

Литвинюк О.М.

English vocabulary and grammar practice

Навчально-методичний посібник

Кам'янець-Подільський

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Друкується згідно з рішенням вченої ради факультету іноземної філології Кам'янець-Подільського національного університету імені Івана Огієнка (протокол №4 від 30 березня 2022 р.)

Навчально-методичний посібник націлений на формування лексичних та граматичних компетентностей здобувачів вищого бакалаврського рівня освіти.

Тексти для читання об'єднані за однією темою для кращого засвоєння лексичного матеріалу. Упорядковані у навчально-методичному посібнику матеріали стануть у нагоді для урізноманітнення та підвищення якості навчального матеріалу.

Переднє слово

Навчально-методичний посібник націлений на формування у здобувачів вищої освіти здібностей критичного мислення, поглиблення навичок самостійного аналізу та аргументованого оцінювання прочитаного, саморозвитку та самонавчання, здатності до творчого вирішення життєвих задач, що і є метою предмета «Практика усного та писемного мовлення англійської мови».

Посібник упорядковано відповідно до чинної програми предмета «Практика усного та писемного мовлення англійської мови» і укладено з двох частин. Навчально-методичний посібник включає усі необхідні для результативного засвоєння матеріалу елементи: тексти на пізнавальну та актуальну тематику, блоки питань, які сприяють їх інтерпретації, лексичні вправи на заповнення пропусків у реченнях, вправи на розвиток умінь деривації, вправи для самостійного виконання. Друга частина містить різноманітні граматичні вправи щоб практикувати граматичні компетентності.

На ґрунтовному рівні узагальнені й систематизовані завдання націлені на розвиток окреслених програмних мовних компетентностей у процесі вивчення дисципліни. Особлива увага акцентується на доцільності та ефективності комбінування тренування вокабуляру та граматичних конструкцій, який здатний забезпечити підвищення інтересу до навчальної дисципліни, а також посилити роль самостійної творчої роботи, активізувати мислення та розвивати творчі здібності.

Усі запропоновані завдання покликані забезпечити предметні компетентності здобувачів вищої освіти першого бакалаврського рівня. Упорядковані у навчально-методичному посібнику матеріали стануть у нагоді для урізноманітнення та підвищення якості навчального матеріалу, забезпечення оригінального підходу до побудови структури сучасного заняття.

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READING PRACTICE

Teenage Social Media Millionaires

Many kids dream of becoming millionaires before they're twenty, but few realize their dreams. Some do, however. Harnessing new technology, their ideas become thriving multi-million-dollar businesses that inspire others. Let's see how some of them did it.

Dominic McVey

Dominic became a millionaire at the age of 13 due to a simple misspelling. He had been searching on the internet for information about Visa credit cards but mistakenly spelt it Viza. This took him to the website of an American company that sold scooters. Dominic had always wanted a scooter but couldn't afford one. So he contacted the site and offered to sell their scooters in the UK. The company gave him a deal: if he could sell five scooters, he would get one free. He scraped the money together, ordered the five scooters and sold them easily. After that, demand for scooters went up, and before long, he was selling thousands per week. He was later honoured by the queen as a young entrepreneur.

Maddie Bradshaw

10-year old Maddie wanted to decorate her school locker but couldn't find exactly what she wanted in the stores. So instead, she came up with her own idea. She had recently been given 50 bottle caps by her uncle, who had an old Coke machine that didn't work. She decorated these, added magnets to the back, and soon the handy, attractive magnets on

her locker were attracting attention from all over the school. Her ideas didn't stop there, though. With help from her mother and a few hundred dollars' investment, she converted her bottle-cap idea into jewellery. At the age of 12, she created 'Snap-cap' necklaces with exchangeable magnetic pendants and add-ons, allowing girls to make custom designs that reflected their personalities. She made her first million when she was 13.

Nick D'Aloisio

15-year-old Nick was struggling with the amount of news on the internet. Despite his intention to keep up-to-date with current affairs, there just seemed no end to the stream of information. So he came up with 'Trimit', an app that compressed news articles into short summaries. Trimit was pretty basic, and summaries were mostly gibberish. However, the app attracted the attention of a Hong Kong investment company, which gave Nick \$300,000 to develop his idea. He improved the app and re-launched it under the name 'Summly'. This version was very successful and later sold to Yahoo! for 30 million dollars. Now Nick runs a team of programmers who work on algorithms and language processing intricacies while he focuses on design.

Sean Belnick

As a young teenager, Sean made money by selling Pokemon cards and mowing lawns. But he also had an eye for business and paid curious attention to his stepfather's work as a manufacturer's representative for office furniture. He noticed that customers generally had no need for face to face contact with suppliers, so he invested \$500, learned HTML

programming and created a website from which he sold mid-price office chairs. He sourced these directly from the manufacturer and stored them in his bedroom. His timing was perfect, as his business launched when companies were looking to cut costs. Sean, a millionaire by the age of 16, continues to work with his stepfather in a partnership that brings together experience gained over time and youthful, fresh ideas. Their company has won an award for its efforts to reduce energy consumption and carbon dioxide emissions.

Take the reading test

1. Although his/her first product didn't function adequately, it was noticed and admired.

a. Dominic McVey b. Maddie Bradshaw c. Nick D'Aloisio d. Sean Belnick

2. An odd gift inspired this person to come up with his/her idea.

a. Dominic McVey b. Maddie Bradshaw c. Nick D'Aloisio d. Sean Belnick

3. This person's product enabled him and other people to save time.

a. Dominic McVey b. Maddie Bradshaw c. Nick D'Aloisio d. Sean Belnick

4. This person's business involved importing products.

a. Dominic McVey b. Maddie Bradshaw c. Nick D'Aloisio d. Sean Belnick

5. This person's artistic designs and products became popular among his/her peers.

a. Dominic McVey b. Maddie Bradshaw c. Nick D'Aloisio d. Sean Belnick

6. This person's product allowed people to skip a step in the shopping process.

a. Dominic McVey b. Maddie Bradshaw c. Nick D'Aloisio d. Sean Belnick

7. This person started selling in order to acquire something he/she wanted.

a. Dominic McVey b. Maddie Bradshaw c. Nick D'Aloisio d. Sean Belnick

8. This person's business has been recognised for minimising environmental damage.

a. Dominic McVey b. Maddie Bradshaw c. Nick D'Aloisio d. Sean Belnick

9. This person's business took advantage of the fact that people like to express their individuality.

a. Dominic McVey b. Maddie Bradshaw c. Nick D'Aloisio d. Sean Belnick

UK Students Protest Covid-19 Measures

5th October 2020

A group of UK university students are demanding partial refunds of their university fees, due to the coronavirus restrictions which have severely limited their university experience. This comes at a time when over 2,600 students and staff in 50 UK universities have confirmed cases of Covid-19. Thousands of students have been told to self-isolate, while face-to-face lessons have been replaced by online lectures. The group, Refund Us Now, has been asking for a 15% cash refund for all students who have been told lies and forced to comply with strict rules by their universities. The fifteen percent corresponds to the amount by which online learning was found to be less effective than in-person teaching, according to one international study.

At the beginning of the term, students were encouraged to attend campus. They were promised a safe university experience involving a blend of online and face-to-face teaching. Instead, many have been forced to stay inside halls of residence, socialising only with the students with whom they share kitchen and bathroom facilities. Many of them feel they have been abandoned and mistreated. At Manchester Metropolitan University, where 1,700 students in two accommodation blocks were told to self-isolate after more than 120 tested positive, there are reports of security guards stopping students from leaving their halls, even when they were no longer required to self-isolate. Meanwhile, students at Leeds University were left without cleaning supplies or information about how to buy food or take out rubbish. They were also

prevented from using laundry services and instead were told to buy more clothes or wash their clothes in the sink. Many students question why they were encouraged to return to university at all, given the availability of online learning. Outbreaks at universities were, they say, inevitable, and students shouldn't have been encouraged to attend in person.

University staff, meanwhile, have their own concerns. Staff at Northumbria University, for example, want more Covid-19 testing and more online teaching to allow for thorough cleaning and support teaching to take place and protect the health of themselves and their families.

They have cause for concern. Covid-19 can spread very easily in student accommodation. It's also very hard to monitor and enforce students' activities there, unlike in the bars and restaurants that they are forbidden to visit. Despite hefty fines for breaking government rules of remaining in household groups, some students are organising parties for 20-25 people. The students who have tested positive for the virus feel most free to socialise with others who test positive. Some students feel they are better off catching the disease while they are among other young, healthy people and away from more vulnerable family members. Other students, however, keep to the rules. They use their isolation to bond with housemates or entertain themselves online. But inevitably, some are feeling mental and emotional strain, as well as anger and frustration over their less-than-perfect university experience.

Will they get a refund? There are calls for students to get money back if the quality of their learning is severely impacted by the new conditions.

However, students receiving adequate online learning and access to appropriate library and research facilities are ineligible. Meanwhile, students who have been told to self-isolate at short notice in student accommodation are receiving food, essential items and some financial assistance. It seems that students will have to accept their unfortunate university experience as just another unwelcome impact of the Covid-19 outbreak.

Take the reading test

1. The group Refund Us Now has succeeded in getting refunds for UK university students.

a. True b. False

2. Students have lost, on average, 15% of their face-to-face study time with lecturers.

a. True b. False

3. Only students and staff who have tested positive for Covid-19 have been told to self-isolate.

a. True b. False

4. Universities recommended to students that they should attend the university in person.

a. True b. False

5. According to reports, students have been prevented from leaving their accommodation even when they are allowed to.

a. True b. False

6. Neither university staff nor students want to increase the amount of online learning.

a. True b. False

7. The writer believes that Covid-19 is less likely to spread in halls of residence than in student bars.

a. True b. False

8. According to the text, students are asking for proof that those attending parties do not have Covid-19.

a. True b. False

9. The text mentions students who are accidentally passing on Covid-19 to weaker members of their family.

a. True b. False

10. If students are not allowed to leave their accommodation, they are being provided with food and other necessary supplies.

a. True b. False

Read an article about men who are secret dieters. Five sentences have been removed from the article. Choose from the sentences (A-G) the one which best fits each gap (1-5). Use each letter only ONCE. There are TWO extra sentences you DO NOT need to use.

Why are so many men secret dieters?

A survey has found that one in three men wouldn't tell anyone they were on a diet. So why is there so much shame surrounding this issue?

Before they even start dieting, men have difficulty accepting that they have a problem in the first place.

When you're trying to diet in secret in a busy office, says Dave Briscoe (not his real name), a researcher from Surrey, the trick is to accept each treat that is offered – but only one chocolate, and the smallest piece of cake. Accept less, and you'll be suspect. Accept more, and your plan will fail. "That was the rule I kept to," he says, "to avoid people asking awkward questions."

Briscoe isn't the only man who has dieted in secret. A survey of more than 600 men, conducted for the home delivery brand Diet Chef, found 90% wanted to lose weight, ____1____ – even friends and family. It seems that too much shame still exists around weight and a good proportion of people at any one time are likely to be dieting secretly. But this issue seems to affect men and women in different ways.

Phil Mundy, a food and diet writer says many men are unwilling to say they are on a diet ____2____. He thinks there might be more willingness among younger men to discuss weight in public – but the

problem is, if they do, says Briscoe, it's still considered acceptable "to take the piss out of them, in a way you never would with women. It's seen as just a part of office banter, but for men it's equally upsetting. Why wouldn't it be?"

Bob Baker (again, not his real name), from Brighton, says the moment it becomes possible to discuss weight is often _____3_____, and feels proud of their achievement. At that stage, Briscoe agrees, men will often start talking about it, "but in my experience they'll make it sound simpler, more sensible and easier than it probably was. They just cut out a certain food, or stopped eating after a certain time. They won't be telling the whole truth; just a version. They won't be saying: 'Actually, _____4_____'. They want to portray it like a DIY problem. 'There was a

problem, and I fixed it."

There are mixed outlooks _____5_____; support from family and friends can, of course, be helpful, but divulging your diet to anyone who might respond with fat jibes could prompt a sorry descent into comfort eating, says Mundy. When it comes to this subject, we probably all just need to grow up, so it can be discussed honestly and clearly. It's not an uncommon problem – and it shouldn't be an unspeakable one.

Take the reading test

- a. to have had eating disorders
- b. on whether it is healthier to be open

- c. when a secret dieter has shifted a good few stone
- d. that highlight the importance of being open-minded
- e. this has been quite a big part of my everyday thoughts
- f. but almost one in three wouldn't tell anyone about their diet plans
- g. because it involves admitting they have a problem in the first place

The principles of the New High Protein Diet

This diet is the most effective way of losing body fat. Remember, if we go on a starvation diet, we lose weight but not much fat. In starvation mode, we use up our energy stores of carbohydrate first (in the form of a substance called glycogen). However, the body can store only a little glycogen, and this is used up within two days. Then we start breaking down fat and protein. But we can't afford to lose body proteins: our muscle mass decreases, we become noticeably weaker, and our immunity is compromised because the lack of protective immunoglobulin proteins means we are subject to an increased risk of infection. Not good!

Sure, we look slimmer, and we certainly weigh less, but we are weaker and becoming unhealthy. There is no point in dieting if it's going to make us ill. And, of course, because we need our muscles, when we even slightly stray from the diet, our bodies immediately rebuild muscle and we regain all of the 'lost' weight very quickly. Yet another diet fails – because it was never going to work in the first place. And we have succeeded in making ourselves considerably less healthy in the process. Not only have we gone through a period of reduced immunity and a lack of proteins, minerals, vitamins, antioxidants and other essential nutrients, there is evidence that so-called 'yo-yo' dieting of this nature is detrimental to health in the longer term.

Quite simply, we are going to virtually eliminate all refined carbohydrates and sugars (which are also carbohydrates), leaving us

with a low-carbohydrate, high-protein diet. Of course, you may have heard of high-protein diets before, and they all failed because the carbohydrates were not restricted. Remember, unless you switch off the mechanism to make fat, and switch on the mechanism to burn fat, it is very difficult to lose body fat. On this diet, you will be cutting out virtually all refined carbohydrates so that body fat is burned preferentially, to provide energy. Sugar, starch, white flour, cakes, bread, pasta and rice are the usual culprits. These foods have very little nutritional value and, what's more, can cause medical and fat problems. Of course, there are forms of these carbohydrates – such as whole meal rice, wholemeal bread and wholemeal pastas – that do have nutritional benefits and which you can reintroduce later, but in the initial stage of the diet, you have to reduce all carbohydrates, to switch on the fat-burning mechanism.

You should definitely cut out all pasta, rice, cakes and biscuits, and stick to a maximum of one slice of bread per day. Your body will rapidly adjust to a healthy, high-protein, low-carbohydrate diet, and will burn body fat. The bottom line is that you don't need refined carbohydrates and processed sugars. These foods provide energy and no other form of essential nutrition – and when you eat more than the energy you can use immediately the rest is stored as fat. One point to be aware of is that refined carbohydrates can appear in many unexpected sources. You probably know that bread, cakes, pastries, biscuits, pies, pizzas, potato crisps and fried potato chips all contain refined carbohydrates, but pasta, rice, most breakfast cereals, most tinned foods, many pre-packaged foods, tinned vegetables, tinned soups, and prepared sauces do as well...

In fact the list goes on and on. Virtually all ‘fast foods’ contain very high proportion of refined carbohydrates – as well as hydrogenated fats – and if your diet is high in refined carbohydrates and hydrogenated fats, you will definitely put on weight. If you’re worried that by cutting out refined carbohydrates you’ll have virtually no foods left to choose from, fear not. In fact, high-protein and nutritious foods such as meat, poultry, fish, shellfish and eggs are all open to you, along with vegetables, cheese, spices and herbs, from which you can easily produce delicious, healthy and quick meals. You’ll be relieved to hear that you don’t have to live on a diet of lettuce and tomato. On the contrary, you will be eating virtually limitless quantities of very tasty food complemented by delicious sauces and dressings: in other words, real food!

What about fats in your diet? I’ve advised you to cut out refined carbohydrates and eat a high-protein diet, but what about the amount of fat you consume? This is going to seem a strange thing to say, and it’s against all of the dietary advice you’ve been given in the past, but if you follow the principles of this diet carefully, you don’t need worry about how much fat you’re consuming. No, I have not gone mad, and I’m certainly not advocating a high-fat diet, but most of the ‘bad’ fats are actually integrated into the sugary, starchy foods you have already excluded, and you will naturally avoid them when you stop eating these foods. So by excluding the refined carbohydrates, you have excluded the ‘bad’ fats from your diet at a single stroke.

Take the reading test

1. Starvation diets

- a. are good because you lose a lot of fat and proteins.
 - b. are harmful because of the loss of body proteins.
 - c. help us reduce muscle mass but without causing further problems.
2. If we fail to follow this starvation diet strictly,
- a. we become really muscular.
 - b. we become weaker.
 - c. we put on weight fast again.
3. When people follow a starvation diet,
- a. they become vulnerable to diseases.
 - b. they put their health at stake on the spot.
 - c. they run the risk of immediate health problems.
4. In a high protein diet, carbohydrates
- a. are banned, although they are considered beneficial.
 - b. are used as a primary source of energy.
 - c. can be consumed only under certain circumstances.
5. The problem with carbohydrates is that
- a. if their intake is not used up what is left turns into fat
 - b. it is difficult to stop eating them.
 - c. your body doesn't adjust easily when you don't eat them.

6. Following the new high protein diet

a. you can have/make delicious dishes.

b. you can only eat meat, poultry, fish, shellfish and eggs.

c. you have to weigh all the protein you have.

7. The new high protein diet

a. does not include any kind of fat.

b. fosters the consumption of sugary foods.

c. prohibits you to have refined carbohydrates

You are going to read part of an article about how to keep fit, happy and healthy. Seven sentences are incomplete. For gaps 1-7 choose the phrase (a-i) which best fits each gap. Only ONE answer is correct, and there are TWO phrases you DO NOT NEED to use.

How to stay fit, happy and healthy

If you've been listening to the news you already know about our national obesity levels rising by the day. It has never been more important _____1_____ and to get an adequate amount of exercise and sleep to keep yourself fit and healthy. Though it may feel like really hard work at first, once you adopt an exercise routine and start _____2_____, you'll forget you ever did things differently.

Here are just four of the top adjustments to make:

1. Get more sleep!

Sleep is huge and almost a third of the US population doesn't get near enough to staying physically and mentally healthy. If you are sleep deprived, try changing your habits in order _____3_____

2. Strive for a better diet

Look at your diet and what you're eating now and make changes where you see fit. If you are susceptible to snacking, keep a piece of fruit or a few nuts at hand. The key is to eat small meals throughout the day. Reduce portion sizes, take out white bread and replace with whole grains and make sure each meal contains at least one portion of fruit and – or vegetables. Healthy food doesn't have _____4_____ , and you can get

an abundance of low priced fruit and veggies, like apples, bananas, potatoes and peas.

3. Stop all those bad habits

Take a look at your current lifestyle and make a small list of everything you do that is not good for your health. This could be anything, from eating too much junk food or drinking too much caffeine, to smoking or drinking. Start the process of breaking these habits one by one. Some will be easy, while others may take months or maybe years _____5_____, but the sooner you start fighting, the better.

Some addictions (like smoking, drugs or alcohol) are incredibly bad not only to your health, but also to your pocketbook. If you smoke and – or drink, start by cutting back on how many drinks you have, or cigarettes you smoke, in a day, and if necessary, seek medical advice and assistance _____6_____.

4. Exercise, exercise, exercise

We all should be doing at least 30 minutes of exercise, 3 to 4 or more times a week, _____7_____. This can be pretty much anything that is physical, like walking, cycling, running, swimming to weightlifting, etc. This too does not have to be expensive, and you can get a great work out without joining any costly gyms. Most of these exercises are inexpensive, and just doing a cardiovascular exercise, like walking, jogging, or walking on a treadmill a few times a week will do your body (and heart) good.

Take the reading test

- a. to adapt to a new situation
- b. to reduce your protein intake
- c. to watch what you are eating
- d. to change your sleep patterns
- e. to be expensive in the least bit
- f. to get a full eight hours every night
- g. to maintain good health and keep fit
- h. to make further steps towards stopping completely
- i. to get rid of and eradicate completely from your life

Have we taken security too far?

What's the difference between a medical student and a convict? The answer: A convict doesn't pay \$50,000 a year for the privilege of being fingerprinted and patted down. I am referring, of course, to the increasingly stringent security measures that have come to characterize modern educational testing. As student evaluation techniques have migrated from face-to-face assessment to computer-based exams administered in dedicated testing centers, evaluators have become less and less likely to know examinees, leading to heightened precautions around exam security.

I recently interviewed a group of fourth-year medical students who had just taken Step 2 of the United States Medical Licensing Clinical Knowledge Examination at test-administration centers. Each of the students had paid \$560 for the privilege, and had devoted nine hours to the single-day exam, which consists of eight sections of 40 to 45 questions each. Over the day, they received a total break time of 45 minutes. Students must pass the exam to obtain a medical license, and scoring well is an important factor in gaining admission to competitive medical specialties. So anxiety tends to run high.

This inevitable anxiety is compounded by Checkpoint Charlie-esque security measures. IDs are checked. Each student wears a unique number on his or her shoulder throughout the day. Students are fingerprinted each time they enter and exit the testing room (up to 16 times). They are patted down and asked to roll up their pants legs and pull their pockets inside-out. If they wear a jacket or sweater into the

exam room, they cannot take it off. They are warned that they will be under constant camera surveillance.

One of the students, a former U.S. marine, said he had found the entire atmosphere of the exam eerily familiar. He had served in Iraq, helping to preside over the return of inhabitants to Fallujah after the city's recapture by U.S. forces. "It was weird," he said. "They were using many of the exact same procedures and equipment we used in Fallujah. It took so long for them to verify identities that you almost didn't dare leave the room, for fear you couldn't get back in time. I finally had to show one of the examiners how to do it properly." Of course, these techniques are not merely for medical students. Aspiring accountants and architects, students sitting for the GRE, and prospective employees of Silicon Valley companies are all subjected to these medieval measures.

Some might say that a high-security approach to testing students is not only necessary but laudable. In the case of medical testing, the health of the nation is a vital resource, and we cannot afford to place it in the hands of physicians who might have succeeded through academic dishonesty. Who would want a loved one to be cared for by a physician who had cheated on the medical-licensing exam? As public policy, exam hawks argue, we should demand the very highest security in all such testing.

But perhaps we have gone overboard. After all, the core of the patient-physician relationship is trust. The Hippocratic Oath, which has shaped the ethics of medicine for many centuries, enjoins the physician to

respect patients' privacy and dignity and to always put each patient's interests first. We entrust to our physicians all sorts of matters we would not share with anyone else—private details of our health and personal relationships, access to intimate parts of our bodies, sometimes even our lives. We want to trust our physicians. No one is arguing that security is unnecessary, but perhaps we haven't quite yet found the sweet spot.

Take the reading test

1. Exam security has become stricter because ...
 - a. most exams are done on computers
 - b. evaluators don't often know the examinees' identities
 - c. evaluators prefer not to know who the examinees are
2. The examination ...
 - a. is a privilege to take
 - b. is unnecessarily long
 - c. puts students under great pressure
3. When they are taking the exam, students ...
 - a. are watched all the time
 - b. must remain in total silence
 - c. must ask for permission to take their sweaters off
4. According to the ex-marine, ...
 - a. the staff were not competent enough

- b. identification processes are always time consuming
 - c. it was advisable not to leave the exam room till the end
5. According to the writer, the security measures described are ...
- a. peculiar
 - b. outrageous
 - c. far too strict
6. The writer concludes that ...
- a. security is not necessary
 - b. a midpoint should be reached
 - c. it's getting difficult to rely on our GPs

Read an article about plastic waste, and for questions 1 to 8, complete the text with the correct sentences. There are TWO extra sentences you DO NOT need to use.

Is Banning Single Use Plastic the Right Option?

Around the world, people are realising the significant problems caused by plastic waste. In the last 65 years, we have become increasingly dependent on plastic. It's easy to understand why: it's cheap to produce, light – therefore easy and cheap to transport – and incredibly strong and durable. But it's these advantages which also make it so harmful. _____1_____. The micro-plastics that result from these processes are harmful to the environment. It is also very difficult to recycle, in fact currently only 9% of all the plastic produced has been recycled. _____2_____.

One popular solution to the problem is to prohibit single use plastics. In the UK, supermarkets are being encouraged to set up plastic-free aisles, in which the food is displayed loose, and shoppers are encouraged to make more environmentally-friendly choices in packing and transporting their food. A tax has already been placed on plastic carrier bags, which has cut their use by 90%. _____3_____. Schemes for reducing the use of plastic bottles are also being considered, including paying people to return bottles to shops and increasing the number of public drinking fountains. Some governments, such as Canada and India, have even promised to ban the use of single-use plastic altogether by the not-too-distant future.

____4____. One of the fields where single-use plastic has a vital role is medicine. This is not just because of its low cost. It's also because, by using dishes, vials, syringes and so on just once, infection and cross-contamination are minimised. ____5____. Plastic packaging is also crucial in the food industry, as it ensures that food is safe for consumers. Meanwhile, the provision of bottled water in poor regions and in emergency situations has reduced the spread of water-borne diseases and saved many lives.

Another issue is that alternative materials to plastic are often more environmentally harmful than plastic. Take paper bags, for example. Research by the Northern Ireland Assembly shows four times more energy is required to manufacture a paper bag than a plastic bag. ____6____. Even more, pollution is created when paper bags degrade, in fact, they generate 70% more air and 50 times more water pollutants than plastic bags. ____7____. Other alternatives, like aluminium, glass, card or cotton, similarly have environmental issues of their own.

Clearly there is a need to reduce plastic waste and its impact on the environment. However, simply banning their single use may not be the best option. Industries that rely on single-use plastics for people's health and safety must be accommodated. ____8____. Meanwhile, a better solution to banning all plastics might be to invest in redesigning plastics that can be readily broken down and remanufactured, and better recycling technology.

Take the reading test

- a. Such plans are well-intentioned, but it may not be beneficial to eliminate the use of single-use plastic altogether.
- b. Some is burnt, but the majority goes to landfill.
- c. Although glass products are a potential alternative, cleaning them would be extremely expensive in terms of time, money and environmental resources, while increasing the risk to health.
- d. Some hospitals and laboratories sort their plastic recycling, but it is more common for them to mix all their waste together and burn it.
- e. Plastic never fully degrades by bacteria, so it must be gradually broken down into tiny pieces by the wind, sun or water.
- f. Bans on single-use plastic items like cotton buds and drinking straws and charges for disposable coffee cups are also coming into place
- g. They are also very fragile and rarely reusable, unlike plastic.
- h. Reducing single-use plastic is not only necessary and possible, it also has the potential to boost the local economy and save costs on in managing litter and waste.
- i. Moreover, alternative materials must be evaluated strictly regarding their own environmental impact.
- j. The process requires cutting trees, the emission of greenhouse gases and the production of toxic chemical waste.

Read an article about personality and health, and for questions 1 to 8, choose the correct answer.

Personality and health

There is increasing evidence that health is linked to personality. However, until now, the relationship has not affected the way health care is delivered. There are several reasons for this. Some health workers doubt whether there is a direct link between health and personality or whether it's just a coincidence. Some feel it is their professional duty to treat all patients in the same way. Others argue that delivering health services according to patients' personalities will have minimal impact and therefore isn't worth the effort. However, some psychologists believe that applying different procedures to people with different personalities could have a significant, positive effect on health.

Research into personality has, in recent years, focused on the Big Five model of personality types. This model measures how neurotic, extrovert, open to experience, agreeable and conscientious a person is. Some of these personality types have been studied in relation to health. For example, conscientious people tend to be less likely to smoke, drink too much alcohol or be inactive. However, in other cases, the relationship is less clear. Neurotic behaviour, for instance, has been found in some studies to increase the risk of death, in others to protect people from illness and in others to have no link to health at all.

Even so, if health workers applied an understanding of personality to the services they provide, they could influence the extent to which patients act on advice and follow their treatment. For example, high sensation-

seeking individuals, who are extroverts and unconscientious in the Big Five model and tend to take part in risky activities, respond to drama, energy and emotion. Thus, to encourage those people to follow health advice, health promotions can be designed to incorporate those factors. An example of this was the campaign SENTAR which aimed to reduce cannabis use among high sensation-seeking teenagers. By creating a suitable television advert, they successfully engaged these youths and reduced their recreational drug use. Of course, this approach isn't always possible. It is often impractical and expensive to create several versions of a campaign to reach different personality types. However, recent developments in computer technology, cookies and targeted advertising may allow this approach to be used more in future.

Personality could also be considered when sending messages, information and guidance to specific patients. Already, health information is usually available in various forms – printed, digital, audio, and so on – to be suitable and accessible for different users, such as the blind, the elderly, and people with reading difficulties. Research has also shown that, by identifying different patients' motivations for treatment and then corresponding with them in a way that reflects their motivations, patients will become more involved in their treatment, compared to when the same messages are sent to everyone. Correspondence could, therefore, be adapted to reflect patients' personality type, too. For example, less conscientious people could be sent phone reminders to attend appointments. So far, there has been very little research into the effectiveness of tailoring health guidance according to personality, so this area deserves further study.

Until now, the focus of personality-health research has been to explore the link between personality and health and has had very little practical application. Thus, health workers have not engaged deeply with it. However, by suggesting, trialling and implementing practices to engage patients with different personalities, the relationship between psychology researchers and health workers could improve, along with the health of the general public.

Take the reading test

1. Who is the article most likely aimed at?
 - a. psychologists
 - b. patients at a clinic
 - c. health workers outside psychology
 - d. neurotic people
2. What is the main idea of the article?
 - a. has shown that sensation-seeking individuals often risk their health.
 - b. should be carried out by both clinicians and psychologists.
 - c. can be practically applied to improve public health.
 - d. has not been studied in great depth until recently.
3. Which of these is NOT a reason why clinicians do not currently consider personality in their approach to healthcare?

- a. They consider it their duty to treat all patients equally.
 - b. They think the effect on a patient's health will be hardly noticeable.
 - c. They doubt whether a person's personality directly affects their health.
 - d. They lack sufficient training in psychology.
4. What can be concluded from the text about neurotic patients?
- a. Their neurosis protects them from becoming sick.
 - b. They are at greater risk from early death than non-neurotic patients.
 - c. They are more likely than non-neurotic patients to report illness.
 - d. There is no consistent link between a patient's level of neurosis and their health.
5. It can be inferred that the campaign SENTAR...
- a. was designed to attract conscientious, high sensation-seeking teenagers.
 - b. used drama and energy in its design.
 - c. was delivered across multiple media, including television and online.
 - d. failed to reduce cannabis use among teenagers.
6. The writer believes that improving computer technology...
- a. will ensure that more people are aware of public health campaigns.

- b. will affect the number of high sensation-seeking people in the population.
- c. can help health workers deliver appropriate messages to different types of people.
- d. can help psychologists better understand the link between personality and health.

7. In paragraph 4, the writer refers to a study that found that...

- a. phone reminders ensure that unconscientious patients attend appointments.
- b. adapting correspondence to suit different personalities can have a positive impact on health.
- c. information in audio form helps blind people to access health information.
- d. adapting letter-writing style can encourage patients with different goals to participate.

8. In the final paragraph, what does the writer advise researchers in health/personality to do?

- a. Do more research before giving advice to health workers.
- b. Explore the link between personality and health.
- c. Talk directly to the general public.
- d. Give more practical suggestions to health workers.

Read a text about how to stay friends with your ex, and for questions 1 to 8, match the headings to the sections. There are THREE EXTRA headings that you don't need to use.

Can you stay friends after divorce?

Divorces are rarely friendly. Sometimes, when there has been abuse or manipulation, it is unwise to maintain the relationship, and if one of the spouses is clinging to the hope that the relationship might reconcile, it is hard to remain friends. But sometimes it is necessary to keep in touch with your ex for the sake of children. So what is the best way to go about it?

1

It is natural that you and your partner will be experiencing all kinds of emotions, like hurt, resentment and anger, and these won't go away instantly. So allow yourself to rant, cry and go through the stages of grief. Allow your partner this time too, and don't expect them to be feeling the same as you.

2

Divorce means you'll no longer be doing the same things with your partner that you used to do. Therefore, if you intend to stay in touch, you will have to learn to be together in a different way. It's not always easy to identify this new dynamic, and don't worry if it doesn't come naturally. If something doesn't work for you, let your partner know and suggest an alternative. If something works, let your partner know that too.

3

If you have agreed to ‘just be friends’, then do just that! Treat your ex in the same way as your other friends. Send messages and jokes, offer and accept help and hang out together. It might feel awkward at first, but keep at it and it will begin to come more naturally. If it feels more comfortable, meet up in groups rather than one-to-one.

4

Although you are friends, remember that a friendship and an intimate relationship are different. Some things are no longer appropriate, such as calling each other by pet names and discussing personal matters. You may decide it’s best to avoid certain topics and keep the relationship fairly superficial, at least in the short term.

5

While spending time with your ex, you may be tempted to get closer by hugging, kissing or cuddling. But resist the temptation! Remember you broke up for a reason, and if you allow yourself to get close again, history may repeat itself, and someone may get hurt.

6

It’s tempting to use interactions with exes as an opportunity to belittle, complain and vent your frustrations. However, doing so will not help your relationship to move on to a better place. Instead, be courteous, considerate and calm, and avoid getting defensive. And listen to your

partner with the aim of understanding their needs, and troubleshoot problems together.

7

Most likely, your hopes and expectations of your ex have been dashed, and you feel unable to depend on your partner to fulfil promises. However, like in any relationship, you need to be able to rely on each other. Do little things to show you can be depended on: follow up on your promises, don't talk about your private matters and tell the truth. That will encourage your partner to do the same.

8

Although your relationship has inevitably gone through bad times, you had good times together too. In order to move on, you needn't pretend that those moments never existed. Look at old photos and reminisce. Enjoy the times you shared and your partner's good qualities. Doing this will help you to let go of painful memories and let your relationship move on to a better place.

- a. Find a new normal.
- b. Work on your communication skills.
- c. Build trust.
- d. Don't get intimate.
- e. Focus on the positive.
- f. Don't be alone with your ex.
- g. Set boundaries.
- h. Listen to your feelings.

- i. Do what friends do.
- j. Keep trying new things.
- k. Don't let your feeling guide you.

Read the text about the Fear of Missing Out, and for questions 1 to 10, choose the correct option.

Fear Of Missing Out (FOMO)

We've all felt it: that uncomfortable feeling when you scroll through your social media feed and see photos of friends having a better time than you, or that sensation when you read about a friend's amazing job that you chose the wrong life path. This feeling is called FOMO, or fear of missing out.

The term was first coined in 1996 by Marketing Strategist Dr. Dan Herman. While listening to consumers in focus groups and interviews, he observed that many consumers mentioned a fear of missing out on opportunities which could bring them pleasure. Later, in 2004, Patrick McGinnis, a student at Harvard Business School, co-edited an article about the growing trend among his peers of being unable to commit to anything, even something as simple as booking a restaurant, for fear that they would miss out on something more exciting happening elsewhere.

Although people have felt FOMO for time immemorial, the growth of social media seems to have exacerbated the phenomenon. For many, it has now become habit to compare your life with others' lives – or rather the highlights of their lives; something that

previous generations could not do so readily. This skews your sense of normal and brings about feelings like resentment, envy and dissatisfaction. What's more, marketers have seized on FOMO psychology as a means to drive sales. Sales that last a limited time, low stock availability notifications and pop-ups that show other people buying all tap into our FOMO.

Since the FOMO phenomenon was recognised, it has been increasingly studied by scientists eager to discover its trends and impacts. Scientists at Carleton and McGill University, for example, found that, surprisingly, traits like neuroticism and extroversion did not lead to a greater incidence of FOMO. They did, however, discover that negative FOMO feelings were experienced more often towards the end of the day and at the end of the week and that FOMO was experienced more by people carrying out obligatory work, like jobs and study.

This is not to say that people only experience FOMO when engaged in a mundane activity. In a follow-up study, researchers found that participants who specifically selected one activity over another experienced FOMO when reminded about the alternative activity, even if their chosen activity was sociable and enjoyable, and if the alternative was unsociable. Moreover, they experienced FOMO whether they were reminded about the alternative through social media or in conversation.

Interestingly, although FOMO is widely associated with teenagers and young adults and those who use social media, research has found that people of all ages experience it, irrespective of their

social media use. Researchers at Washington State University, found that it is more closely linked to factors like loneliness and low self-esteem. However, for those people, social media can exacerbate the problem.

Some psychologists recognise an upside to FOMO, saying that it can motivate you to take action, connect with others and get out of your comfort zone. More often than not, though, FOMO leads to increasing isolation and even FOJI, fear of joining in, in the belief that your own insights or contributions will not be valued.

A rising counter-culture to FOMO, though, is JOMO – the joy of missing out. This includes the pleasure and satisfaction of a night in, doing what you enjoy best, turning off your phone notifications and living in the moment, focusing not on what you lack but on what you have.

Take the reading test

1. The term FOMO was first used...
 - a. in a paper published by a Harvard student
 - b. on social media
 - c. by someone doing market research
2. It can be inferred that the meaning of FOMO now...
 - a. is the same as in 2004.
 - b. has changed since 2004.
 - c. changed between 1996 and 2004.
3. Which of the following impacts of FOMO is NOT mentioned in the text?

- a. It can alter your perception of what 'normal' is.
 - b. It can be exploited to make people spend money.
 - c. It can make people fearful of normal social interactions.
4. According to the text, people in previous generations experienced FOMO less than nowadays because...
- a. marketing campaigns were less targeted towards them.
 - b. they were less aware of what others were doing.
 - c. their lives were more similar to those of their peers.
5. According to the research, which of these people is MOST likely to experience FOMO?
- a. an introvert doing school work on a Friday night.
 - b. a neurotic person relaxing on a Sunday afternoon.
 - c. an extrovert working on a Tuesday morning.
6. According to research, someone doing an activity of their own choice...
- a. will only experience FOMO if their chosen activity is unsociable.
 - b. will experience FOMO if they are reminded about an alternative option.
 - c. will not experience FOMO unless they see a social network feed.
7. Who is most likely to be at risk from FOMO?
- a. a young, sociable adult who uses social media widely
 - b. an older adult who is insecure and has low self-worth.
 - c. a confident teenager who does not use social media.
8. It can be inferred that FOJI...

- a. causes people to become more lonely and isolated.
- b. is one of the advantages of FOMO.
- c. helps people to appreciate the present moment.

9. The text states that FOMO can be beneficial...

- a. if people use it to seek out opportunities.
- b. if people are suffering from FOJI.
- c. if people are feeling isolated and undervalued.

10. JOMO refers to...

- a. being motivated positively by other people's actions.
- b. commenting positively on other people's good news.
- c. being happy without the influence of other people.

Read the text about the main actors in the Harry Potter movies and for questions 1 to 8, choose the correct answer.

Where are the Harry Potter Stars now?

The actors who played the children in the Harry Potter movies are now adults. So how have their early experiences shaped their lives?

Daniel Radcliffe

Daniel Radcliffe, who played Harry Potter in the eight films, has recently been reading memes featuring him in his famous role and has only just realized that many people considered him cool. At the time, he felt as insecure as anyone that age. The English actor says that although he now has a successful acting career, he always finds the early Harry Potter movies difficult to watch because he admits he wasn't very good at acting. The young actors received coaching in singing and dancing on set, but never any acting training in all the time they were on set, so he feels his early films are very one-dimensional. It wasn't until he met actor Gary Oldman on set in Harry Potter and the Prisoner of Azkaban that he began to understand how to approach a role. Daniel says he never particularly wanted an acting career but fell into the job. In fact, in an early interview, Daniel told viewers that he wanted to be a professional wrestler!

Rupert Grint

Rupert Grint, who played Harry's friend Ron Weasley, found being a famous actor very isolating as a child and teenager. Being around adults so much, he felt very strange when returning to his peers to do exams, as he thought he had little in common with them. After filming the fourth film in the series, he even considered quitting the series, as it was "a bit of a drag". Rupert also found being well-known a big sacrifice and even scary. He was instantly recognizable whenever he went out, and people he didn't know took photos of him. The young actor says he disliked being known as Ron Weasley and nothing else. But he has got used to the attention, and, despite these negative aspects, says that the Harry Potter films were an amazing part of his life which he is proud to be a part of.

Emma Watson

Emma Watson, who played Hermione Granger in the series, always felt a great connection to her character, as both were perfect students and neither were very cool. She admits to having become rather obsessed with her character to the extent that she could not separate her own identity from hers. Watson feels that she has missed out on her own teenage years as she was "being Hermione" all that time. Since the series ended, Emma has been able to focus more on herself. She continued her studies, getting top grades, in case her acting career didn't work out, but has gone on to star in a number of films. No longer seeking blockbuster films, she chooses smaller, high-quality films that mean something

to her personally. She has also become a well-respected ambassador for women's rights. Despite her success, Emma has had to undergo a lot of therapy due to her fame. As a teenager, she often felt that her life as Hermione was so "big" that she lost her own identity. She also feels guilty for not enjoying the fame and attention that she has received. However, by focusing on her family and home life, she has managed to form an identity for herself beyond Hermione.

Reading comprehension test

1. _____ thought about leaving the Harry Potter series.
a. Daniel Radcliffe b. Rupert Grint c. Emma Watson
2. _____ felt that (s)he and his/her character had a lot in common.
a. Daniel Radcliffe b. Rupert Grint c. Emma Watson
3. _____ didn't feel fashionable while acting in the series.
a. Daniel Radcliffe b. Rupert Grint c. Emma Watson
4. As a teenager, _____ felt that other teens were different from him/her.
a. Daniel Radcliffe b. Rupert Grint c. Emma Watson
5. _____ felt ashamed because (s)he didn't like being famous.
a. Daniel Radcliffe b. Rupert Grint c. Emma Watson
6. _____ is embarrassed by his/her lack of talent as a young actor.
a. Daniel Radcliffe b. Rupert Grint c. Emma Watson
7. _____ felt that his/her character's personality took over his/her own.
a. Daniel Radcliffe b. Rupert Grint c. Emma Watson

8. _____ considered education as important as acting.
- a. Daniel Radcliffe
 - b. Rupert Grint
 - c. Emma Watson

Read the text a traveller and for questions 1 to 9, decide if the sentences are true or false.

World walker

Right now, somewhere in the world, Tom Turcich is walking. He started his hike in April 2015 and is still going. His intention is to to walk across every continent in the world.

Tom made the decision to travel the world after one of his close friends died at the age of 17. The tragedy encouraged Tom to make the most of his own life. He spent the next few years completing college and working to save money, and in 2015, he finally quit his job, packed a few belongings and set off on foot from his home in New Jersey, USA.

He took a route south through the USA and Central America and down the west coast of South America. After that, he travelled to Antarctica and Europe aboard a ship, and he is currently walking across North Africa. From there, he'll hike east through Asia and Australia. Then he plans to fly to the west coast of the USA and cross that on foot, back towards his final destination, his home in New Jersey.

Tom isn't walking alone. He picked up a dog called Savannah from an animal shelter in Texas. At first, he thought it would be useful to have a dog protecting him, but the two soon became perfect travel companions. He thought he would have trouble crossing borders with the dog, but he acquired a certificate proving that it was free of disease and since then the process has been surprisingly simple.

Turcich usually walks about 38 kilometres a day, burning 5000 calories daily. He has encountered a number of difficulties on the way, such as walking across the mountains and volcanoes of Guatemala. They were so steep that he could only manage about 10 miles a day. He carries just a tent, a sleeping bag and a few basic supplies, all of which he pushes a baby stroller, as he found that it requires less effort than carrying a backpack.

When he first started out, his legs ached at the end of the day. But he is now used to the exercise, although he makes sure to spend time at the end of the day stretching his legs. He had worn out several pairs of hiking boots already, each pair lasting about 800 kilometres. Tom has an arrangement with a friend in the States who mails him new pairs of sneakers whenever he needs them.

He has had some great experiences along the way and is always surprised by the generosity and hospitality of strangers, who frequently welcome him into their homes. However, few of them believe him when he tells them that he has walked to South America on foot, assuming that he has made a mistake speaking Spanish. But eventually, they accept his story and are extremely impressed.

Tom keeps a blog where he documents his travels and posts wonderful photographs that he has taken along the way. He had never been interested in photography before he started his trek but now loves the art form. He hopes that after returning to the USA, he will be able to work as a travel writer or photographer.

Reading comprehension test

1. Tom set off on his journey right after his friend died.
a. True b. False
2. Tom has already walked across South America and Europe.
a. True b. False
3. He took with him a dog that he'd had for years.
a. True b. False
4. In Guatemala, he had to slow down his pace.
a. True b. False
5. He thinks a baby stroller is more convenient than a backpack.
a. True b. False
6. He used to have to stretch every day, but he no longer needs to.
a. True b. False
7. He buys new shoes or boots locally whenever he wears out a pair.
a. True b. False
8. Tom often made mistakes communicating with local people in Spanish.
a. True b. False
9. He didn't use to be into photography, but now he loves it.
a. True b. False

Grammar practice

1. *Find the correct version in each sentence:*

1. I've got some wood but I haven't got **light** / **a light**.
2. **Light** / **the light** travels faster than **sound** / **the sound**.
3. We're having **lamb** / **the lamb** for lunch.
4. The sheep gave birth to **lamb** / **a lamb**.
5. Would you like **cake** / **a cake**?
6. No, thanks. I don't like **cake** / **a cake**.
7. This suit is made of very **fine cloth** / **the very fine cloth** / **a very fine cloth**.
8. Can you get **cloth** / **a cloth**, please? I've just spilt **tea** / **the tea** on your carpet.
9. I went to **a talk** / **talk** on **Russian revolution** / **the Russian revolution** last night. It was very interesting.
10. **Service** / **a service** in restaurants isn't as good as it used to be.
11. **The Times** / **Times** is one of Britain's oldest newspapers.
12. **Time** / **the time** and **tide** / **the tide** wait for no man. (proverb)
13. I don't usually like **poetry** / **the poetry**. But here's **a poem** / **poem** I do like.
14. Do you want **an ice** / **ice** in your whisky?
15. **Ice** / **the ice** at the North and South Poles is said to be melting little by little.

2. *Form degrees of comparison:*

Happy		
Empty		

Pretty		
Noble		
Hollow		
Square		
Common		
Fat		
Pleased		
Romantic		
Sly		
Pale		
Perfect		
Significant		
Heavy		
Extensive		
Proud		
Aware		
Active		
Easy		

3. Translate into English:

1) Торшер світліший за люстру.

_____.

2) Наша квартира за площею набагато більша за вашу.

_____.

3) У мене тепліше у кімнаті, ніж у кімнаті моєї мами.

_____.

4) 2 вікна спальні виходять на схід, тому спальня набагато світліша за

коридор. _____
_____.

5) Чим більше ти прикрашаєш квартиру, тим більш захаращеною вона стає. _____.

6) Чим веселіше малюнок на шпалерах, тим краще.
_____.

7) Квартира моєї сестри набагато скромніше обставлена, ніж заміський будинок мого дядька.
_____.

8) Її плита швидше готує, ніж моя. Адже моя дорожча!
_____.

9) Буде набагато краще, якщо ти просто побілиш стіни у коридорі.
– Це надто примітивно (просто)!
_____.

10) У твоїй новій квартирі затишніше, ніж у квартирі, яку ти винаймала протягом 2х років.

– Звичайно, як кажуть, «немає нічого кращого ніж вдома».

_____.

4. Underline the correct verb form:

1. I knew the facts of the case because I **had read** / **had been reading** / **have read** the report.

2. The poor chap **died / was dying / was dead**. All we could do was comfort him.
3. The poor chap **died / was dying / is dying** early next morning.
4. He promised to come if he **has / had / would have** time.
5. These two countries have begun another round of talks. They **have begun / began / were beginning** them last Monday.
6. The room **was cleaning / was being cleaned / was cleaned** when I arrived.
7. Do you want **me to come / that I come / me come** with you?
8. My sister **has been / was interested** in medicine ever since she **has been / was** a child.
9. Where **have you first met / did you first meet** your husband?
10. When **did you hear / have you heard / had you heard** your exam results? When **I had phoned / phoned / have phoned** my teacher she **has been checking / has checked / was checking** the list, so she **was telling / told / tells** me then.

5. Complete the sentences using the verbs given:

1. Tom has had to give up playing football since he _____(break) his ankle.
2. I _____(not/pay) for my ticket yet. How much _____I (owe) you?
3. I don't know what _____(happen) to Sharon. She _____(be) such a hard worker, but now she _____(lose) interest in everything.
4. My grandmother was a wonderful woman. She _____(spend) most of her life teaching adults who _____(miss) the

- opportunity to go to school when they _____(be) children and _____(never/learn) to read.
5. I've collected all the documents that _____(need) for the house sale. Can you take them to the lawyer's office to _____(sign)?
 6. Can you come to the police station? The man who _____(suspect) of stealing your wallet _____(arrest), and _____-(question) at the moment. The police hope he _____(identify), either by you or another witness.
 7. We missed the beginning of the play because it _____(already start) when we _____(arrive).
 8. If Mr. Bowen _____(call back), tell him that I _____(fax) the letter to him tomorrow.
 9. The girl thought that if she _____(not to sell) the flowers she _____(not to be) able to buy bread.
 10. No one knew when he _____(come) to the party, or whether he _____(come) at all.

6. Make indirect questions from the direct questions in brackets.

1. (What qualifications does he need?) Could you tell me _____?
2. (What time did John leave?) Can you remember _____?
3. (When is Sally Coming?) Do you know _____?
4. (How much does it cost to rent a flat here?) I wonder _____.

5. (Where can I change this money?) I was wondering
_____.
6. (How long has Phil been living here?) Have you any idea
_____?
7. (Are Peter and Jean going to be late?) Do you think
_____?
8. (What time do the shops open in the morning?) I'd like to know
_____.

7. Translate into English:

1. Я зможу купити тобі собаку, якщо матимуть гроші.
_____.
2. Можливо, він зараз на тебе чекає.
_____.
3. Ми повинні почекати, поки він прийде.
_____.
4. Вам не потрібно виконувати цю роботу цього тижня.
_____.
5. Йому, мабуть, за вісімдесят. _____.
6. Чи можна мені подивитися вечірню передачу по телебаченню?
_____?
7. Йому доведеться повернутися на роботу у понеділок.
_____.
8. У цій кімнаті дуже багато меблів. _____.

9. Не чекайте більш детальних інструкцій.

_____.

10. Це найбільший будинок у селищі. Його просто знайти. _____.

11. Перехожий спитав, чи міг би він щось для нас зробити.

_____.

12. Я хочу, щоб ви переклали цю статтю. Якщо ви її не перекладете, ви не зможете скласти іспит.

_____.

13. Він не дозволив нам увійти до кімнати, так як у цей час фарбували підлогу.

_____.

14. Вона порадила мені не купувати цю сукню і запропонувала піти до іншого магазину. _____.

15. Вона сказала мені, що тільки-но зустріла свою стару знайому, з якою не бачилася багато років.

_____.

16. Я хотів би дізнатися, коли ти повернешся, я зустріну тебе в аеропорту.

_____.

17. Що ти шукаєш? Я впустила ключі і не можу їх знайти. Якщо я їх не знайду, нам доведеться ламати двері.

_____.

18. Я не піду в магазин, якщо ти не допоможеш мені.

_____.

19. «Скільки років ви вчили англійську?» «Я вивчав її два роки і все ще _____ займаюсь _____ вивченням її. _____».

20. Ми грали у теніс півгодини, коли пішов дощ. _____».

8. Ask questions about the underlined words.

1. She¹ entered² the university³ in 2003⁴.

1. _____?

2. _____?

3. _____?

4. _____?

9. Rewrite, translating the Ukrainian words into English.

1. This is not so, _____ (чи не так)?

2. (Які) _____ lovely flowers they are!

3. Nobody knows it, _____ (чи не так)?

4. Don't make such _____ (шум)!

5. "I like bearded women." – _____ (Невже?!)

10. Translate into English:

1. Ви не пам'ятаєте його адресу? _____

2. Невже не пам'ятаєте його адреси? _____

3. І ви, звичайно, не пам'ятаєте його адреси, чи не так?

4. Яка я розумна! _____

5. Я така розумна! _____

6. Яка я хороша студентка! _____

7. Я така гарна студентка! _____

8. Адже я маю рацію, чи не так. _____

9. Ви ж не любите його, чи не так? - Так, не люблю. _____

10. Хіба ви не знаєте цього правила?

11. Give the plural of the following nouns:

1. Story - _____. 2. storey - _____. 3. Berry - _____. 4. Key - _____.
5. Toe - _____. 6. Ski - _____. 7. Radio - _____. 8. Tomato - _____.
9. Sky - _____. 10. Echo - _____. 11. Path - _____.
12. Class - _____. 13. Bush - _____.
14. Half - _____. 15. Roof - _____. 16. Loaf - _____.
17. Belief - _____. 18. man-servant - _____. 19. photo - _____.
20. Nephew - _____.

12. Rewrite the following sentences correcting errors if any.

1. I've got a bad news for you. _____.
2. The bicycle of Paul was too big for me. _____.
3. I do all the houseworks myself. _____.
4. She stood in the room's corner talking to a father of mine. _____.
5. The childrens stay up late when they are on their holidays. _____.

13. Translate the following sentences into English.

1. Ваші поради хороші, але їм важко слідувати (follow). _____.
2. Поліція розшукує тебе! _____.
3. Нове рішення уряду викликало (to cause) великі суперечки. _____.
4. Гроші не пахнуть. _____.
5. Знання - сила. _____.
6. Твій одяг зовсім мокрий. Зніми його. _____.
7. Ці новини старі як торішній сніг. _____.
8. Її знання англійської мови дуже хороші. _____.
9. Світло цієї лампи дуже яскраве. _____.
10. Її волосся таке красиве! _____.

14. Open the brackets by either choosing the correct form or translating the Ukrainian words.

1. (*This / That*) was exactly (*what / that*) I did.
2. Take (*either / both*) half; they are exactly the same.
3. (*Gandalf's beard / A beard of Gandalf*) was long and grey.
4. (*No / No one / None*) of these shops does very much business.
5. I can hardly see (*some- / any- / no-*) thing without my glasses.
6. The post office is on (*another / other / the other*) side of the street.
7. (*Another / Other / The other*) four years passed before we met again.
8. We know you sent us two letters, but we have received (*either / neither*).
9. Julia and Ann are learning judo so that they can defend _____ (*себе*) if necessary.
10. He was standing

_____ (*насамоті*) in a corner of the room. 11. My Mom doesn't like _____ (*нову роботу мого брата*) very much. 12. No _____ (*відомості*) (*is / are*) released until sufficient _____ (*данні*) (*is / are*) available. 13. The furniture we have here (*is / are*) not new. We bought (*it / them*) second-hand. 14. Money (*is / are*) pleasant when you don't have to think about _____ (*них*). 15. Michael is a fifteen (*year / years*) old boy.

15. Translate into English

1. Де твій одяг? _____.
2. Хто-небудь з вас знає про це? _____.
3. Я живу в трьох-кімнатній квартирі. _____?
4. Будь-який з нас може перекласти це на англійську мову. _____.
5. Хто з вас може допомогти мені? _____.
6. Всі хочуть бути здоровими, багатими (*wealthy*) і розумними (*wise*). _____.
7. Нехай він відразу зробить це. _____.
- 8 Я на дев'яносто відсотків упевнений в (*about*) це. _____.
9. Цей словник дешевше п'ятисот рублів. _____.
10. Жоден з цих телефонів не працює. _____.

16. Rewrite the following sentences correcting errors if any.

1. *Good heavens! How has she grown!* _____.

2. I opened the door but I couldn't see nobody.
_____.
3. There are thirty-one days in December. _____.
4. Where are the others photoes? _____.
5. The chair lay on it's side. _____.
6. I understand everything. You don't have to say it again.
_____.
7. Let's them to do it here and now. _____.
8. The boys hid themself in the bushes. _____.
9. To peel potatoes! - It is such boring work! _____.
10. You don't touch this money! It's belong to me. _____.

17. Fill in the appropriate cells with proper forms of the words given below. The first word is done for you.

easy; nice; bad; good; elderly; real; late; tall; daily; dry

ADJECTIVES			ADVERBS		
positive	comparative	superlative	positive	Comparative	superlative
easy	easier	easiest	easily	more ~	most ~

18. Choose (underline) between the adjective and the adverb.

1. Her face was (*deep/deeply*) lined. The sea is very (*deep/deeply*) here.
Still waters run (*deep/deeply*).
2. They speak (*high/highly*) about him. He is a very (*high/highly*) placed person. The boy threw the stone (*high/highly*) up into the air.
3. He felt (*happy/happily*). (*Happy/happily*) it is no longer necessary.
He smiled (*happy/happily*).
4. She spoke very (*kind/kindly*) to me. He (*kind/kindly*) waited for me.
It was (*kind/kindly*) of him to wait for me.
5. Stay (*clear/clearly*) of us. The sky was (*clear/clearly*). Wait until you can think more (*clear/clearly*).

19. Rewrite the following sentences correcting errors if any.

1. *I am being trained to look after ill children.*
_____.
2. *I tried hardly to remember her name.*
_____.
3. *Although I was a stranger, they treated me very friendly.*
_____.
4. *George can't come because he's not well.*
_____.

5. I hope I'll do good in today's test. _____.

20. Open the brackets by either choosing the correct form or translating the Ukrainian words.

1. (Хмо) _____ of you has taken my money? (Вони, були) _____ on this table only (кілька) _____ minutes ago. 2. There is scarcely (some/any) money left at home. 3. We've got nothing (що) _____ you are asking for. 4. Could you show us (що) _____ you have on sale today? 5. I don't like this coat. (Its/It's/Its') colour is too light. 6. We live in a (трьохкімнатній) _____ flat. 7. (Днями) _____ we went to see my granny. 8. We are expecting some very important people to come to us (на днях) _____. 9. She looks much (гірше) _____ today. 10. (Мало) _____ people know about it. 11. Two (aircraft/aircrafts) (was/were) shot down during the air-raid yesterday morning. 12. You can change your bus at the first (*перехрестя*) _____. 13. (Every/Each) sex has (its/it's) own physical and psychological characteristics. 14. I don't feel very (добре) _____ today. 15. My aunt lives (near/nearly) us.

21. Fill in the cells with proper forms.

Infinitive	Past Simple	Participle II	Participle I	Translation
set				
sit				
cry				

fly				
pay				
	chose			
	lost			
			teaching	
			fighting	
			catching	
				відчувати
				падати
draw				
mean				
	occurred			
			driving	
			building	
		lain		
			laying	
				піднімати

22. Put the verbs in brackets into the correct tense.

Dear Hilda,

I just (hear) _____ that my mother suddenly (be) ____ taken ill, and I'd like to go and see how she (be) _____. The trouble (be) ____ that I can't take my dog Tim with me. You (think) _____ you (be able) _____ to look after him for a week? You (have) _____ him for ten days last

year, you (remember) _____, and you (say) _____ he (be) _____ no trouble, and (get) _____ on well with your dog.

If you (agree) _____ to have him, I (bring) _____ him along any time that (suit) _____ you. He (have) _____ his own bed and bowl, and I (bring) _____ enough tinned dog food to last him a week.

But if it (not be) _____ convenient, (not hesitate) _____ to say so. There (be) _____ quite good kennels near here, and they (take) _____ him if I (ask) _____. He (be) _____ there once before and (seem) _____ to get on all right.

23. Below is a short article about computers. Put the verbs in brackets into the passive voice. Choose the correct tense, or use the modal verb if one is given.

Computers Then and Now

The world's first electronic computer _____ (build) at the University of Pennsylvania in 1946. Computers _____ (sell) commercially for the first time in the 1950s, and a lot of progress _____ (make) since then. Computers are now much smaller and more powerful, and they _____ (can/buy) much more cheaply.

Computers _____ (use) in many fields – in business, science, medicine and education, for example. They _____ (can/use) to forecast the weather or to control robots which make cars. The computer's memory is the place where information _____ (keep) and calculations _____ (do).

A computer cannot think for itself – it _____ (must/tell) exactly what to do. A lot of difficult calculations _____ (can/do) very quickly on a computer.

And computers don't make mistakes. Stories _____ (hear) sometimes about computers paying people too much money or sending them bills for things they didn't buy. These mistakes _____ (make) by the programmers – the people who give the computer its instructions. Some years ago, a computer-con-trolled rocket belonging to the USA went out of control and _____ (have to /destroy). The accident _____ (cause) by a small mistake in one line of the program. This mistake cost the USA \$18 million.

Criminals have found out that 'computer crimes' are often a lot easier than robbing banks. Hundreds or millions of dollars _____ (steal) from American businesses every year by people changing the information in computers.

Large numbers of home computers _____ (sell) recently, especially in the USA and Britain. People know more about computers than they used to, and computers are playing a bigger part in our lives. Progress _____ (make) all the time. Many people believe we can look forward to the day when even our household jobs like cleaning _____ (do) by computer-controlled robots.

24. Use proper tense forms.

1. I (interpret) for you at the conference tomorrow if I (be) not already scheduled to work at the UN. I have a friend who (do) it for you, if she (be, not) busy. 2. If I (have)enough money, I

(backpack) around Europe. But, unfortunately, I am broke. 3. If I (have)enough money in my twenties, I (backpack) around Europe. But, unfortunately, I was broke. 4. If the price of this tour to GB (come) down, more people will buy it.

25. Complete the following by putting the verb in brackets into the correct tense-aspect form:

Dear Sir,

I (be) _____ interested in the furnished cottage near Dedham which you (advertise) _____ in yesterday's Times, for my husband and I (come) _____ to England in June and (require) _____ accommodations for three months. Could you please tell me exactly where it is and give me details of bus and train services in the area. I also would like to know about the local shops. I (be able) _____ to shop without a car? My husband (hope) _____ to hire a car, but I (not drive) _____ and he (not be free) _____ very often to take me shopping, so we (need) _____ a cottage on a bus route. The local shops still (deliver) _____? I (know) _____ they (do) _____ ten years ago.

I would be grateful also if you (tell) _____ me whether you supply sheets etc. and whether a laundry (call) _____ at the house. The rent you (ask) (sound) _____ reasonable for the size of the cottage. How you (like) _____ it paid? Weekly, monthly or in advance.

My husband and I (be) _____ abroad for ten years, but before that we (live) _____ near Dedham, which is why we want to spend our holiday there. My husband (also / write) _____ a

book about Constable and would like to finish it in the area where he, Constable, (paint) _____ most of his pictures.

Mr. Jones, the bank manager, (know) _____ us since we (live) _____ in the area and I (be) _____ sure he (recommend) _____ us as suitable tenants.

I would be grateful for an early reply and enclose a stamped addressed envelope.

Yours faithfully,
Pamela Smith

26. Turn the following into indirect speech using various reporting verbs in the past tense.

1. Michelle to Bob: "Please come to my birthday party".
_____.

2. Bob to Michelle: "I am sorry but I can't go to your birthday party because I'm going away for this weekend".
_____.

3. Tony to Leo: "Hello, Leo! What are you busy with?" _____.

4. Mary to her friend: "You'd better take a taxi". _____.

5. A policeman to a motorist: "Get out of your car". _____.

6. Jimmy to his mother: "Mummy, I'm sorry I broke your vase". _____.

7. Terry to his girlfriend: "I'll write as soon as I get there"._____.
8. Sid to his mother-in-law: "I would be happy if you came to us again soon.____.
9. A boss to his employee: "Let's talk about your pay-rise tomorrow"._____.
10. Tony to Mark: "I saw Helen here ten minutes ago"._____.

27. Insert articles where necessary

1. Chrysler Building was finished in ... 1930 and, until ... Empire State Building was finished ... few months later, was ... tallest in ... world.
2. Kang Hee Sul comes from ... family of ... political dissidents. Her father, Kang Chul Sul, has been in ... jail since 1980 on ... charges of spying for ... North, and her mother, who served ... year in ... prison is still under town arrest.
3. I think I have already paid ... certain amount of my time to ... needs of ... company.
4. Probably, ... majority of people infected with ... virus of type B hepatitis will suffer no important consequences.
5. ... Netherlands is ... kingdom in ... Europe on ... North Sea with two capitals - ... Amsterdam and ... Hague.

28. State the communicative type of the following sentences:

1. What terrible noise the children are making!
2. It's too late now, isn't it?
3. Stop it this instant!

4. I can hardly help you.
5. What are they doing?

29. State the structural type of the following sentences:

1. Nice of you to come.
2. Bright summer sun.
3. Lost time is never found again.
4. Extremes meet.
5. She must have stopped crying.

30. Underline the predicate and state its type.

1. Friends are thieves of time.
2. I don't care about the consequences.
3. Did you have a nice sleep?
4. I cannot give up smoking.
5. This country is said to be rich in oil.

31. State the syntactic function of the underlined words:

1. His voice sounded¹ strange².
2. You must live your own life³.
3. But for you⁴ I wouldn't have come.
4. In all likelihood⁵ he is rich enough⁶ to buy anything⁷.
5. She⁸ told me⁹ the whole story¹⁰.

32. State the functions of the gerunds and infinitives in the following sentences and translate the sentences.

1. At hearing his footsteps she turned pale and couldn't but sob.
2. She was born with the gift of winning hearts.
3. He insisted on their making

peace and was the first to offer his hand. 4. Slow cooking makes tough meat tender. 5. He doesn't like not being taken seriously.

33. State the syntactical functions of the participles in the following sentences and translate the sentences.

1. Being a mean person, he never spent more than he had to. 2. They debated for hours without a decision being taken. 3. He was a short bespectacled man entering a grey and paunchy middle age. 4. Unless changed, this law will make life difficult for farmers. 5. There being no further business, I declare the meeting closed.

34. Translate into English using Participle I or II wherever it is possible.

1. Вона мовчала, ніби чекаючи, що її запитати інше питання.
2. Він дивився на хлопчика, що сидів на стільці у кутку кімнати.
3. Хлопчик, який сидів на стільці у кутку кімнати, вже пішов.
4. Оскільки він погано почувався, йому довелося залишитися вдома.
5. Він згадав про це, коли був удома.
6. Коли її попросили, вона повідомила свою адресу.
7. Я чув, як назвали моє прізвище
8. Чи можна для мене викликати таксі?
9. Не знаючи відповіді, він стояв, не кажучи жодного слова.
10. Він зміг би зробити набагато більше для вас, якби він був краще поінформованим.
11. Не бажаючи бути першим, я сповільнив кроки.
12. Якщо обставини дозволять, я приїду до вас восени.

4. *Being in Manchester, he didn't find time to go sightseeing there.*

_____.

5. *Not knocking, she entered the*

*room.*_____.

36. Rewrite the following sentences making corrections wherever necessary.

1. *When we failed to get in touch with them through the phone, we tried to send them an e-mail.*

_____.

2. *She is certainly to come to us one of these days.*

_____.

3. *I've got used to get up early.*

_____.

4. *Let's him to stay here provided he keep his mouth shut.*

_____.

37. Rewrite the following sentences making corrections wherever necessary.

1. *When we failed to get in touch with them through the phone, we tried to send them an e-mail.*

_____.

2. *She is certainly to come to us one of these days.*

_____.

3. I've got used to get up early.
_____.

4. Let's him to stay here provided he keep his mouth shut.
_____.

38. Put the verbs in brackets into the correct tense.

An eight-year-old boy _____ (disappear). Mark Davidson _____ (not return) yesterday from the park near his home. The Davidsons _____ (live) five minutes' walk away from the park. Mark _____ (go) to the park at four o'clock and _____ (play) football with his friends. After they _____ (play) for about an hour they _____ (sit) down for a rest. Mark _____ (leave) the park at a quarter past five. He _____ (be) alone. A man who _____ (walk) his dog _____ (see) him go out through the gate. No one _____ (see) Mark since then. Police _____ (question) local residents and so far they _____ (speak) to about two hundred people. They _____ (want) to question a middle-aged man in a green sweater who _____ (lie) on the grass near the park exit at five o'clock. At the moment police and other helpers _____ (search) nearby fields and woods in the hope of finding the missing boy.

39. Translate into English the words given to you in brackets.

1. If (*хто-небудь*) _____ of your friends is interested, let me know. 2. (*Ці*) _____ roses smell (*прекрасно*). 3. (*Хто*) _____ of you has taken my money? (*Вони були*) _____ on this table only 5 minutes ago. 4. This work is (*така*) _____ difficult! 5. She has

everything she needs, (*трохи*) _____ money, (*мало*)
_____ worries and good health. 6. I've got (*мій*) _____
passport with me, and where is (*ваш*) _____? 7. (*Днями*)
_____ we went to see my granny. 8. We need (*подальшу*)
_____ information before we make a decision.

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