The Times (the press) is one of the most popular newspapers.

22. One of the branches (grammatical construction) of the company works in our country.

EXERCISE 4. Use the definite article in the following sentences. Analyze the grammatical structures and the meaning conveyed by the article.

1. _____ fog was so thick that we couldn't see _____ side of _____ road.

2. We were following _____ car in front of us and hoped we were going _____ right way.

3. I can't remember _____ exact date of _____ storm, but I know it was Sunday.

4. He took off _____ coat and set to work.

5. Why are you standing here with _____ hands in _____ pockets?

6. At most meetings people vote by raising _____ right hands.

7. The bullet stuck him in _____ foot.

8. He tore _____ trousers getting over a barbed wire fence.

9. Ask _____ woman in front of you to take off _____ hat.
10. You should change _____ wet shoes, or you will get another cold.
11. The barman seized _____ drunk by _____ collar.
12. _____ Swedes are said to be very reserved.
13. Einstein learnt playing _____ piano when he was six.
14. “_____ Queen Elizabeth” was one of _____ most comfortable ships in Great Britain.
15. Cardiff is _____ capital of Wales.
16. Are you going to _____ seaside _____ following week?
17. When was _____ telephone invented?
18. You are _____ very person I was waiting for.
19. I must go to _____ bank to exchange some money.
20. It is the duty of _____ young to help _____ old.

EXERCISE 5. Read and translate the following sentences. Pay attention to the absence of articles.

1. Men are fond of fishing (general statements about people, animals, places, food, products, etc.).
2. No news is good news (in front of uncountable nouns).
3. Smoking is not allowed here (activities).
4. I'd like to learn Chinese (languages).
5. Have you ever read the books by Christie (a proper name) in original?
6. The oranges from Spain (a particularizing attribute) are sweet.
7. I mean the Tolstoy (the very person) who wrote “Peter I”.

EXERCISE 6. Use the article if necessary.

1. She served _____ cold meat and _____ fresh cheese.
2. Where did _____ life come from?
3. I can't call it _____ running; it's _____ jogging.
4. _____ watches have become very cheap and attractive.
5. Most of _____ watches you see today work on _____ quartz.
6. _____ journeys to unknown places require a lot of _____ preparation.
7. The Ancient Greeks believed in _____ gods.
8. _____ coffee is produced in Brazil.
9. I think _____ dogs should be kept on _____ leads.
10. I don't like _____ blue, I like _____ green.

EXERCISE 7. Insert articles where necessary.

1. Not _____ word was spoken in _____ parlour.
2. They tired _____ hands behind _____ back and locked him in _____ cellar.

3. He is as brave as _____ man can reasonably be.
4. He looks older than he is, as _____ dark men usually do.
5. Roger looked at him, without _____ word, he took out his wallet and gave him _____ ten-shilling note.
6. To him she would always be _____ loveliest woman in _____ world.
7. Even _____ strongest have their hours of _____ depression.
8. Her aunt, in _____ straw hat so broad that it covered her to _____ very edges of her shoulders, was standing in the garden.
9. My room has three doors; one on _____ same side as _____ fireplace, near _____ corner, leading to _____ best bedroom.
10. He arrived half _____ hour before dinner time, and went up to _____ schoolroom at _____ top of _____ house, to see _____ children.
11. I believe I can tell _____ very moment he entered _____ crowded room.
12. What _____ wonderful news!
13. My son has _____ very good German teacher who knows _____ language perfectly.
14. She pulled _____ sleeve to attract his attention.
15. She pulled him by _____ sleeve.
16. “_____ hands up!” cried the masked man, and we all put _____ hands up.
17. You are mistaken; that can’t be _____ right answer.
18. I liked _____ music of _____ opera, but I didn’t like _____ acting.
19. I’m convinced that _____ Spaniards differ greatly from _____ Portuguese.
20. We shook _____ hands with _____ host.

THE USE OF ARTICLES WITH NOUNS OF MATERIAL AND ABSTRACT NOUNS

EXERCISE 1. Read and translate the sentences. Pay attention to the use of articles. Analyze the meaning and the structure of the sentences.

1. Blood is thicker than water (general truth).
2. She looked with hungry eyes at the meat and bread the landlady brought her (the only food that was brought in, that she could see at the moment).
3. He drank a brandy and went out (a portion).
4. There is a tin of sardines in the fridge (an object made of a certain material).
5. While there is life there is hope (general statement).
6. Last night I heard “Carmen” and enjoyed the music (of this particular opera).
7. A hot anger rose inside him (a kind of anger, an aspect of a feeling).
8. What fine weather we are having! (exclamation).

EXERCISE 2. Use articles with abstract nouns and nouns of material where necessary.

1. He is an experienced man; let's ask him for _____ advice.
2. We had _____ fish and _____ chips for lunch.
3. She is on a diet, so she doesn't eat _____ meat at the moment.
4. Do you take _____ sugar in _____ coffee?
5. Has your brother been accused of _____ dishonesty?
6. He looked at me with _____ horror when I tried to turn a back somersault.
7. He was in _____ very bad temper that evening.
8. I want an assistant with _____ knowledge of French and _____ experience of _____ office routine.
9. I see that your house is built of _____ wood; are you insured against _____ fire?
10. Like many women, she likes _____ tea on the terrace and _____ gossip.
11. My parents have _____ cold meat and _____ salad for supper usually.
12. Many people in Japan go to _____ work by trains.
13. The dead no longer need _____ help. Concern yourselves with the living.
14. It's usually safe to walk on _____ sand, but when the tide is coming in, _____ sand becomes dangerously soft.
15. People think that _____ lead is the heaviest metal, but _____ gold is heavier.
16. Windows are supposed to let in _____ light, but if they are small, you will have to have _____ electric light on all the time.
17. _____ power tends to corrupt and _____ absolute power corrupts absolutely.
18. You can't drive a car all covered with _____ mud through the centre of the city.
19. Last time there was _____ fog here the plane crash-landed in the field near the airport.
20. You've been _____ great help to me; I never forget _____ kindness.

THE USE OF ARTICLES WITH PROPER NOUNS

EXERCISE 1. Read and translate the sentences. Pay attention to the proper names.

1. Asia is the largest continent (names of continents).
2. London is the capital both of England and Great Britain (names of countries and cities, towns, villages).
3. In Latin America people speak different languages (names of continents).

4. The Philadelphia of his childhood does not exist any longer (a place at a particular time or period).
5. He was born in the town of Blackpool (grammatical construction).
6. The Netherlands is situated in the North of Europe (names of the countries in the form of a plural noun).
7. The Neva falls into the Baltic Sea which belongs to the Atlantic Ocean (names of rivers, seas and oceans).
8. The English Channel separates Britain from the continent (names of canals).
9. The Sahara is the largest desert in Africa (names of deserts).
10. Lake Baikal is the deepest, but the Aral is the largest (names of lakes).
11. Everest is the highest peak of the Himalayas (names of peaks and mountain chains).
12. Madagascar is becoming as popular with the tourists as the Bahamas (names of single islands and island groups).
13. Southern Canada is one of the most beautiful places in North America (names of regions).
14. The Far East is to the West of Japan (names of regions, cardinal points of the compass).
15. There was a letter from Susan inviting me to the wedding (names of people).
16. He is very different from the rest of the Kents (family).
17. A (certain) Mr. Smith waiting for you (an unknown person).
18. You are quite a Monte Cristo (a well-known name given as a nick-name).
19. Uncle Jolyon was the eldest in the family (relationships).
20. Professor Brown is operating today (ranks, titles, professions followed by a proper name).

EXERCISE 2. Insert articles if necessary.

1. You can't visit _____ London without seeing _____ Buckingham Palace.
2. We had an early dinner at _____ Leoni's and then went to play at _____ Globe theatre.
3. When you are in the sky, you can see the snow in _____ Arctic or _____ Greenland, nice glimpses of _____ Andes or _____ Pacific.
4. _____ Elbrus is the highest peak in _____ Europe.
5. _____ Hague, a city in _____ Western Netherlands near _____ North Sea, is the seat of _____ Dutch Government.
6. _____ West Indies is a chain of islands between _____ North and _____ South America.
7. The surface of _____ Mediterranean is never so blue as that of _____ Adriatic.

8. There was a little sentimentality about _____ Forsytes.
9. He is the nearest we have to _____ English Leonardo da Vinci.
10. He has the humour of _____ Chekhov.
11. I know very little about him – he is _____ Mr. Tarantino from _____ Sicily.
12. Are you _____ Mr. Brown who wrote this?
13. _____ Willoughbys left the town as soon as they got married.
14. This wasn't _____ Lisa he knew in his youth.
15. _____ Captain Cook reached _____ Australia in some months after his departure.
16. If you are _____ Napoleon, you'll play the game of power, if you are _____ Leonardo you'll play for knowledge.
17. _____ Elsie said she would ring up _____ Doctor Hitchcock.
18. Do you like this picture? It is _____ Dali.
19. She was _____ Clapton, and as all _____ Claptons, she was very clever.
20. They used to walk in _____ Hyde Park in the evening.

SPECIAL DIFFICULTIES IN THE USE OF ARTICLES

EXERCISE 1. Read the following sentences and explain the difference in their meaning.

1. May is a spring month.
The May of 1945 brought the victory in the war against fascism.
A warm November is no surprise in our climate.
2. We met on Monday last.
She appeared again on the Monday when Jack was born.
3. I like summer.
We first met in the summer of 2000.
From early spring till late autumn she worked in the fields.
4. Day is meant for work, night for sleep
The night was warm and still.
I spent a sleepless night yesterday.
At dawn the tourists set off.
They listen to the music from morning till night.
In the afternoon many children sleep an hour or two.
5. She speaks Spanish fluently.
The English of America differs from the English language spoken in Great Britain.
6. Have you had dinner already?
The dinner she served was delicious.

After a heavy dinner nobody showed the desire to go swimming.
We always have breakfast at one and the same time.

7. After I left school I went to University.

Mr. Kelly went to the school to meet his daughter's teacher.

8. My grandmother goes to church every Sunday.

There is a church in our town.

The church was built in the 18th century.

9. Fred was sent to prison for the robbery.

Their house is not far from the prison.

There used to be a prison in our town.

10. It's time you were in bed.

There is a bed in the middle of the room.

A nice lamp was hanging over the bed.

11. I am at work till six every day.

Do you like the work you are involved with now?

A new work of modern art is exhibited in the Gallery.

The works by Tolstoy are translated into many languages.

12. Will you be at home in the evening?

He came home tired but very pleased.

It's bad luck to live in an orphan's home.

Jungles are the home of the monkey.

13. Would you come with me to town?

I want to visit the town I was born in.

14. Jack is seriously ill; he ought to go to hospital.

When Ann was ill I went to the hospital to visit her.

EXERCISE 2. Insert articles where necessary.

1. It was _____ lovely evening in _____ early spring.

2. There was going to be an election soon; that was _____ spring of 1999.

3. It was _____ late summer, _____ day was wonderful, and _____ night promised to be warm.

4. Some years ago she taught history in _____ girl's school.

5. Dolores said nothing on the way to _____ town.

6. I never knew a lawyer yet who didn't threaten to put me in _____ prison sooner or later.

7. _____ hospital where Amy worked was in the East End.

8. You take your man _____ home, Mrs. Douglas, and get him to _____ bed before eleven.

9. Unless we can give the rector _____ bed, he has nowhere to lay his head this night.

10. I played my first match on _____ clear April day.

11. I wondered what the time was. The sun seemed to indicate _____ late morning.
12. _____ night being sharp and frosty, we trembled from head to foot.
13. The invitations to _____ dinner for sixteen people were sent out.
14. I saw to it that he had _____ good dinner.
15. He was giving _____ big lunch on the following day and _____ grand dinner at the end of the week.

THE USE OF THE ARTICLES

EXERCISE 1. Choose the correct expression of the nouns with the articles.

1. The Second World War / Second World War began in 1939.
2. Mount Everest / The Mount Everest is the highest mountain in the world.
3. The shop said that they would deliver the furniture / a furniture some time in afternoon / the afternoon.
4. All my children play the musical instruments / musical instruments.
5. The weather / Weather in London will be windy and cloudy.
6. Some people from the UK / UK speak the Welsh / Welsh.
7. We went horse riding across the Sahara Desert / Sahara Desert when we were in Africa / the Africa.
8. My plane arrives at Heathrow Airport / the Heathrow Airport at three o'clock.
9. Are the Rockies / Rockies in the Canada / Canada?
10. The dolphins / Dolphins are known for both their intelligence and playfulness.

EXERCISE 2. Choose the most suitable phrase to complete the sentence.

1. The butler was _____ I suspected.
 a) last person b) a last person c) the last person
 d) some last person
2. Where are _____ you borrowed last week?
 a) scissors b) the scissors c) some scissors
 d) a scissors
3. Why don't we go to the park _____?
 a) in the car b) with the car c) with a car d) by the car
4. Too much rubbish is being dumped in _____.
 a) sea b) the sea c) a sea d) some sea
5. Let's go on holiday to _____.
 a) Greek Islands b) the Greek Islands c) islands of Greece
 d) the Greece Islands

6. This exactly _____ I was looking for.
a) job b) a job c) some job d) the job
7. Of all these cars, I think I prefer _____.
a) a Japanese b) some Japanese c) the Japanese one
d) a Japanese one
8. Interest on this account is only _____ per cent.
a) a four and a quarter b) four and a quarter c) four and quarter
d) four quarter
9. I try to go jogging at least four times _____.
a) the week b) of the week c) a week d) of a week
10. Sally spent six months out of _____.
a) work b) a work c) the work d) some work

EXERCISE 3. Combine the two parts of the sentences so as to get a meaningful one. Pay attention to the articles.

1. Some people say that the _____
 2. Most people think that a / an _____
 3. I don't agree that _____
 4. I feel that a / an _____
 5. I don't believe that a / an _____
 6. I didn't realize that the _____
 7. It's incredible to think that a / an _____
 8. I didn't know that _____
 9. I think it's quite unfair that _____
 10. Nobody nowadays thinks that _____
- a) _____ good job is an important part of life.
 - b) _____ single injection can protect you from so many diseases.
 - c) _____ hundred miles an hour is too fast even on a motorway.
 - d) _____ the unemployed should receive more help from the state.
 - e) _____ queen of England doesn't pay any tax.
 - f) _____ tiger may well become extinct very soon.
 - g) _____ third of a person's income should be paid in tax.
 - h) _____ women should just stay at home and look after the children.
 - i) _____ English are difficult to get to know at first.
 - j) _____ the Tower of London was built by William the Conqueror.

EXERCISE 4. Choose the most suitable phrase underlined.

1. I was under an impression/under the impression that you had left.
2. I have to go. I'm in a hurry/in hurry.
3. I managed to sell the old painting at a profit/at profit.

4. I think I prefer the other restaurant on the whole/on whole.
5. How many hours do you work, on average/on the average, every week?
6. I was in pain/in a pain after I twisted my ankle.
7. Don't worry; you are out of danger/out of the danger now.
8. Excuse me, but you are in the way/in a way.
9. Sue felt seasick on the cross-channel ferry/a cross the channel ferry.
10. The burglar hit me on my back of the neck/the back of my neck.

EXERCISE 5. Fill in the definite article "the" where necessary.

1. Shall we have _____ lunch at _____ home or go to _____ Royal Oak and Castle?
2. _____ Prince Philip visited _____ Royal Albert Hall today.
3. _____ Peter's bar is situated in _____ Terminal 1 at _____ Heathrow Airport.
4. _____ Browns were _____ first to leave _____ party at _____ midnight.
5. We landed at _____ Charles de Gaulle airport in _____ Paris and were met by _____ ambassador in person.
6. Tim's gone to _____ hospital to pick up _____ results of _____ tests _____ Mum had _____ last week.
7. Well, _____ most world maps are out of date now, due to _____ political events which have taken place recently.
8. _____ Chicago Bulls, from _____ USA are now one of _____ best-known basketball teams.
9. When _____ Berlin Wall was pulled down it was a great moment in _____ history.
10. Lots of people go for _____ exotic holidays in _____ Asia, but you must take care not to catch _____ malaria.
11. We decided to go to _____ island of Sicily last summer and we've decided to go to an island again this year; either to _____ Rhodes or _____ Canaries.
12. In _____ Jerusalem we visited _____ Dome of the Rock, _____ Church of the Holy Sepulchre and saw the site of _____ Solomon's Temple.
13. Lots of people are without jobs in _____ city, so _____ government decided to give _____ unemployed special benefits.
14. Tarzan, _____ Lord of _____ Jungle, had a friend called _____ Cheetah.
15. Many people go trekking in _____ mountains like _____ Alps or _____ Himalayas.
16. _____ English spend their holidays in hot countries because they enjoy going to _____ beach.
17. _____ royal yacht sailed across _____ Indian Ocean.
18. You'll find my house if you walk along _____ Green Street and turn right into _____ High Street.

19. Many of _____ England's young men died in _____ First World War.
 20. _____ Vatican City is one of _____ most beautiful places in _____ Rome.

EXERCISE 6. Fill in articles (both indefinite and definite) where necessary.

1. _____ Tower of London is on _____ north side of _____ Thames.
2. He has visited a number of places including _____ USA, _____ Middle East and _____ Asia.
3. _____ University of Cambridge is one of _____ most famous in _____ United Kingdom if not in _____ Europe.
4. He took _____ job with _____ government because he's interested in _____ politics.
5. New Year celebrations are held in _____ Trafalgar Square in _____ London and in _____ Times Square in _____ New York.
6. _____ month I spent in _____ France was one of _____ best times in my life.
7. After six months in _____ hospital my grandmother is coming _____ home.
8. _____ Sunset Boulevard is _____ most famous street in _____ Hollywood.
9. _____ millionaire purchased _____ mansion as _____ gift for his wife's birthday.
10. _____ Nile flows from near _____ Lake Victoria to _____ Mediterranean.
11. She goes to _____ church every Sunday, and she also goes to _____ church every Friday to help with the cleaning.
12. My perfect day in London would include shopping at _____ Harrods, eating at _____ Pierrot's and going to _____ opera at _____ Covent Garden.
13. _____ Mount Everest is in _____ Himalayas.
14. _____ Falklands are islands in _____ South of _____ Atlantic Ocean.
15. He came into _____ antique gold watch when his grandfather passed away.
16. When I visit _____ Netherlands I always stay at _____ Park Hotel in _____ Amsterdam.
17. Tom teaches at _____ university near his home.
18. _____ van crashed into _____ back of my car in _____ Green Street yesterday.
19. Of _____ Seven Wonders of the World, I've only visited _____ Pyramids.
20. After _____ Prime Minister visited _____ prison, he promised to improve conditions in _____ prisons.

EXERCISE 7. Find the word that should not be in the sentence.

1. Very few people can speak the Chinese.
2. Vera is not used to a cold weather.
3. Mark is very good at the painting landscapes.
4. What shall we have for a dinner tonight?
5. He likes all the kinds of modern music.
6. The tennis is one of the oldest sports.
7. They traveled to Nice by a car.
8. The nanny took a great care of the child that had been placed in her charge.
9. The most people are concerned about global warming and its effects.
10. What's on a TV tonight?
11. He had a serious accident so he's been in the hospital for two months.
12. He gave me a valuable advice on how to invest my money.
13. The Christmas is a time to be merry.
14. It gives me a great pleasure to welcome you to our hotel.
15. Our daughter was nervous on her first day at the school.
16. We've got a plenty of time to spare before the show begins.
17. The Sir Lawrence Olivier was born in Britain in 1907.
18. We decided to meet at the Victoria Station.
19. I ran into an old friend on my way to the work this morning.
20. Bats come out at the night.

EXERCISE 8. Express the same idea with a different structure. Use synonymous expressions with the articles to the underlined ones.

1. There is one problem here, and that's the weather.
The _____ problem here is the weather.
2. There are no good films on this week.
There is nothing good at _____ this week.
3. Can't you swim faster than that?
Is it _____ you can swim?
4. I haven't been here before.
This is _____ I have been here.
5. A lot of wine is drunk in France.
The _____ drink a lot of wine.
6. It is difficult to discover what is true.
The _____ is difficult to discover.
7. Are you a good pianist?
Can you _____ well?
8. Please don't enter the room all together.
Please enter the room one at _____.

9. This is exactly the person I told you about.
This is the _____ person I told you about.
10. He was doing 90 kilometres each hour.
He was doing 90 kilometres _____.

PRACTICE TEST ON THE USE OF ARTICLES

I. Fill in the definite article “the” where necessary.

1. _____ Great Wall of China is said to be _____ only man-made structure seen from _____ space.
2. _____ Princess of Wales visited a shelter for _____ homeless.
3. _____ Rock Garden café is half way up _____ Queen Street, off _____ George Square.
4. _____ Quins are holding a ball in _____ Sherbrooke Castle Hotel on _____ fifth of June.
5. When we arrived at _____ Manchester Airport, Rachel was waiting for us at _____ arrival gates.
6. James went to _____ hospital to pick up his wife who is a surgeon there.
7. It is interesting to look at _____ old maps of _____ world and see how _____ borders have changed.
8. If you go to _____ New York, you must visit _____ Central Park, _____ Guggenheim museum and _____ World Trade Centre, but don't bother to visit _____ Times Square.
9. As soon as Jill got home from _____ school she went straight to _____ bed because she felt as if she had _____ flu.
10. Margaret Thatcher, who was _____ Prime Minister of _____ Great Britain for 12 years, is now known as _____ Baroness Thatcher of Kesteven.

II. Fill in with the articles both indefinite and definite where necessary.

Dear Debbie,

Thank you for _____ letter you sent me. I've just returned _____ home after spending _____ fabulous few weeks in _____ Paris. I was staying with _____ friend I told you about - _____ Pascal. Do you remember _____ French boy I told you I met on holiday in _____ Greece? He has _____ wonderful flat with _____ good view of _____ Eiffel Tower. Pascal borrowed his friend's car because I wasn't happy riding on _____ back of his motorbike. It was _____ amazing arrange Citroën. He drove me around, showing me some _____ places of interest, like _____ Louvre, _____ Pompidou Centre and _____ Museum of Modern Art. I had _____ really wonderful time there. Meeting lots of _____ French and _____ Italian friends Pascal has, and not being able to talk to the has

made me anxious to start learning _____ French language. Hopefully, I'll be able to afford _____ private tutor for _____ French when I return _____ home. Maybe I'll be able to take _____ college night course in _____ Italian at the start of term as well. I've invited Pascal and some of his friends to come over for _____ holiday whenever they have _____ time. You really have to meet them. Please phone me when you get this letter – we can arrange to spend _____ afternoon in _____ town if you like!

Lots of love, Claire

III. Find the word that should not be in the sentence.

1. He traveled to Lisbon, the capital of Portugal, by a car.
2. I was invited to a dinner given to welcome the President Chirac of France.
3. Our plan was to meet him at Café Sandal and not at the home.
4. It was nice of you to invite me to go to the Malta with you.
5. She was born in the July, 1971.
6. She has got a plenty of time to reach the station.
7. Can you walk the faster?
8. Tigers are in danger of becoming an extinct.
9. I like the active holidays more than relaxing ones.
10. It is known that smoking does a damage to your health.

REVISION ON NOUNS AND THE USE OF ARTICLES

EXERCISE 1. Fill in the spaces with a countable or uncountable noun.

1. I need some _____ about buying a house. I've never bought one before.
2. This type of bear has been declared an endangered _____.
3. You should eat fresh _____ such as oranges every day.
4. _____ which is used by dentists should be kept clean.
5. "Beverly Hills 90210" is a TV _____ about young people in America.
6. She got _____ to leave class early because she wasn't feeling well.
7. Jane has long blond _____ that comes down her shoulders.
8. Kids can use _____ for games but they also have access to the Internet.
9. You'll find all the _____ you need in the shed.
10. I have so much maths _____ to do that I won't be able to watch TV.

EXERCISE 2. Complete the pairs of sentences using the correct form of the given at the beginning words. Use “a/an” where necessary. Pay attention to the meaning of the given words.

BEER COD IRON EXPERIENCE NOISE DEER WORK

1. I saw _____ grazing in the field and took a picture of it.
Yesterday, there were _____ in the field but now they've gone.
2. Two pieces of _____ and some chips, please.
The North Sea is full of _____.
3. I'm thirsty. Let's have _____ in that pub over there.
In Britain, people go to pubs to drink _____, not watch television.
4. The huge gate was made of _____.
John bought himself _____ and started ironing his own clothes.
5. She's had _____ with children before and would make a good baby-sitter.
Moving house is _____ I'd rather forget.
6. "Hamlet" is one of Shakespeare's finest _____.
Gareth has been without _____ for six months now and jobs are hard to find.
7. She'd been working in her room till _____ disturbed her.
In addition to car fumes, _____ can also be a form of pollution.

EXERCISE 3. Fill in the spaces with the articles. Pay attention to the character of the nouns; not all of them need an article.

THE CHANCE OF A JOB

David had been buying _____ paper every day for months though he wasn't interested in _____ news about _____ latest disasters around _____ world.

It was _____ work he wanted. David had been out of _____ work for ages and when he got _____ chance of _____ job in _____ local youth Centre he applied at once. He rang and asked them for _____ information about _____ job and they told him he needed to have _____ experience of working with _____ children and if possible _____ training in counseling techniques. David had quite _____ lot of _____ knowledge of counseling because he had _____ degree in _____ psychology from _____ Edinburgh University and at one time he had seriously considering doing _____ research in educational psychology. Before going to _____ interview, he asked his mum for _____ advice about what he should wear, and she told him to wear _____ suit and get his hair cut.

EXERCISE 4. Insert articles where necessary.

1. On _____ thirty-first of December, thousands of people gather in _____ Times Square, New York, to celebrate _____ coming of _____ New Year.
2. Of all _____ countries on _____ continent of _____ North America, Phil has only visited _____ Canada.

3. _____ Universities of Oxford and Cambridge are two of _____ most famous universities in _____ Europe.
4. If you want to work abroad, why don't you contact _____ agency I went to in _____ Lamb Street?
5. _____ capital city of _____ Spain, _____ Madrid, is to _____ north of Seville.
6. _____ holiday I took in _____ Rome was _____ best I've ever had.
7. _____ Detective Sherlock Holmes and his assistant _____ Doctor Watson, solved _____ lot of mysteries.
8. I would like to spend _____ summer cruising in _____ Caribbean.
9. Mrs. Hamilton holds _____ flower arranging class in _____ Cathedral on _____ Wednesday evenings.
10. There is _____ wonderful 1920's style restaurant-café in _____ Glasgow which has some of _____ most charming and helpful waiters I've ever seen.
11. Belfast is _____ capital of _____ Northern Ireland and Dublin is _____ capital of _____ Republic of _____ Ireland.
12. _____ Balearic Islands lie to _____ south of _____ Spain.
13. Julia is _____ extremely patient girl – she will have no problem in her career as _____ nanny.
14. Stephen has _____ seminar on _____ Saturday morning, so we are not able to go to _____ ski-slopes until _____ Sunday.
15. On Sunday we decided to go to _____ beach by _____ train, but by _____ time we got to _____ station _____ weather looked so threatening that we went to _____ cinema instead.

EXERCISE 5. Finish the second sentence so that it has the same meaning as the first one. Pay attention to the character of the nouns.

1. An official found her luggage near the check-in desk.
Her luggage _____
2. You need some teaching experience before we employ you.
Some teaching experience _____
3. He was given some very useful information.
Some very useful information _____
4. He bought a new suit for the wedding.
A new suit _____
5. An alarm protects this shop from burglars.
This shop _____
6. People use sand to make glass.
Sand _____
7. I like to play darts more than any other games.
Darts _____

8. Nowadays men and women wear trousers.

Trousers _____

9. You are not allowed to park here.

Parking _____

10. The man found the advice very useful.

The advice _____

CONTROL TEST ON NOUNS AND THE USE OF ARTICLES

I. Choose the correct form of the verbs from the underlined.

- The news is/are on every night at six o'clock.
- The food at the party was/were delicious.
- The jury aren't/isn't ready to give the verdict yet.
- In my opinion, economics are/is a very boring subject.
- Two hundred beds was/were donated to the local orphanage.
- Darts is/are a great game to play with friends.
- The committee is/are having a meeting on Wednesday night.
- These antique earrings are/is made of diamonds and pearls.
- The pyjamas was/were too small, so I didn't buy them.
- Seventy thousand pounds is/are enough to buy a house in this area.

II. Use the nouns in brackets in the singular or plural form.

- Every Valentine's day my father gives my mother a heart-shaped box of (chocolate).
- You should put all your important (paper) in a file.
- Although she had no (experience) in sales, she was hired.
- There isn't enough (room) in the boot of the car for all the (luggage).
- The new piece of (furniture) we bought is beautiful.
- I've been to the circus three (time).
- We'd like two (coffee) with milk and sugar and a cup of (tea), please.
- She gave me (advice) which helped me to make the right decision.
- (Cattle) are kept for their meat.
- You can't find (accommodation) in this area that quickly.

III. Insert the articles where necessary.

I have been going to _____ Pasta Supremo restaurant once _____ week for _____ last ten years. It is my favourite place to eat because _____ food is superb and _____ service is excellent. Owned by _____ Sellucci family, who are from _____ Sicily, _____ restaurant is one of _____ most popular spots in _____ city. Mario, _____ eldest of _____ four _____ Sellucci brothers, is _____

very friendly man who greets his customers with _____ strong _____ Italian accent. His mother, _____ Sophia, makes _____ pasta with her own hands and cooks _____ wide variety of delicious sauces. When I go there, I always order fettuccini served with _____ amazing pesto sauce. Eating at _____ Pasta Supremo is _____ enjoyable experience, not only for _____ mouth-watering dishes, but also for _____ hospitality of _____ Selluccis.

IV. Cross out the unnecessary word in the sentences given.

1. Edward always turns to me when he needs an advice.
2. The most people enjoy this kind of music.
3. The supermarket was closed so I couldn't get any no milk.
4. I rarely have no time to play golf any more.
5. They bought such an expensive furniture that it will take years to pay for it.
6. The Japanese is a difficult language to learn.
7. Marion's favourite colour is the green.
8. Dad has been at the sea for more than six months now.
9. What a time do you start work?
10. Did you stay at the Crowthorne Hotel the last night?

V. Read the text below and insert one word which best fits each space.

SETTING OUT

It was only a two-day crossing from Piraeus to Alexandria, but as soon as I saw the dingy little Greek steamer I felt I ought to have made _____ arrangements. Even from _____ quay it looked overcrowded, like _____ refuge ship; and when I went aboard I found there wasn't _____ room for everybody. The bar was the size of _____ cupboard and there was an old barman serving breakfast snacks, a black coffee and a _____ of toast. I looked around for a chair but found that _____ only one that was not occupied was near the _____ which kept flying open to let the cold winter wind. The floor space was taken up by a _____ of noisy Italian schoolchildren screaming at the tops of _____ voices and chasing each other round the room. Most _____ them were in shorts and T-shirts but a _____ had put their anoraks on to protect them from the chilly breeze. My Italian _____ pretty fluent and no doubt I would get the _____ to practise over the next two days. I drank my coffee and made my way out to the deck.

TOPIC 7: ADJECTIVES AND ADVERBS

EXERCISE 1. Read and translate the following sentences. Define the part of speech of the underlined words. Analyze their meaning.

1. Working full-time can be a very stressful experience for most people.
2. For an exciting holiday destination, few cities can compare to New York.
3. A smart-looking fellow entered the hall.
4. The undercooked meat is not good for your health.
5. After clearing up all the details they signed a three-year contract.
6. He was wearing metal-trimmed glasses.
7. The room was large but badly-furnished.
8. Young people are full of curiosity.

The young are full of curiosity.

9. They built a stone cottage on the high bank of the river.

10. Her stony look struck him unpleasantly.

Her stony look struck him as unpleasant.

11. She probably doesn't speak English.

12. I have always liked classical music very much.

13. They have been in friendly relations since childhood.

They were speaking in a friendly way.

Frankly speaking, we have never been on friendly terms.

14. Ann was our last guest.

Ann came in last.

She was the last to come in.

15. He came to work late.

Lately he has taken a different job.

16. They didn't want to look suspicious.

She gave me a suspicious look.

They looked suspiciously at the present.

EXERCISE 2. Choose the most suitable adjective.

THE BENEFITS OF EXERCISE

Working full-time can be a very (stressing/stressful/stressless) experience for most people; long hours and the pressure to be (successful/unsuccessful) in a (competitive/competable) society both contribute to the build-up of anxiety. If you are feeling (nervous/nervous) there is no better way to relax than to exercise. However, many people return from work too (exhausting/exhausted) to move. People are criticized for being lazy and (unactive/inactive/disactive), and for watching too much television which is not (beneficial/benefitable/benefitant) to our health. Taking regular exercise can be both relaxing and (pleasurable/pleasant) and people who feel healthy often also feel more (confiden-

tial/confident). You don't need to be especially (energetic/energetical) to take up a sport; simply choose one that is (suited/suited/suitable) to your character.

EXERCISE 3. Fill in "the" where necessary.

1. The Government is cutting benefits for _____ unemployed and _____ unemployed people all over the country are organizing protest marches.
2. _____ homeless in our town are being helped by _____ young people, who are organizing a sale to raise money for _____ needy people in general.
3. A friend of mine works in a school for _____ deaf, where she teaches _____ deaf children.
4. _____ middle-aged people tend to criticize _____ young for their disrespectful attitude.
5. After the earthquake, _____ dead were buried in mass graves while _____ living tried to make shelters for _____ injured.

EXERCISE 4. Choose the correct adjective out of the underlined.

1. She gave him a stone/stony look when he criticized her daughter.
2. These metal/metallic chairs are suitable for outdoor use as they are waterproof.
3. The sky was full of light feather/feathery clouds.
4. She is admired for her gold/golden hair and metal/metallic blue eyes.
5. The old farmer had dark leather/leathery skin.
6. This new body milk gives you smooth, silk/silky skin in a matter of days.
7. She had a lead/leaden expression on her face.
8. The gold/golden candlesticks were very expensive so we bought some silver/silvery ones instead.
9. He wears woolly/woolen suits and expensive leather/leathery shoes.
10. She has a steel/steely manner towards her colleagues.

EXERCISE 5. Identify the underlined words as adjectives or adverbs.

1. He felt uncomfortable because his jeans were too tight.
2. I buy Time Magazine weekly whereas he subscribes to it on a yearly basis.
3. I couldn't get the book down from the top shelf because it was so high.
4. If you want to find the post-office, go straight down the High street and you'll see it on your left.
5. Tom constantly arrives late for work.
6. The late Prime Minister was a collector of antiques.
7. The walls were so thin you could hear the next-door neighbours.
8. He worked hard all day to finish painting the house.
9. She bought this rug cheap from the market.
10. He kicked the ball high into the air.

EXERCISE 6. Choose the correct item out of the underlined. Pay special attention to the meaning of the underlined words.

1. Lately/Late there has been a rise in the price of vegetables; they are not near/nearly as cheap as they used to be.
2. I can hard/hardly believe that he has gone. Surely/Sure he wouldn't have left without me!
3. It is wide/widely believed among scientists that we will short/shortly run out of natural resources.
4. He is very high/highly thought of at the office because he works so hard/hardly; that's why he full/fully deserves promotion.
5. You wrong/wrongly accused him of stealing the pen without hearing his explanation first – now he is deep/deeply offended.
6. He managed to get to Lisbon easy/easily by flying there direct/directly.
7. It is not wide/widely known that students can get medication free/freely.
8. She was prettily/pretty embarrassed when she realized that she had arrived lastly/last at the party.
9. He hard/hardly ever studies, yet he always produces a high/highly standard of work.
10. I fully / full understand your concern.

EXERCISE 7. Choose the correct form of one of the verbs in brackets to complete the sentences.

1. Jana (look; see) so pleased to have won the competition.
2. Finding a cure for breast cancer still (stay; seem) impossible.
3. Avoiding illness is one thing, (sound; stay) healthy is another.
4. I (keep; feel) quite exhausted after the race.
5. He (look; appear) to be completely innocent of all charges.

PRACTICE TEST

I. Choose the correct adjective out of the underlined ones.

1. A gold/golden eagle glided gracefully across the sky.
2. She ruined her silk/silky suit by washing it.
3. We had to climb over a low stone/stony wall.
4. He approached the task with steel/steely determination.
5. This soap will leave your skin feeling silk/silky and soft.
6. Leathery/Leather coats never seem to go out of fashion.
7. This plant has soft feather/feathery leaves.
8. We spotted the metal/metallic blue car speeding into the tunnel ahead.
9. The manager's stone/stony expression showed that all was not well.

10. She was given an expensive gold/golden watch for her birthday.

II. Fill in “the” where necessary.

1. When the government decided to raise taxes _____ rich people were unhappy and _____ poor were devastated.
2. Christmas can be a very sad time for _____ lonely people and _____ homeless.
3. We were relieved to hear that all _____ injured were recovered from the wreckage before the plane exploded.
4. _____ survivors carried _____ injured people to the ambulances.
5. _____ deaf communicate by using sign language.

III. Identify the underlined words as adjectives or adverbs.

This year’s road race was the best I’ve ever seen. The event is held yearly, and entrance to the main stand is free. The race is always a sure exhibition of exceptionally fine driving. It was a cold morning, and the teams had woken up early to get their cars ready. They had trained long and hard to get here. There was a loud roar when all the drivers started their cars, then they proceeded quickly to the starting line. The gun went off, and the cars moved, as if in slow motion. They drove past the stands, and turned a tight corner onto the main circuit.

IV. Choose the correct item out of the underlined.

1. She has been deeply/deep upset by his behaviour late/lately.
2. Laura is a very shy person who rare/rarely goes out and she does not mix free/freely with other students.
3. She is highly/high regarded in the school as people can get on with her easily/easy.
4. I was not full/fully satisfied with the doctor as he had wrong/wrongly diagnosed my previous illness.
5. “Do you intend to leave shortly/short?” – “I think so. I’ve nearly/near finished.”
6. He’ll sure/surely get a good grade; he’s been studying very hard/hardly for the past year.
7. He came last/lastly in the race and was pretty/prettily disappointed by his performance.
8. The train goes direct/directly to Edinburgh without stopping so it will probably be full/fully.
9. It is wide / widely believed that politicians are people who can’t be full/fully trusted.
10. Sure/Surely we must be near/nearly there by now.

V. Choose the correct part of speech. Pay attention to the verb of the sentence.

1. He seems very (nervous/nervously).
2. They were speaking (nervous/nervously).
3. She appeared to be (helpful/helpfully) in the situation.
4. They acted (helpful/helpfully) in the situation.
5. His father went (bald/baldly) before he was forty.
6. His father struggled (bald/baldly) against corruption.
7. It appears an (excellent/excellently) opportunity for me to exercise.
8. They appeared (excellent/excellently) dressed.
9. The children went (complete/completely) crazy at the party.
10. They finished doing the task (complete/completely).

ADJECTIVAL AND ADVERBIAL MARKERS

EXERCISE 1. Read and translate the following sentences. Pay attention to the words used before or after the adjectives and adverbs. Analyze the grammatical constructions of the sentences.

1. It is so hot in here – can't we open the window?
2. My car is so old (that) I can't get any spare parts for it.
3. I wish you wouldn't talk so much.
4. She drives so fast (that) nobody can keep up with her.
5. How did you make so much money?
6. There were so many people waiting in the queue that we went away.
7. She's got such lovely hair.

We ate such a delicious dish.

We've never paid such high taxes before.

8. It was such a hot day (that) we took off our coats.
9. I'm not clever enough to study medicine.
10. You are not driving quickly enough – we'll be late.
11. I can't drink it – it's too hot.

The coffee was too hot to drink.

12. I can't keep up with you – you walk too quickly.

He walked too quickly (for the children) to keep up with him.

EXERCISE 2. Match the two halves to make correct sentences.

1. She was so clever that _____
2. The food was so bad (that) _____
3. She's got so many clothes _____
4. It is such a tiny kitchen that _____
5. He eats so much sugar that _____

6. He talks so much rubbish _____
7. The pianist played so badly that _____
- a) _____ the audience walked out.
- b) _____ I don't know how you can stand him.
- c) _____ I don't have to do much to keep it clean.
- d) _____ nobody could eat it.
- e) _____ his teeth will rot.
- f) _____ all the universities wanted her.
- g) _____ she never wears the same thing twice.

EXERCISE 3. Choose the correct phrase in the following sentences.

1. We had to pay a high such price/such a high price for coffee in London.
2. Passing my driving test was such a/a so good feeling.
3. He had such/such a bad breath no woman would go near him.
4. We had a such/such an awful day that we wouldn't do it again.
5. There were so few/such a few people there, they nearly cancelled the performance.
6. She loved him such/so deeply she couldn't bear it when he was away.
7. The film was such a/so scary I nearly left the cinema.
8. I had so many/so much things to do I didn't know where to start.
9. It was a so/such a lovely day we took a picnic to the park.
10. There was so much/such noise I could hardly hear myself think.

EXERCISE 4. Complete the following sentences with too, enough, very, so or such. Translate the sentences into your native language.

1. It's much _____ hot in here – turn the heating down.
2. If you've had _____ food, I'll take the plates away.
3. She doesn't speak Spanish well _____ to order a meal on her own.
4. The food was much _____ salty to eat.
5. That's a _____ beautiful piece of music. What is it?
6. I don't understand native speakers because they speak _____ quickly.
7. You're not writing quickly _____ - the test is nearly over.
8. I don't have _____ room in the house to put you up.
9. The film was _____ good. I wouldn't mind seeing it again.
10. We're _____ different characters I don't know how we'll manage to get on.

EXERCISE 5. Read and translate the following sentences. Pay attention to the expressions used with the adjectives and adverbs. Analyze the grammatical structure of the sentences.

1. She's a bit short for the basketball team.
2. She's a little young to be let go alone.
3. I wouldn't say she is short; she's fairly tall.
4. Don't hesitate to turn left – there's a fairly good road.
5. The child is quite clever for its age.
6. Her daughter is quite a clever girl.
7. It was quite a surprise.
8. I quite like coffee.
9. Their house is rather small for the family.
10. He did rather badly in the test.
11. It came as rather a big surprise.
12. I rather like her.
13. I'm very sorry.
14. You did very badly in the test.
15. I like reading novels very much.

EXERCISE 6. Choose the correct alternative.

1. She can be _____ bad-tempered first thing in the morning.
a) quite b) a quite c) quite a d) quite the
2. In fact she's _____ unpleasant much of the time.
a) a rather b) rather a c) rather d) rather to
3. That was _____ attempt but you still failed.
a) fairly good b) fairly c) fairly a good d) a fairly good
4. Forgive her – she can be _____ shy with strangers.
a) little bit b) a little c) little a d) a bit little
5. The film was _____ and my grandson screamed at one point.
a) quite frightened b) quite a fright c) quite frighten
d) quite frightening

EXERCISE 7. Complete the sentences using quite, fairly, rather, very much.

1. It is _____ wet out today. You'd better wear your boots.
2. The party on Saturday was _____ enjoyable. I'm glad I went.
3. The food in this restaurant is _____ good although it's _____ expensive.
4. His new film is _____ interesting but it's _____ a long one.
5. That exercise may be _____ difficult but it will be _____ good for your vocabulary.
6. Although his speech was _____ short it was still _____ boring.

7. We enjoyed our holiday in Finland _____ though the weather was _____ cold and rainy.
8. John is _____ a short man but he's _____ good looking.
9. She's a _____ intelligent girl but she is _____ difficult to get to know.
10. We wanted to walk _____ but it was _____ a late hour.

DEGREES OF COMPARISON OF ADJECTIVES AND ADVERBS

EXERCISE 1. Read and translate the following sentences. Pay attention to the forms of the adjectives and adverbs. Analyze the grammatical structure of the sentences.

1. Bill is rich, but John is richer than him. The richest of all is James.
2. She gave him a polite answer, but he wanted her to be politer and waited for the politest answer possible.
3. She bought some presents; the watch was expensive, the lace for the daughter was still more expensive, but the most expensive present was for the husband – a gold tie-pin.
4. His first film was quite successful, but his second one was less successful than the first; his last film was least successful of all.
5. The older I get, the more forgetful I become.
6. I came to work early, but Ann had come even earlier than me; we were both surprised to learn that Sue had come the earliest of all of us.
7. For hair as soft as silk; try this new shampoo.
8. The service is not as good as it used to be.
9. It is not such a long way as we thought.
10. She earns twice as much as me.
11. She's only half as well-qualified as her sister.
12. The Orion costs the same as the Golf.
13. That sounds like a good idea.
14. I have less free time than Cathy but Laura has the least free time of all.
15. Jobs are getting harder and harder to find.
16. She prefers living for the moment to thinking about the future.
17. Most people prefer summer to winter.
18. He would sooner go alone than go with Edward.
19. Carol enjoys adventure while / whereas her sister prefers peace and quiet.
20. She is a good singer, but she dances badly. I wish she were a better dancer but could sing worse because even the best songs may be clipped the worst but you cannot do it with dances.

EXERCISE 2. Fill in the gaps with the comparative or superlative degree of the adjective or adverb in brackets. Add any necessary words.

1. I love living in Paris. The nightlife is a lot (exciting) in Brussels.
2. This jigsaw puzzle is (simple) one I've ever done.
3. My new office is (far) away from the train station than my old one.
4. Jake got the job because he is (experienced) the other candidates.
5. The people at the back of the room can't hear you. I'm afraid you'll have to speak (loud).
6. Mary has got four sisters and two brothers, but she's (old).
7. Angela has (soft) hair I've ever felt.
8. This is (realistic) video game I've ever played.
9. He played (well) his opponent and won the match.
10. He did (badly) expected and therefore had to sit the exam again.

EXERCISE 3. Change the words in brackets into adverbs and put them into the correct form.

Finally, a new washing powder that gets rid of stains (effective) and leaves your clothes (brilliant) white has been produced. New "All-bright" cleans (powerful) than any other product on the market. It gets the dirt out (quick) and (thorough) than any ordinary powder. Indeed, in no time at all "All-bright" will be selling (good) than any other brand at your supermarket. With a prize-winning formula that has been researched (extensive) by our scientists than any other product, success is guaranteed. With new "All-bright" your money will go (far) than it's ever gone before. So pick up your box of new "All-bright" today!

EXERCISE 4. Choose the correct item.

I'm writing to request farther/further information on the climbing holidays you run. I am most/much interested in climbing, but fear that I will be most/much older than the other participants. Also, I am far/very less fit than I used to be. Nonetheless, I am even/very keener on the sport than ever. So my question is, will there be climbs which are a bit/most easier for older ones like me? In addition, do you do discounts for pensioners? Your holidays are very/even expensive for someone on a low income. I look forward to hearing from you and receiving any/more details.

EXERCISE 5. Fill in with the comparative or superlative degree of the adjective or adverb in brackets. Add any other necessary words.

1. The president's speech was much (long) I thought it would be.
2. Their house is (old) in the village.
3. Joe finds learning Latin (difficult) learning Italian.
4. She was (nervous) she thought she would be late for her ballet exam.

5. The bones they found were from (large) dinosaur ever to live.
6. Can you park the car (close) to the pavement, please?
7. Frank was expected to win the race as he was the (fit) all the runners.
8. If you need any (far) information, call the office from 10am to 2pm.
9. This Saturday I woke up (early) I usually do.
10. I've heard that the supermarket on your street has (good) prices of all.

EXERCISE 6. Fill in the blanks with the correct comparative or superlative degree of the adjectives or adverbs. Pay attention to the grammatical constructions. Add any necessary words.

1. The (old) my husband gets, the (handsome) he becomes.
2. (Few) and (few) people like living in large cities nowadays.
3. Her voice got (quiet) and (quiet) until I couldn't hear her any more.
4. The (soon) we leave, the (soon) we'll get there.
5. The (late) it got, the (worried) we became.
6. Jane is becoming even (independent) as the years go by.
7. Our package holiday wasn't (good) yours.
8. It is (windy) it was last weekend.
9. We should complain to the bakery. This birthday cake is three times (expensive) the one we bought last year.
10. The more books he reads, (interested) in the subject he becomes.

EXERCISE 7. Complete each sentence by choosing the most suitable word or phrase.

1. I really think that apologizing is _____ you can do.
a) not as much as b) a little c) the least d) as far as
2. I can't stand this weather. It's getting _____.
a) more and more b) worse and worse c) coldest and coldest
d) further and further
3. Although Brenda came last, everyone agreed she had _____ her best.
a) done b) made c) had d) got
4. I wish Charles worked as hard as Mary _____.
a) did b) can c) will d) does
5. The more you water this plant, the _____ it will grow.
a) best b) tall c) wetter d) faster
6. From now on, we won't be able to go out as much as we _____.
a) were b) had c) used to d) will
7. I've never owned _____ independent cat as this one!
a) a more than b) such an c) a so d) as much an
8. Brian has been working _____ since he was promoted.
a) much harder b) as harder c) just as hardly d) more hardly

9. I've been feeling _____ tired lately, doctor.
 a) such a b) the most c) more and more d) much
10. This exercise will give you _____ practice.
 a) farther b) much more c) as better d) a lot

EXERCISE 8. Read and translate the following sentences. Single out the parts of the sentences which make their grammatical structure synonymic.

1. Jane is more beautiful than Mary.
 Mary isn't as beautiful as Jane (is).
 Mary is less beautiful than Jane.
2. Can't you buy a cheaper coat than that?
 Is it the cheapest coat you can buy?
3. Joe's got the same number of suits as Ted.
 Ted has got as many suits as Joe.
4. He is the fastest driver of all.
 No one else drives as fast as he does.
 He is faster than any other driver.
 He is a faster driver than any one else.
 He drives faster than any one else.
5. I've never seen such a tall man.
 He is the tallest man I've ever seen.
6. He is a good tennis player.
 He plays tennis well.
7. As he gets older, he becomes more sensible.
 The older he gets, the more sensible he becomes.
8. That dress is similar to this one.
 That dress and this one are alike.
9. Tom is very fatherly to his children.
 Tom behaves in a fatherly way to his children.

EXERCISE 9. Paraphrase the following sentences using the synonymic structures.

1. Spanish and Portuguese are said to be alike.
 Spanish is similar _____
2. I've never eaten such a hot curry.
 It is the hottest _____
3. She is extremely disrespectful to her colleagues.
 She behaves in a _____
4. Sheila is not as talented as her sister.
 Sheila is less _____
5. She was the best prepared of all the candidates.

She was better prepared than _____

6. As prices increase, the cost of living becomes higher.

The more the prices _____

7. She writes very creatively.

She writes more _____

8. George made the same number of mistakes as Peter.

George made as _____

9. It is more expensive to live in London than in Liverpool.

It is not as _____

10. McMahon is the most skilful player in the team.

No one else in the team is as _____

11. The seller wouldn't accept a lower offer.

It was the lowest _____

12. She is the most eccentric person I've ever met.

I've never met _____

13. As she gets richer, she becomes more extravagant.

The richer _____

14. The boss is very friendly to her staff.

The boss behaves _____

15. He speaks German fluently, because he was born in Germany.

He speaks a very fluent _____

EXERCISE 10. Find the word that should not be in the sentence.

1. She is more prettier than her sister.

2. This film is as more exciting than the one we saw last week.

3. This is the more best meal I've had for a long time.

4. As the time went by he became so more and more restless.

5. The more earlier we leave, the sooner we'll get there.

6. We hardly not go anywhere these days.

7. This coat is very cheaper than the one Sue bought.

8. This necklace is twice as more expensive as that one.

9. It sounds as like a fire engine to me.

10. Very most people seem to be in favour of the decision.

11. No other secretary is as much efficient as she is.

12. You should treat people just so as you would like to be treated.

13. She invested the most of her money in shares.

14. This periodical has much interesting articles about wildlife conservation.

15. This play is similar as to his last one.

PRACTICE TEST

I. Put the adjectives in brackets into the comparative or superlative form, adding any necessary words.

Dear Marie,

I'm writing to tell you about Merryville's Country Fair which took place last weekend. It was (big) event of the year! There were far (many) people at the fair than there were last year. People were selling (nice) ornaments and (wonderful) arts and crafts I've ever seen. I bought a beautiful hand-woven rug. It is a bit (big) and much (thick) the old one I have. Luke found an unusual painting and we decided to buy it and hang it in our living room. It looks (good) the old picture we had there.

Although it was getting cold as it got dark, people stayed to listen to the band which was playing (fantastic) dance music I've ever heard. As we watched the band perform, we ate (delicious) toffee-apples I've had in my life!

And guess who this year's winner of (large) pumpkin contest was! My granddad! I hope you'll be in town for next year's fair. I've heard that it's going to be even (good) this year's!

Take care,
Suzanne.

II. Choose the correct marker.

1. Carmen arrived at the office most/a bit earlier than everyone else.
2. The weather isn't becoming any/no better.
3. The director's latest film is even/any more boring than his last one.
4. Using paper products is far/most more environmentally friendly from / than using plastic products.
5. Is their living room any/more different to before?
6. How are you feeling today? – Oh, I'm very/a lot better, thanks.
7. Colin is much/most helpful.
8. Physics is by far/even my least favourite subject at school.
9. He is far/very older than my father.
10. Travelling by plane is a bit/most/very more comfortable than by bus.

III. Choose the possible alternatives out of the suggested.

1. Ann has four children, and they are all quite/rather/fairly/pretty well behaved.
2. That was quite/rather/fairly/pretty an interesting speech Jane gave.
3. Life is quite/rather/fairly/pretty more difficult now than it was in the past.
4. It was quite/rather/fairly/pretty obvious that he was lying.

5. Ken is quite/rather/fairly/pretty a good painter and quite/rather/fairly/pretty imaginative too.

6. The supermarket stocks quite/rather/fairly/pretty a wide variety of imported products but they are quite/rather/fairly/pretty expensive.

7. It is quite/rather/fairly/pretty colder today than it was yesterday.

8. Can we stop for a bit to eat soon? I'm feeling quite/rather/fairly/pretty hungry.

9. The exercise book is quite/rather/fairly/pretty difficult but I'm quite/rather/fairly/pretty sure you can do it.

10. The journey takes quite/rather/fairly/pretty a long time but the ticket is quite/rather/fairly/pretty cheap.

IV. Find the word that should not be in the sentence.

1. The author's latest novel wasn't any more better than his previous one.
2. Your version of the incident is as very confusing as Peter's.
3. This soup tastes like as porridge.
4. They hardly not understood where all their money had gone.
5. I'd sooner than go now.
6. I always feel more safer when I'm wearing a seat-belt.
7. Your behaviour is getting the worse and worse.
8. Their car cost three times as much more as ours.
9. It was the most best offer I could ever have had.
10. Your sofa is much similar to the one in my living room.

V. Paraphrase the sentences using synonymic structures.

1. I spent half as much money as my brother.
My brother spent _____

2. Riding a bike is easier than riding a horse.
Riding a horse is not _____

3. I didn't think it would be so difficult.
It was more _____

4. This building is older than the church.
The church is not _____

5. His job is getting more hectic all the time.
His job is getting more and _____

6. David and I have sent the same number of Christmas cards.
I have sent as _____

7. I would weigh a ton if I ate all you do.
If I ate as _____

8. The post office was nearer than we thought.
The post office was not _____

9. If you work hard, the exam will be easy.
The harder _____
10. The party will be better if many people come.
The more _____

CONTROL TEST ON ADJECTIVES AND ADVERBS

I. Choose the correct item.

- Students who would like _____ information should contact Mr. Barnes.
a) farther b) further c) furthest
- The Claptons live in a _____ house than we do.
a) larger b) large c) largest
- She dyed her hair the same colour _____ I did.
a) than b) like c) as
- The older she gets, _____ mature she becomes.
a) the most b) more c) the more
- She is regarded _____ the best runner in the world.
a) like b) as c) by far
- Tracey is not so _____ as Patricia in making cakes.
a) more skilled b) skilled c) most skilled
- The thieves stole _____ painting from the art gallery.
a) more valuable b) valuable c) the most valuable
- This piece of fabrics is _____ more expensive because it is hand-woven.
a) least b) half c) slightly
- Kevin's injuries were _____ than mine.
a) badly b) worse c) bad
- The bride was wearing the _____ silk gown I've ever seen.
a) lovely b) lovelier c) loveliest

II. Choose the correct item.

- She was asked to work for some time free/freely.
- She spends her time with the children free/freely.
- I arrived late/lately for the concert.
- I haven't seen Joan late/lately.
- You don't have to change trains in Leeds, you can go direct/directly.
- He saw Susan direct/directly ahead.
- She worked really hard/hardly and passed the exam well.
- The telephone line was so bad; I could hard/hardly hear what he was saying.
- He kicked the ball high/highly over the goal.
- Everyone thinks high/highly of her teaching.

III. Complete the sentences using the correct adverb form of the adjective or noun in brackets.

1. He treats his dog _____ (terrible).
2. If the phone doesn't work, you get your money back _____ (automatic).
3. She touched him on the arm _____ (gentle).
4. She turned up at the party _____ (unexpected).
5. It is _____ (probable) too late to catch the train now.
6. The exam was _____ (surprising) easy and everyone passed.
7. "I have a question," she said, raising her hand _____ (shy).
8. She has to take the medicine _____ (hour).
9. There was a _____ (true) beautiful view from the bedroom.
10. The fireman fought _____ (heroic) to put the fire out.

IV. Fill in with one word only which best fits each space.

THE MYSTERY OF STONEHENGE

Stonehenge is a group of very large, tall stones arranged in circles which stand on Salisbury plain in the south of England. They look _____ they've been put there by a race of giants. The stones originally came from south Wales, 240 miles away. They are _____ big and heavy that the transportation of these stones over _____ a distance is incredible. The question is why did they use _____ huge stones and why are there such a _____ of them? It must have been quite _____ nightmare transporting them. Stonehenge is such _____ mystery _____ all kinds of theories have been put _____ to explain it. The stones _____ to have been put there in about 2500 BC and one fairly plausible theory is that they are a religious sign. It is just _____ likely, however, that they were a way _____ studying the sun. It is also believed that the stones may have _____ used in religious ceremonies by druids, but this theory is not _____ popular with scientists as the first two, but it all happened _____ long ago that it is impossible to be sure what Stonehenge means.

V. Paraphrase the given sentences using synonymic structures.

1. I have never met such an elegant woman.
She is _____
2. The family car is more spacious than the sports car.
The sports car is not _____
3. Tina's boots were cheaper than mine.
Tina's boots were less _____
4. Ann is the fastest typist of all.
No one else _____
5. David earns the same amount of money as me.
David earns as _____

6. As she gets older, she becomes more irritable.
The older she gets _____
7. Can't you do any better than that?
Is that _____?
8. Sam is the rudest man in the neighbourhood.
No other man in _____
9. That joke was not as amusing as the other ones.
That joke was the _____
10. The leather jacket costs \$100; the denim one costs \$50.
The denim jacket costs half _____

АУДИРОВАНИЕ

Репозиторий БрГУ

TEXT1**EFFECTIVE COMMUNICATION****Pre-Listening Activity***Discuss the following points.*

- 1) Effective communication is the matter of psychology and linguistics.
- 2) Background knowledge is of vital importance in the interpersonal communication.
- 3) Small group communication can be effective if ...
- 4) We do not always realize what we want other people understand and do.
- 5) We create positive attitude to ourselves through communication.

While-Listening Activity*Fill in the missing words.*

Recognizing ____ can be particularly ____ when we are communicating across cultures. Societies ____ have different ways of going about their ____, related to different ____ about 'rights' and 'mentionables'. It may be taken for granted in one ____ that a visitor could use a host's phone to make a quick ____, while in another it could be seen as an imposition. In one ____ it may be acceptable to ask someone how much they ____, while in another it's absolutely ____

Post-Listening Activity

Answer the questions about the text.

- 1) What does the text say about politeness in communication?
- 2) What is the concept of 'face'?
- 3) What does influence 'positive' face?
- 4) What factors are influential in making 'negative' face?
- 5) What did Goffman point out once?
- 6) Why is this aspect of English particularly relevant to adult learners, especially in business?
- 7) What happens when a linguistic form doesn't match the speaker's intention?

TEXT 2**TEACHING LISTENING****Pre-Listening Activity***Answer the questions.*

- 1) Why is it important to teach listening at school?
- 2) Can this activity be compared with such activities as writing, reading or speaking?
- 3) What is the role of listening in communication?
- 4) What are the main stages in teaching this activity?
- 5) Listening material plays a crucial role in teaching listening, doesn't it?

While-Listening Activity

Innumerate the reasons: a) why listening is important; b) why listening is special; c) why it should be interesting; d) why it should be authentic.

Post-Listening Activity

Answer the questions about the text.

- 1) When do the students better take part in spoken interactions?
- 2) What aspects of language do they absorb while listening?
- 3) What other information do we absorb when listen to speech?
- 4) What does Concordance research tell us?
- 5) How do we punctuate our speech?
- 6) What listening is considered to be the best listening for the students according to the author?
- 7) What are the most important demands to the listening material?

TEXT 3**DIFFERENT KINDS OF LISTENING****Pre-Listening Activity**

Discuss with your partner.

- 1) How phone messages, stories, news broadcasts, poems, soap operas, dialogues, speeches, interviews, radio programmes can be used in teaching listening?
- 2) What are the best ways of checking students' comprehension?
- 3) How often do you teach this activity to your students?
- 4) What is the role of viewing feature films in teaching listening?
- 5) Does quality of listening always depend on quality of equipment?

While-Listening Activity

- 1) Innumerate the materials available for teaching listening mentioned by the author.
- 2) Describe all types of listening activity the author suggests.

Post-Listening Activity

Answer the questions about the text.

- 1) What do we ask students to do after listening to phone messages?
- 2) What is the task for listening to poetry?
- 3) What is the function of tasks that students receive after listening?
- 4) Why should the tasks be appropriate?
- 5) Why should the first task for the first time the students listen to the tape be different from the exercises for the second listening?

- 6) What should students be asked at a later stage of listening?
- 7) How can lyrics of popular pop songs be exploited?

TEXT 4

THE BEST MEDICINE

Pre-Listening Activity

Answer the questions.

- 1) What types of humour are known to you?
- 2) What are the sources for anecdotes and jokes?
- 3) Do you know any difference between American and British humour?
- 4) What aspects of language can be taught using humour?
- 5) What is the place of humour in the classroom?

While-Listening Activity

Fill in the gaps.

Many English corny ____ depend for their effect on ____, homonyms and ____.
This is good ____ to teach students two words for the price of one. One must remember that English native speakers know that these jokes are not uproariously ____.
Often the expected response is a ____ rather than a laugh. When you or students tell a joke, make sure it gets a suitable ____.
The audience can laugh or groan, but they must ____!

Post-Listening Activity

Post-Listening Activity

Answer the questions about the text.

- 1) How can humour contribute to the learning process?
- 2) What does Krashen's concept imply?
- 3) Who has some evidence that humour is literally good for you?
- 4) How can humour help to the teacher in the classroom?
- 5) Why does the author believe that the ability to tell a joke effectively is a valuable skill?
- 6) What kinds of text are memorized best of all?
- 7) In what way do different techniques integrate jokes into a basic communicative framework?

TEXT 5**AND DON'T FORGET TO SWITCH OFF****Pre-Listening Activity**

Discuss the following points with your partner.

- 1) Problems newly qualified teachers face in their practical activity.
- 2) The profession of a teacher is a highly demanding job.
- 3) Teachers are viewed as a walking encyclopedia, aren't they?
- 4) Possible professional deformation in teaching career.
- 5) Teaching involves all your spare time.

While-Listening Activity

Complete the sentences with your own words.

- 1) A major problem with teaching is the difficulty ...
- 2) Being unable to stop thinking as a teacher is ...
- 3) Being a teacher can also leave you open to criticism ...
- 4) Before you know where you are you have a collection of ...
- 5) Teachers are seen as walking encyclopedias who never make mistakes ...
- 6) The work involves hours spent at home ...
- 7) Teaching is a physically and mentally demanding profession that ...

Post-Listening Activity

Answer the questions about the text.

- 1) What do primary students think of their teachers?
- 2) Are they far from the truth?
- 3) Why do primary school teachers very often have a collection of everything that might be useful?
- 4) What was the author's reaction to the criticism in the pub?
- 5) Why do many people view teachers as those who never make mistakes and could win in any quiz without any trouble?
- 6) Why isn't primary school teaching a job from 9 am to 3.30 pm with plenty of holidays?
- 7) What can relieve the tension?

TEXT 6**GETTING STARTED WITH LEARNER-CENTRED TEACHING****Pre-Listening Activity**

Agree or disagree with following statements.

- 1) Learners should be actively involved in their own learning process.

2) The extent to which it is possible for learners to be autonomous depends on context and the individual learner.

3) Learners should contribute to all aspects of planning, implementation and evaluation.

4) Learners should be involved in decision – making about the content of the curriculum and how it is taught.

5) Negotiations involve not only big ticket items, but many more modest items.

While-Listening Activity

Fill in the introductory phrases while listening to the text.

1) ____, most definitions contain within them the idea that learners should be actively involved in their own learning processes.

2) ____, ultimately all learners have to do learning for themselves.

3) ____, the key difference between learner-centered and traditional curriculum development is that, in the former, the curriculum is a collaborative effort between teachers and learners, with learners involved in decision – making about the content of the curriculum and how it is taught.

4) ____, it places the burden for all aspects of curriculum development on the teacher.

5) ____, I have worked in contexts in which it has been feasible to negotiate with learners at all stages of the learning process.

Post-Listening Activity

Answer the questions about the text.

1) What does the term ‘learner-centeredness’ presuppose?

2) What is the role of learners in a comprehensive learner-centered curriculum?

3) What is their role in a traditional curriculum?

4) What practical implication does the change in orientation have?

5) What issues were negotiated with the students during the semester?

6) Which of them were of primary importance?

7) How did the author develop students’ self-awareness as learners?

TEXT 7

COPING WITH NEGATIVE FEEDBACK

Pre-Listening Activity

Discuss the following points.

1) Feedback, its types and functions in communication.

2) Feedback, its types and functions in psychology.

- 3) Feedback, its types and functions in teaching?
- 4) What role does it play in the everyday life?
- 5) Should people be taught how to cope with negative feedback?

While-Listening Activity

Put the sentences in correct order.

- 1) We probably all want to be loved by all the people all the time, but this is hardly a realistic ambition!
- 2) Our world is becoming more and more market-oriented as the emphasis is put on to the need to serve customers.
- 3) We can deal with feedback in either a functional (ie we put the feedback into perspective and learn from it) or a dysfunctional way (ie we overreact and/or fail to learn from it).
- 4) If one person has been less than happy with what we've done, it may only take a very small shift of emphasis or behavior to avoid the same problem occurring in the future.
- 5) In the USA the customer is king. In Japan the customer is God.

Post-Listening Activity

Answer the questions about the text. Discuss the answers with your partner.

- 1) Are the people attending language courses students – or are they customers?
- 2) What you actually do when you receive feedback from students?
- 3) Which do you feel are functional, appropriate ways of responding to feedback (i.e. which do you think you should do)?
- 4) Which aspects of your teaching would you change or improve?
- 5) Do you think students' evaluation is very important in your job?
- 6) Why is it quite common for teachers to worry the whole time during the course?
- 7) Can you imagine what your students feel when they receive feedback from you?

TEXT 8

NATIVE SPEAKERS GET IT WRONG (part 1)

Pre-Listening Activity

Develop the idea.

- 1) Adult native-speakers of English can break the grammar rules because ...
- 2) Only sharp-eared students can come up with their questions to you because ...

3) We usually explain their mistakes as slang or dialect – not suitable for foreign learners because ...

4) There are many different types, and degrees of native-speaker divergence from 'correct' usage because ...

5) We correct students' mistakes according to the norm because ...

While-Listening Activity

Complete the sentences with your own words.

1) When native speakers break one of the rules you teach to students, we usually say

2) Native speakers often can't explain

3) There are many different types, and degrees, of native speaker divergence from 'correct' usage, such as ...

4) Tiredness or lack of attention can lead to ...

5) Speakers may consciously use a variant form to ...

6) When we carry the discourse in our heads, it may lead to ...

7) When we simplify some forms in communication, it is called ...

Post-Listening Activity

Answer the questions about the text.

1) What do we do to dismiss the examples of authentic English which contravene our regulations?

2) Why are native-speakers on shaky ground when they classify other native-speakers' English?

3) What are the common reasons for slips of the tongue?

4) Why do speakers sometimes consciously use a variant form of English?

5) What can happen when having started an utterance, we carry on the discourse in our heads, without expressing all the links?

6) What is meant by "economy of effort"?

7) How is it expressed on phonetic level?

TEXT 9

NATIVE SPEAKERS GET IT WRONG (part II)

Pre-Listening Activity

Agree or disagree with the following statements.

1) Semantic analysis shows that many so-called 'exceptions' to rules are in fact much more regular than some grammar books point out.

2) One rich, but in some ways limited, social dialect of English is generally regarded as the model for foreign learners.

- 3) It is increasingly easy to hear a non-standard or informal variety of the English language.
- 4) People may misuse a term when they speak about the unfamiliar area.
- 5) People can make mistakes because no language stays still.

While-Listening Activity

Complete the sentences with your own words.

- 1) In the situation when it is the pedagogical rule, not the language, which requires correction, we speak of ...
- 2) We speak about 'different varieties of the language' when ...
- 3) When native speakers misuse a term, we think that it can be connected with
- 4) Language change include changes in such spheres as ...
- 5) Some changes seem to result from rather mysterious ...
- 6) Students of the classics are fighting a losing battle when they insist ...
- 7) The language variety which dominates British media is ...

Post-Listening Activity

Answer the questions about the text.

- 1) What is simply not always true about question tags', present perfect progressive or the usage of *will* or *would* in an *if*-clause?
- 2) How can the social dialect of English be described to European learners?
- 3) What variety of English language dominates the British media?
- 4) Why are a great number of words replaced by words which overlap them phonetically and semantically?
- 5) Can individuals influence usage of the language?
- 6) What language problems can be connected with misusing apostrophes?
- 7) Why is it believed that the media widen more 'erroneous' forms when they broadcast?
- 8) How fast are lexical, phonological and grammatical changes in the language?

TEXT 10

COMPUTER-ASSISTED LANGUAGE LEARNING

Pre-Listening Activity

Discuss the following points.

- 1) The role of computers in the classroom.
- 2) Using computers in teaching listening, reading, writing and speaking.
- 3) Positive and negative influence of computers on the language learners.
- 4) Computers versus books.
- 5) Motion picture as the way of developing students' imagination.

While-Listening Activity

Complete the following sayings.

1) Thomas Edison: "It is possible to teach every branch of human knowledge with ____."

2) Christopher Evans: "The book has been such a long-loved and useful ____ to mankind that one should not speak lightly of its decline and ultimate _____. Nevertheless there are a number of reasons why this is imminent. Books and computers have one thing in common – they are both devices for ____ – and on at least three parameters the computer is so vastly superior to the book as to defy comparison."

3) Irene Dutra: "For both teacher and student, the computer can be simultaneously ____ and ____, ____ yet rewarding."

Post-Listening Activity

Answer the questions about the text.

- 1) Why are teachers still confused about the role of computers in education?
- 2) What is the influence of a computer revolution on the process of learning?
- 3) What is the role of educators in this process?
- 4) Why did Thomas Edison believe that American school system would be completely changed in ten years?
- 5) How have been our lives affected by the media such as radio and television?
- 6) What are the devices for storing information mentioned in the text?
- 7) What are the advantages of word processing in teaching writing?

TEXT 11**PITFALLS OF INEXPERIENCED TEACHERS (part 1)****Pre-Listening Activity**

Develop the idea.

- 1) It is not easy to go into the classroom for the first time because ...
- 2) A class is filled with demanding students who ...
- 3) Years of training can't give you the knowledge of how to behave in the classroom because ...
- 4) Training Courses are unable to train teachers to avoid some common mistakes because ...
- 5) Teachers make common mistakes because of ...

While-Listening Activity*Fill in the missing words.*

Going into the ____ for the first time is an overwhelming and nerve-racking ____ that can leave some teachers in _____. Teaching is such a hard and complex professional ____ that even those that have gone through extensive training ____ are never quite ready for what is ____ of them – a class filled with demanding ____ with ‘great expectations’ coming from different ____, supporters of different points of ____ with different needs and _____.

Post-Listening Activity*Answer the questions about the text.*

- 1) What is the common mistake of the teachers who believe that they have to be the ‘know-it-all’?
- 2) How this mistake can be corrected?
- 3) Why do some teachers follow the book religiously?
- 4) Why do they believe that the book is their savior?
- 5) What priority must teachers keep in mind?
- 6) Why do teachers always think that they become the authority as soon as they walk into a class?
- 7) What is their genuine role in the class?
- 8) Why is it important to talk to the students?

TEXT 12**PITFALLS OF INEXPERIENCED TEACHERS (part II)****Pre-Listening Activity***Give your reasons to the following statements.*

- 1) People get anxious when they don’t know what they are getting into.
- 2) Telling the students about the objectives of the course can help lower students’ anxiety.
- 3) Detailed plans are absolutely necessary for everyday classes.
- 4) Offering students different activities during the class is a key to success.
- 5) Directing classes to stronger learners is a trap because it is misleading.

While-Listening Activity*Match the tips with the pitfalls.*

Pitfall #4, Pitfall #5, Pitfall #6, Pitfall #7

- a) Make a point of covering the whole room with your eyes and checking for general comprehension.
- b) On the first day of class, tell your students what the objective of the course is.

c) When preparing, you should calculate how long you will take to do each activity.

d) Always prepare to offer students different activities – a little bit of listening, a little bit of grammar, a little bit of reading, a little bit of writing, a lot of speaking

Post-Listening Activity

Answer the questions about the text.

- 1) Why is it so important to tell the students about the objectives of the specific level you teaching?
- 2) Why should teachers calculate how long it takes to do each activity?
- 3) Why is it a good idea to talk someone through your plan?
- 4) Which particular points should be obligatory discussed?
- 5) What activities are recommended to offer to the students during one lesson?
- 6) How many different tasks should be offered to the students during a two-hour class?
- 7) What activities can be offered to your students when you have to cover a long vocabulary lesson?

TEXT 13

FILM CIRCLES: SCAFFOLDING SPEAKING FOR ENGLISH FOREIGN LANGUAGE STUDENTS

Pre-Listening Activity

Agree or disagree with the following statements.

- 1) Teachers always face a hoist of challenges.
- 2) Traditional teaching mostly is focused on grammar translation and receptive skills.
- 3) Communicative teaching is aimed at well-rounded communication skills.
- 4) English foreign language teachers learn English in a traditional context that emphasized memorization and grammar.
- 5) Four years of studying pedagogy is enough to become very knowledgeable about current communicative teaching methods.

While-Listening Activity

Put the sentences in correct order.

- 1) In a large class, it is hard for the teacher to attend to every student's needs.
- 2) Each student in the group has to analyze a film from a different perspective and present conclusions.

3) Many new English foreign language teachers learned English in a traditional context that emphasized memorization and grammar, but after four years of studying pedagogy, they have become very knowledgeable about current communicative teaching methods.

4) In addition, students with different levels of English in a multilevel classroom can benefit by working with their classmates.

5) The project targeted students at basic proficiency levels and carried out the research in the individual teaching practice context.

Post-Listening Activity

Answer the questions about the text.

- 1) What do teachers usually wonder when they enter the profession?
- 2) What kind of research project was undertaken?
- 3) What was its aim?
- 4) How many students were involved in a Film Circle?
- 5) What roles were they assigned to perform?
- 6) How were students' motivation and critical thinking activated?
- 7) What is the common reason for students' unwillingness to express their points of view actively in class?

TEXT 14

FEAR AND THE CLASSROOM

Pre-Listening Activity

Answer the questions and discuss the answers with your partner.

- 1) Do you think all the teachers have their fears of the classroom?
- 2) What is the usual reaction of those who feel nervous?
- 3) How can nervousness be expressed physically?
- 4) Should you suppress your feelings in all the situations?
- 5) What can you recommend to do in order to cope with your feelings?

While-Listening Activity

1. Give your answers to the questions at the beginning of the text.
2. Innumerate the common fears of the teachers which are mentioned in the text. Divide them into two columns. Column A includes the fears which are widely known among the teachers. Column B includes those which have appeared recently.

Post-Listening Activity

Answer the questions about the text.

- 1) What questions did the author decide to discuss with colleagues in an in-service workshop?
- 2) What did the author think about more productive ways of coping with feelings?
- 3) Why was a guided visualization necessary for the members of the workshop?
- 4) Which more general personal fears were discussed during the workshop?
- 5) Why did a new list emerge?
- 6) Why was it important to talk about how teachers' nerves affected their classes?
- 7) What did the author mean by saying that "nerves are best addressed rather than suppressed"?

TEXT 15

CURIOSITY and COMPREHENSION

Pre-Listening Activity

Answer the questions and discuss the answers with your partner.

- 1) Can you give explanation to the title of the text? Is it connected with teaching or learning process?
- 2) What do you know about William Shakespeare's plays presentation at school?
- 3) Is *Macbeth* included into the school program?
- 4) Which of his plays would you recommend for detailed analysis in the classroom?
- 5) Can Shakespeare be introduced to the young learners or is it better to introduce his literary heritage to the senior students?

While-Listening Activity

Listen to the text and insert the missing words.

- 1) Having myself seen and ____ the play for the ____ ____ at an early age and been ____ ____ by the story and the ____, I decided to ____ first on the action and ____, and so far as possible let the ____ take care of itself.
- 2) After this, I went through the ____ again, explaining those language ____ that might ____ essential ____, and then I read the scene straight through once more.
- 3) I discovered to my great ____ that the class had taken the ____ home and finished it for ____.

4) We went ____ and finished the play, working ____ but now more ____, and went on to discuss and reread parts of the play with special ____ to the characters, ____, themes, ____, and blood.

5) Normally they should ____ what they can ____ without excessive difficulty.

Post-Listening Activity

Discuss with your partner the following points:

1. Methods of teaching common for the literary classroom.
2. Computer presentations as one of the ways to study classic literature.
3. Students' motivation: how to keep it in the process of learning.
4. Humans' curiosity and its role in coping with the subject.
5. Methods of stimulating curiosity and comprehension.
6. The approach which is called a 'pedestrian approach' in teaching.
7. Techniques of presentation Shakespeare in the classroom.

TAPESCRIPTS

Репозиторий БрГУ

EFFECTIVE COMMUNICATION

Do we say what we mean or mean what we say?

Isn't it funny how we don't say what we mean? Take the question, *Is that your jacket on the floor?* Why do I say that when I know perfectly well that it's my son's jacket? How can we talk seeming "nonsense" like this and still manage to get things done? In fact we often *need* to say things like this in order to get things done. Studies in pragmatics and sociolinguistics have shed some interesting light in this area.

If I say *Those biscuits look nice*, I probably mean I want one, but I am too polite to ask for one. Politeness is essential for good relationships, and so is the concept of "face". Goffman pointed out that face works in two ways: we want the approval of others (positive face), and we want to be able to do what we want without other people impeding us (negative face). Criticism, complaint and disapproval all threaten a hearer's positive face, while requests, offers and compliments threaten their negative face. The simple act of inviting a colleague for a game of golf in some way puts pressure on them. If they refuse, they could offend; if they accept, they could incur a debt. Seen in these terms, virtually all human communication is potentially threatening to face.

This aspect of English is particularly relevant to adult learners. Especially in business, and lends an interesting slant to "grammar" lessons. Social distance and relative power both affect the words we choose, along with the degree to which what we are saying is an imposition in the culture. I have a hunch that when our business English clients ask us for "social English", it's often work in this area that they are actually asking for (which, in itself, is an example of what I am talking about). They want to know what people really mean by what they say.

It can cause havoc when people mistake the force of a linguistic form. A colleague asked a business student to prepare some graphs for homework. The next week, the student announced *I am not prepared to show you my graphs*. She was somewhat offended and wondered if she'd unwittingly asked for confidential information, until she realized that he meant he hadn't had time to prepare. When a linguistic form doesn't match the speaker's intention, confusion ensues. We have to teach the pragmatic force along with the words.

Recognizing intentions can be particularly tricky when we are communicating across cultures. Societies frequently have different ways of going about their business, related to different beliefs about 'rights' and 'mentionables'. It may be taken for granted in one culture that a visitor could use a host's phone to make a quick call, while in another it could be seen as an imposition. In one culture it may be acceptable to ask someone how much they earn, while in another it's absolutely taboo.

This raises interesting questions when we consider which variety of English we should be teaching. There may be cultural differences, too. Climbing in-

to New York taxi, I asked, *Could you possibly take us to Greenwich Village?* My American friend pointed out the absurdity of this saying. But of course he could. Otherwise we wouldn't be getting into the cab. On the other hand I was surprised to hear my friend greeting unknown cab driver with *How are you doing?* Why did he want to know?

Vicki Holett

TEACHING LISTENING

Why is listening important?

Helping students to improve their listening to spoken English is a vital part of the teacher's job. The better students understand what they hear, the better they will take part in spoken interactions. Listening is also important skill in its own right.

But listening is also important because, as they listen, students will be absorbing the language they hear, the rhythms, the intonation, the word order and grammatical patterns. Providing them with listening material on tape and video will help the acquisition of the language in many ways.

Listening is special because it is the major opportunity for students to experience and focus on spoken English – which is significantly different from written English. For a start, as speakers, we often repeat ourselves. This redundancy is natural to spoken discourse, not necessarily a sign of premature senility. When we listen to speech we get information about the speakers' mood, their attitude and, through stress and intonation, what they consider to be the most central parts of what they are saying – in contrast to the information they think less important or which they think their listeners already know.

In speech we frequently use language and constructions which would be considered wrong if they occurred in a piece of written prose. We miss out words and whole phrases saying, 'Got a light?' instead of 'Have you got a light?' or 'Sugar?' instead of 'Would you like some sugar?' for example. We have a number of different expressions such as (in British English) 'mmmmm', 'you know', 'know what I mean?', etc. with which we punctuate our speech. Concordance research tells us that we use vocabulary differently in speech and writing, and conversation is frequently far more informal than writing, incorporating sayings or colloquialisms.

Of course, not all speech is quite like this. Where it is more formal and organized – in speeches and talks – many of these phenomena will not be present in the same way or quantity. The best listening the students do is listening to the teacher! Not the day-to-day exchanges of a classroom a considerable amount of natural spoken English is used for the communication of ideas and instruction.

Most other listening material comes on audio tapes and video disks. We would expect such material to have a number of characteristics. Firstly it should be interesting in content so that the students can be engaged by it. Secondly it should be at a level where students have a good chance of understanding, and thirdly it should not be simplified so much in its delivery that it is completely unlike real language. Indeed, some people think that the only good listening material is 'authentic' material – by which they mean anything which has not been recorded especially for student use.

Jeremy Harmer

DIFFERENT KINDS OF LISTENING

Among the many kinds of listening passages which teachers and textbooks offer students, we can find phone messages, stories, real or simulated news broadcasts, poems, soap operas, dialogues, speeches, interviews, radio programmes and many more.

As with reading, it is important to match the task we give students with the listening extract they hear. To test comprehension, we could use 'yes/no' questions for every listening activity, of course, but it is preferable to vary the tasks so that students are doing something appropriate. If they listen to phone messages we might ask them to fill in phone-message forms.

For poetry the first task might simply be to say which poem, out of three, they most liked on first hearing. This might then lead to some phonological observations of such things as alliteration and onomatopoeia, which make poetry enjoyable to listen to.

There are many types of listening extract and possible tasks. The tasks should be appropriate, help students to understand what they hear, direct them to listen for a purpose, and exploit the best phonological features of the extract. In general, the first task for the first time the students listen to the tape should be more general and less taxing than the exercises for the second or third times they listen.

At a later stage students may be asked to listen for the speaker's attitude, often shown in emphases and tone of voice. The text structure, or what the speaker considers central or parenthetical, might be indicated in the rise and fall of the voice and students may be asked to notice this.

One other kind of listening needs mentioning here, namely music. This can be used in straightforward ways – students listen to pop songs and fill in the lyrics or put the verses in the correct order. Alternatively, wordless music can be exploited for itself, establishing a classroom mood or providing aural stimulus for creative writing.

More than for any other classroom procedure the teacher's handling of listening material is absolutely critical if the listening tasks are to succeed. First of

all, teachers need to check that the quality of the tape and the tape recorder they use are adequate for the students to be able to hear well.

It is essential that the teacher provides an informative lead-in for a listening exercise to arouse interest. This may take the form of discussing the topic the students are going to hear or interviews the teacher can give students the interviewer's questions and ask them to predict what the person to be interviewed will say. If the listening material is on video this stage could be facilitated by watching the sequence without sound. Prediction is an extremely important stage. It allows students to get interested in the topic and predict the kind of vocabulary they are likely to hear. It means, above all, that they are not approaching the task 'cold'.

When the students listen to the tape for the first time, the teacher will play it again so that they can work on more detailed comprehension. Sometimes they can have quite a lot of difficulty, in which case the teacher can play parts again, pausing at various points so that students can focus on particular piece of information or language. In some extreme situations the students may continue to have difficulty and it will then be the teacher's decision how long to go on.

Jeremy Harmer

THE BEST MEDICINE

Humour in class can be justified on the basis of common sense. If people are smiling or laughing they probably feel relaxed and this must make for better learning. If you need to justify using jokes in class though you can refer to Krashen's concept of the effective filter and the importance of lowering one's defences before learning can take place. The number of Laughter Institutes and Humour or Hilarity Therapies on offer in the United States suggest that there is some evidence that humour is literally good for you. Apparently it helps reduce barriers, increase networking potential, inspire positive attitudes, build positive relationships, refresh the mind after 'serious' activity, and release stress. What more could you ask?

It is difficult to pin down what makes a good language teacher, but one quality which seems to be mentioned by students again and again is a good sense of humour. Harmer expresses this as a sense of 'fun', and Moscovitz as 'making jokes' and encouraging 'laughter in class'.

Now both 'humour' and 'fun' are open to a variety of interpretations and will mean different things in, say, adult as opposed to children's classes. I do not believe good teacher need to be stand-up comedian, but I do think that the ability to tell a joke (or a story) effectively is a valuable skill which any teacher may well wish to have in his or her repertoire.

Jokes can be justified on the basis of memorability alone. There are certain kinds of text that are by definition ‘memorable’. Short jokes, proverbs, rhymes and quotations are part of our collective memory and will often come to our lips automatically given a suitable prompt.

They are not meaningless fragments of language of the kind we often find in textbooks, and par excellence, in examinations. Experts on memory stress the importance of imposing meaning onto random items if they are to be made.

Many English corny jokes depend for their effect on puns, homonyms and homophones. This is good opportunity to teach students two words for the price of one. One must remember that English native speakers know that these jokes are not uproariously funny. Often the expected response is a groan rather than a laugh. When you or students tell a joke, make sure it gets a suitable response. The audience can laugh or groan, but they must react! Just as TV comedians often have someone who warms up the audience before they begin their act, it might be your job to get the class responding before you ask students to stand up to present their jokes.

After the information gap and opinion gap, it’s time for the ‘laughter’ gap. Different techniques integrate jokes into a basic communicative framework. The use of jokes does not solve all our lesson-planning problems and certainly does not replace regular work with textbooks. What these memorable chunks of language can do is act as a catalyst: we may use them as warm-ups to get the lesson off to a good start, or in the middle of the lesson to lift a flagging textbook, or to end a lesson on a high note. The positive atmosphere they create often has a knock-on effect for the whole course.

Luke Prodromou

AND DON’T FORGET TO SWITCH OFF

It’s important to learn to take the job seriously without letting it dominate your life.

When I was at primary school I used to think my teacher had no other existence outside the classroom and slept in the stockroom. Now I am a primary school teacher I can see that, with increasing workloads, I was not too far from the mark. The pressure and stresses on teachers, and newly qualified teachers in particular, are high and it is important to learn to take the job seriously without it dominating your life.

A major problem with teaching is the difficulty with switching off from the job. Everything seems connected with work. A picture in a magazine, for example, could be used as a stimulus for a piece of creative writing. Cardboard boxes, instead of being thrown out, could be saved and used for craft work, old yogurt pots are kept as they may come in handy for something. Before you

know where you are you have a collection of old buttons, beads, plastic containers and anything else that might be useful so that your home becomes not just an extension of school but more like a scene from *Steptoe and Son*.

Being unable to stop thinking as a teacher is also a problem. I was in a pub once and someone suggested that I was taking my work far too seriously and that I was increasingly treating friends as primary school children. I told him not to be so ridiculous and that he must stand in the corner with his hands on his head until he could be more sensible. He did have a point, I suppose. Being a teacher can also leave you open to criticism from others, again making it difficult to relax and forget about work. Teachers can have a 'more educated than them' image.

They are seen as walking encyclopedias who never make mistakes and could win in any quiz without any trouble. You can end up a sitting target for any mistake you may make, be it a spelling or grammatical error, a slip adding up, a darts score, or the fact that you don't know who was Foreign Secretary during the Crimean War. The response is usually along the lines of '... and you are a teacher?'

We cannot, of course, be expected to know everything but it's soon brought to our attention if we don't. Primary school teaching is not just a job from 9 am to 3.30 pm with plenty of holidays. The work involves hours spent at home writing schemes of work, planning lessons, building up resources, making work cards, putting up displays, writing up assessments and record-keeping. Teaching is a physically and mentally demanding profession that remains immensely rewarding. Teachers are under stress both inside and outside the classroom. A sense of humour is an essential ingredient to relieve the tension that many face. Without it, not only does the quality of teaching deteriorate but so too does the quality of life.

Trevor Patterson

GETTING STARTED WITH LEARNER-CENTRED TEACHING

The term 'learner-centeredness' has been defined as many ways as there are people who subscribe to the notion. However, most definitions contain within them the idea that learners should be actively involved in their own learning processes. The extent to which it is possible or desirable for learners to be autonomous will depend on context and the individual learner. However, ultimately all learners have to do learning for themselves.

In a comprehensive learner-centered curriculum, learners will contribute to all aspects of planning, implementation and evaluation. Planning: learners will be consulted on what they want to learn and methods of learning. Extensive needs analysis will facilitate this process, and learners will be involved in setting

monitoring and modifying the goals and objectives of the programme. Implementation: they will be involved in modifying and creating their own learning tasks and language data. Evaluation: Learners will monitor and assess their own progress, and will play an active part in evaluating and modifying what is taught during the course.

These three stages are seen in traditional curriculum development. However, the key difference between learner-centered and traditional curriculum development is that, in the former, the curriculum is a collaborative effort between teachers and learners, with learners involved in decision – making about the content of the curriculum and how it is taught. The change in orientation has major practical implication for the entire curriculum, since a negotiated curriculum cannot be introduced and managed in the same way as one which is prescribed by the teacher or teaching institution. In particular, it places the burden for all aspects of curriculum development on the teacher.

On a number of occasions, I have worked in contexts in which it has been feasible to negotiate with learners at all stages of the learning process. In most situations, however, it is at the stage of curriculum implementation that negotiation is a reality.

It is simply not the case that learning is either negotiated or mandated. Negotiations involve not only big ticket items, but many more modest items. In a single week with a class I am teaching at the moment, I was involved in negotiating with the students over the following issues and others:

- Whether to work in groups or pairs for a particular task;
- Whether to do the reading task before the listening task or vice versa;
- Who should operate the cassette recorder;
- Whether the visit to the self-access centre should happen today or tomorrow;
- How long a series of group reports should last;
- Whether a particular writing task should be done in or out of class.

During the semester, I develop students' self-awareness as learners by involving them in goal-setting exercises, sensitising them to the strategies that work best for them, and developing their self-monitoring skills through a range of self-checking exercises.

David Nunan

COPING WITH NEGATIVE FEEDBACK

In the USA the customer is king. In Japan the customer is God. Our world is becoming more and more market-oriented as the emphasis is put on to the need to serve customers. Nowadays this is true not only in business, but also in education. Are the people attending language courses students – or are they customers? Both, presumably, but whatever they are, they are having a bigger and

bigger say in what and how they study, and they are constantly being asked to evaluate all aspects of their course, including us, their teachers.

I don't wish to criticize this empowerment of students/clients. It's clearly good that they are actively involved in the learning process. But it must be said that the unrelenting evaluation that teachers are subjected to can easily leave a mark. It's quite common for teachers to worry the whole time during the course about what kind of evaluation they'll get after the course. And when the evaluations come in, it seems as if human nature dictates that we skip through all the positive comments but dwell regretfully (or resentfully) on the negative.

We can deal with feedback in either a functional (i.e. we put the feedback into perspective and learn from it) or a dysfunctional way (i.e. we overreact and/or fail to learn from it). Which do you do? Which of the statements most reflect what you actually do when you receive feedback from students? Which do you feel are functional, appropriate ways of responding to feedback (i.e. which do you think you should do)?

We probably all want to be loved by all the people all the time, but this is hardly a realistic ambition! It's important to be aware of one's strengths and weaknesses and students' evaluation can be very useful source of information for us. If one person has been less than happy with what we've done, it may only take a very small shift of emphasis or behavior to avoid the same problem occurring in the future. It's too important to think carefully and on a regular basis about your teaching and which aspects you can change or improve (very few of us are already perfect). Ultimately, perhaps, just as the best mother these days is considered to be the unneurotic 'good enough mother', the best teacher these days could be considered to be the unneurotic 'good enough teacher'. That's good enough for me.

PS Thinking about my own reaction to feedback has certainly made me more aware of how my students (sorry, clients) might feel when they receive feedback from me.

Paul Bress

NATIVE SPEAKERS GET IT WRONG

(part 1)

You don't have to keep your ears open for long to hear an adult native-speaker of English break one of the rules you teach to your students. And sharp-eared students could easily come up with awkward questions: "Why can't I use well for very? My English friend does it all the time." "You said I can't use less with countable nouns, but yesterday on the BBC news I heard..."

Of course we do have vague but handy labels which we use to dismiss those examples of authentic English which contravene our regulations. "That's slang", we

can say or “that must be dialect – not suitable for foreign learners”. But, quite apart from the fact that our over-easy use of such terms is often suspect from a strict linguist’s point of view, they don’t always meet the case. Educated, mature speakers in neutral social situations very frequently come up with surprises. Non-native speaker teachers may be nonplussed. And native-speakers are often on shaky theoretical ground when they classify other native-speakers’ English as ‘wrong’. There are many different types, and degrees of native-speaker divergence from ‘correct’ usage. Here are a list of categories o start with.

1. **‘Slip of the tongue’ (or pen).** Tiredness or lack of attention (perhaps at the subconscious level of the ‘Freudian slip’) can lead to mis-processing a word or phrase. Common results are transpositions and spoonerisms, e.g. *His father’s sop shold shoots and boos* (for ‘shop sold shoes and boots’); or phonetically-similar substitutions: *It was the peach* (for peak) *of perfection*. Usually, speakers are aware of the slips, and may correct themselves.

2. **Creation of effect.** Speakers may consciously use a variant form to attract attention, or to conjure up a stereotype which they assume listeners will recognize. Standard speakers sometimes lapse into what they fondly hope is regional dialect, using phrases like *ain’t gone none*, *ee by gum* and *the wee small hours*. The verb in *Who’s personning the desk at reception?* Is an ironical allusion to the ‘politically correct’ distaste for *man* as a noun in unisex contexts.

3. **Grammatical ‘mental leaps’.** Sometimes, having started an utterance, we carry on the discourse in our heads, without expressing all the links. What we say then seems ungrammatical on the surface as we trust our listeners to follow our train of thought. Thus *We’ve discussed that at the meeting yesterday* could well be a pragmatic abbreviation of *We’ve discussed that: we discussed it at the meeting yesterday*.

4. **Economy of effort.** Sometimes the language does not permit communication by the shortest effective route, and speakers take the law into their own hands. Some consonant clusters tend to be simplified, for instance *sikth* for *sixth* and *twelfth* for *twelfth*. Grammar can be affected too. English does not (yet) officially permit the common ‘protopical’ *that* construction as heard in ‘*This is something that there should be someone in the office who knows about it*’, but there is no other elegant or economical way to express precisely that thought.

NATIVE SPEAKERS GET IT WRONG

(part 2)

5. **Defective classroom rules.** Often it is the pedagogical rule, not the language, which requires correction. It is simply not always true, for example, that in English ‘positive sentences must have negative question tags’, or that ‘the present perfect progressive describes an action continuing into the future’ or that

‘you can’ use *will* or *would* in an *if*-clause’ or that ‘*some* is used for positive sentences and *any* for negatives and questions’. These are superficial rules-of-thumb, and a more sensitive semantic analysis shows that many so-called ‘exceptions’ to rules are in fact much more regular than some grammar books would have you believe.

6. ***Different varieties of the language***. For both practical and socio-political reasons, one rich, but in some ways limited, social dialect of English is generally regarded as the model for foreign learners. For European learners, it might roughly be described as ‘the neutral-to-formal language of adult, middle-class, south-east English people’, that is, of an influential minority of the native-speaker population. This variety dominates the British media, but not nearly as much as it once did. It is increasingly easy to hear a non-standard or informal variety of the language. Opinions may vary about its social appropriacy: but it is not ‘wrong’ in any absolute, linguistic sense.

7. ***Ignorance***. Any language as widespread as English is too vast to be mastered by any individual native-speaker and people venturing into an unfamiliar field or style may misuse a term. Even some fairly unspecialized ‘bookish’ words seem susceptible to replacement by words which overlap them phonetically and semantically. ‘Educated’ speakers can be found using *mitigate* for *militate*, *reticent* for *reluctant*, *decimate* for *destroy*, *flaunt* for *float*, and so on. Students of the classics are fighting a losing battle when they insist that *media*, *data*, *phenomena*, *criteria* and *strata* are plural only. And as for apostrophe’s! As access to the media themselves (itself?) widens more ‘erroneous’ forms are broadcast widely, and some even catch on, eventually displacing the ‘correct’ form.

8. ***Language change***. No language stays still. Lexical innovation and change can be rapid. A phonological change can become established over a generation or so. Grammatical change takes longer, but proceeds inexorably. Who now would guess that such a normal feature of English as passive progressive was detested by 18th and 19th century purists as an ungainly innovation? And that is merely one example of the growing role of the progressive. Some changes seem to result from rather mysterious ‘laws’ or tendencies inherent in human language: others are more obviously socially motivated, reflecting the changing needs, tastes and social conditions of a speech community. So a ‘slip’ may just be evidence of English getting past its ‘sell-by-date’ – and that’s an expression I wouldn’t have used ten years ago!

Francis Eaves-Walton

COMPUTER-ASSISTED LANGUAGE LEARNING

Two renowned computer scientists, both work at the same institution, both are passionately interested in how computers will be used in schools – yet hold seemingly opposite views. Is it any wonder that teachers are confused about the role of computers in education, that there is so much apprehension, ambivalence, doubt?

We are in the midst of a computer revolution. What impact it will have on schools is unclear. What is clear, however: is that educators need to become knowledgeable about the technology in order to make informed decisions about whether and how to use it.

Early in this century, Thomas Edison – glimpsing into the future – predicted that books would soon be obsolete in the schools. ‘It is possible to teach every branch of human knowledge with the motion picture’, he claimed. ‘Our school system will be completely changed in ten years’. The motion picture, as we know, did not change schools in ten years or in seventy. Nor – contrary to the predictions of many – did radio or television. While our lives have been profoundly affected by these media, our educational systems have remained largely impervious to them.

Now there comes the computer and a rash of new prognostications. One hesitates to join the seers of educational technology, so often wrong in the past. Yet an intriguing thought arises. Might interactive video-disk – the marriage of computer and motion picture – finally prove that Edison was on to something?

Christopher Evans once wrote; ‘The book has been such a long-loved and useful companion to mankind that one should not speak lightly of its decline and ultimate disappearance. Nevertheless there are a number of reasons why this is imminent. Books and computers have one thing in common – they are both devices for storing information – and on at least three parameters the computer is so vastly superior to the book as to defy comparison’.

And they proved it in the field of teaching writing. The advantages of word processing are well-known: revising and editing, catching ideas as they flow, playing with language, and professional looking final manuscripts. In the enthusiastic rush to use this technology in schools, however, advocates may gloss over the difficulties encountered by students who are attempting to use the computer as a writing tool.

Teaching writing on computers is still exploratory and experimental. It demands of the teacher new sensitivities to what is happening in the classroom. For both teacher and student, the computer can be simultaneously frustrating and exhilarating, demanding yet rewarding.

Irene Dutra

PITFALLS OF INEXPERIENCED TEACHERS

(part 1)

Going into the classroom for the first time is an overwhelming and nerve-racking experience that can leave some teachers in shambles. Teaching is such a hard and complex professional activity that even those that have gone through extensive training programmes are never quite ready for what is ahead of them – a class filled with demanding students with ‘great expectations’ coming from different background, supporters of different points of view with different needs and interests.

Over the years, I have spotted some pitfalls for inexperienced teachers – those hidden danger zones in teaching that Training Courses either can not forecast or are unable to fully train teachers to avoid.

Pitfall # 1 I have to be the ‘know-it-all’. – One of the greatest worries of inexperienced teachers is not being able to answer all of their students’ questions.

Tip. A teacher is fundamentally a learner: he/she is constantly searching for development and growth. This means that a teacher should allow herself/himself to learn with students, to learn what is better for them and how to better guide their learning. This also means that a teacher should not aim to be a ‘walking dictionary’. If you do not know a word students ask for, tell them you will look it up and give them feedback as soon as possible. Not being the ‘know-it-all’ also allows teachers to be more flexible to new ideas, to students’ suggestions and to changes in their lesson plans.

Pitfall #2 The book is my savior. – Some teachers feel they have to follow the book religiously, and work with all its contents in the same order the book presents them.

Tip. Teachers must keep in mind that their priority is their students and not the book. If your students are not interested in a particular reading or discussion topic the book suggests, skip it. If the book works with grammar point you feel your students are not ready for, skip it or come back to it later. If there are not enough communicative tasks, provide them for your students. Your group is the boss, not the book.

Pitfall #3 I am the teacher, you are the students. – Teachers may think that as soon as they walk into a class they become the authority.

Tip. As soon as you walk into a class, you are the authority in the sense that you are responsible for the well-being and development of those in the class, but you do not become the absolute leader. Talk with your students. There is nothing better than sitting down with your students and having a chat with them during break time. This shows students you care, you are human, and that you want to establish a relationship with them. This will surely make you feel

better. You'll feel you are among friends and not strangers, your students will feel the same. It does wonders for classroom atmosphere.

PITFALLS OF INEXPERIENCED TEACHERS

(part 2)

Pitfall #4 Not making things clear. – Students need to know where they are heading, what the course is all about.

Tip. On the first day of class, tell your students what the objective of the course is, what the objectives of the specific level you are teaching are, and what is expected of students in that level. Ask your students if these objectives match their own objectives. They will allow you the opportunity to clarify any doubts, lower students' anxiety – people get anxious when they don't know what they are getting into – and get to know your students' needs and interests a little better.

Pitfall #5 Sketchy plans. – an inexperienced teacher can not just simply number the activities and steps they will follow during the class.

Tip. When preparing, you should calculate how long you will take to do each activity, how you will give instructions to your students, what comments you will make during the activity, how you will explain the content, how you will vary the class, how the students will carry out each task, how you will pair up students, it's a good idea to talk someone through your plan. If it's clear to the listener exactly what you will do and how, then your plan is ready.

Pitfall #6 An 'unbalanced diet'. – Too much of the same kind of activity tries your students' patience.

Tip. Always prepare to offer students different activities – a little bit of listening, a little bit of grammar, a little bit of reading, a little bit of writing, a lot of speaking, a lot of interaction and a lot of fun. For a two-hour class, have in mind at least six different tasks. Even if you have to cover a long vocabulary lesson, you can plan this in a way that your students will be studying the same thing – but in many different ways. For example, your students can watch a scene from a movie and describe the scene using the words they are working with or try to spot the use of these words; your students can create a story using at least some of these words, students can then exchange papers and read each others' stories; your students can play a guessing game in which they will have to describe these words to each other until they guess what word is being described, and so on. Let your imagination take hold of you.

Pitfall #7 Directing your attention to strong students. – Many times inexperienced teachers will fall into the trap of directing their classes to stronger learners. It's a trap because it is misleading. You get the impression that all your

students are following you while in reality only the good students you have established eye contact with are.

Tip. Make a point of covering the whole room with your eyes and checking for general comprehension. Learn to establish eye contact with all your students, it's a great comprehension check.

Magali de Moraes Menti

FILM CIRCLES: SCAFFOLDING SPEAKING FOR ENGLISH FOREIGN LANGUAGE STUDENTS

Pre-service teachers around the world face a unique challenge: bridging the gap between traditional teaching focused on grammar translation and receptive skills, and communicative teaching aimed at well-rounded communication skills. Many new English foreign language teachers learned English in a traditional context that emphasized memorization and grammar, but after four years of studying pedagogy, they have become very knowledgeable about current communicative teaching methods. As they enter the profession, they wonder how to shape the future of English teaching so that their students are supported and motivated by meaningful and relevant activities

In order to address this issue, an action research project was undertaken. Its aim is to implement a communicative activity for students. The project targeted students at basic proficiency levels and carried out the research in the individual teaching practice context.

A Film Circle is a structured group project where five students are assigned different roles to perform according to their abilities and interests. Each student in the group has to analyze a film from a different perspective and present conclusions. The process is scaffolded – at every stage the activities include contextual support to build on background knowledge and make understanding easier, including the use of worksheets with graphic organizers, visual representations, word banks and sentence starters. Without this scaffolding, the project would not have been possible. While designing the Film Circle student motivation was taken into account as well as the educational advantages of films for spoken English. Well-chosen films offer plenty of opportunities for students to use English to explore enticing content and themes. By using films effectively with educational objectives in mind, teachers can prevent the exercise from becoming entertainment with no learning experience taking place.

Importantly, exploring the content of a film also activates critical thinking. We wanted to address this issue because, based on our observations, one reason students do not speak actively in class is that they are often asked to memorize and repeat information in English instead of expressing their own

thoughts. One of the ways teachers can encourage students to think critically is by creating questions that are worthy of being answered and that have the ability to lead to discussions so students can use their persuasive skills to solve problems based on their beliefs.

In a large class, it is hard for the teacher to attend to every student's needs. Group work is a good way to deal with this problem because it offers students more opportunities to speak. Moreover, the natural collaborative learning that occurs in group work is an opportunity to effectively deal with individual differences in the classroom. In addition, students with different levels of English in a multilevel classroom can benefit by working with their classmates.

Clarissa Stephens

FEAR AND THE CLASSROOM

What is that make us, as teachers, nervous? How do our nerves affect our teaching? Can these difficult and uncomfortable feelings be turned to good account?

Having asked myself these questions frequently during bouts of teaching nerves, I decided to discuss them with colleagues in an in-service workshop: I wanted to address these issues in my own work, but I had also gathered, through informal canvassing that nerves are not necessarily diminished by experience. It seemed that I was not alone and thought that it might be more productive to investigate this symptom than to suppress or ignore it.

A mixed group of teachers attended the session. We began with a guided visualization, recreating a fear-filled walk down the corridor towards the classroom, and then talked about what monster lurked for each of us behind that door. The answers varied: being observed by peers or management, hostile students, an unprepared lesson, an unfamiliar course or level; students' intent on challenging the teacher. Behind this mixture though, there seemed to be some common threads, so we discussed the more general personal fears underlying these specific situations.

A new list emerged: a fear of losing face; of losing control (over the lesson, the students; the materials or oneself); of not knowing and being seen not to know. These feelings would be important only to our inner selves if they had no effect on our teaching but they inevitably do. Teaching is not – and shouldn't be – a job where we can leave our feelings out of the equation. So we went on to talk about how our nerves affected our classes, beginning with the physical – dropping things, talking too fast or too much, a strangled, high-pitched voice. The less noticeable and more insidious – sometimes, curtailing activities that weren't an immediate success, and rushing from activity to activity, hoping to cover nerves in a flurry of movement.

Finally I gave some input – ideally this would be elicited from the group, but time had run short – suggesting that nerves are best addressed rather than suppressed, and that being aware of some of the bad effects that fear can have on our teaching is the only way to obviate them. As trainers we tell trainees that the lessons which go wrong can be more useful to their development than those that go smoothly. Could the same not apply to us, when we feel a lesson go pear-shaped through our nervousness?

Jenny Leonard

CURIOSITY and COMPREHENSION

Many years ago, when I was working in a school in Buenos Aires, I was required to teach *Macbeth* to a class of Spanish-speaking Argentine schoolboys. I was a little apprehensive at being given such a task, because Shakespeare's language is not always easy, even for the native speaker, and that *Macbeth* is particularly rich and strange to the modern reader. Having myself seen and read the play for the first time at an early age and been carried away by the story and the rhetoric, I decided to concentrate first on the action and drama, and as far as possible let the language take care of itself.

I read the play to my students, scene by scene, taking the different parts myself. I did not, except occasionally, let my pupils read it aloud for themselves, as I thought they lacked necessary experience and skill to benefit from this. At the end of each scene I saw to it that everybody understood what had happened, and we briefly summarized this in writing. After this, I went through the scene again, explaining those language items that might prevent essential comprehension, and then I read the scene straight through once more.

This was a pedestrian approach, the pupils' participation was apparently largely passive, and I was in fact doing most of the work. Not very exciting.

However, when we had gone through about half of the play in this manner, I discovered to my great surprise that class had taken the book home and finished it for themselves. Through – or possibly in spite of – my efforts, they had woken up to the idea that the story was exciting, and wanted to know how it turned out in the end; how this extraordinary poetic murderer and his no less destroyed extraordinary wife finally themselves.

We went ahead and finished the play, working methodically but now more rapidly, and went on to discuss and reread parts of the play with special reference to the characters, themes, witchcraft, and blood. We did not bother very much with topical allusions, internal evidence for the date of the play, or anything philological. Incidentally, and almost without noticing it, we did a lot of practice in oral and written English.

The point of what I have just described is not that we should 'throw our pupils in at the deep end' by making them study literary classics in archaic language. Certainly not. At least not from a language teaching point of view. Normally they should read what they *can* read without excessive difficulty. But, obsolete language apart, the main trouble with introducing them to a difficult text is not that it is difficult, but that the difficulty may kill the pupils' interest and motivation unless these are very strong. In the case that I have just described, curiosity carried them through. They even appeared to enjoy it!

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