

**GUIDELINES AND  
TASKS FOR  
EXTRACURRICULAR  
AND INDIVIDUAL  
WORK OF ESP  
STUDENTS**

**Кам'янець-Подільський**

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I – 59

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Книга написана з урахуванням інноваційних технологій навчання іноземних мов, що сприяє розвитку пізнавальної та творчої активності студентів, містить цікавий виклад інформації, ефективну систему вправ, спрямованих на використання різноманітних способів інтеграції мовленнєвих умінь та знань в рамках теорії та ситуативного контексту, а також тренувальні тести. Матеріал посібника містить такі рубрики як Project Work (Проектна робота), Use of English (Використання англійської мови), Essay Writing (Написання есе), Placement Tests (Рівневі тести), Grammar Tests (Граматичні тести), Translation (Переклад) та Phrases to Be Used (Корисні фрази).

Навчальний посібник “Guidelines and Tasks for Extracurricular and Individual Work of ESP Students” рекомендований студентам, магістрантам, аспірантам та викладачам.

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## ПЕРЕДНЄ СЛОВО

Навчальний посібник з англійської мови “Guidelines and Tasks for Extracurricular and Individual Work of ESP Students” рекомендований студентам для самостійної та індивідуальної роботи. Посібник охоплює цілісний комплекс матеріалу щодо розвитку навичок комунікативного мовлення, враховує інноваційні тенденції, перспективний досвід, орієнтуючи на диференціацію та індивідуалізацію навчання з урахуванням інтеграцій мовленнєвої діяльності. Актуальність посібника зумовлюється тим, що його розробка відповідає радикальним змінам, які здійснюються у національній системі вищої освіти в Україні, та сприяє формуванню у студентів професійних та комунікативних компетентностей.

Матеріал посібника містить Project Work (Проектна робота), Use of English (Використання англійської мови), Essay Writing (Написання есе), Placement Tests (Рівневі тести), Grammar Tests (Граматичні тести), Translation (Переклад) та Phrases to Be Used (Корисні фрази). Така структура забезпечує максимальне охоплення всіх видів мовленнєвої діяльності, сприяє використанню студентами ресурсів як активного, так і пасивного словникового запасу і додає динамічності навчального процесу. Посібник укладено з урахуванням сучасних методик викладання та новітніх технологій навчання англійської мови. Матеріал посібника слугує ефективним підґрунтям для самостійної та індивідуальної роботи студентів та допоможе опанувати мову на достатньо високому рівні.

*Бажаємо успіхів!*

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# **Project Work**

## **PROJECT WORK AND TASKS SAMPLES**

By encouraging students to move out of the university classroom and into the world of work, project work helps to bridge the gap between language study and language use. It is therefore a valuable means of extending the communicative skills acquired in the classroom. Unlike traditional language learning, where all tasks were designed by the teacher, project work places responsibility for learning on the students themselves.

Project work, in its various guises, has a number of characteristic features.

Project work:

- focuses on content learning rather than on specific language targets. Real world subject matter and topics of professional interest to students can become central to projects;

- is student-centred, though the teacher plays a major role in offering support and guidance throughout the process;

- is cooperative rather than competitive. Students can work on their own, in pairs or small groups, or as a class to complete a project, sharing resources, ideas, and expertise along the way;

- leads to the authentic integration of skills and processing of information from various sources, mirroring real life tasks which students will encounter in their future jobs;

- culminates in an end product (e.g. an oral presentation, a poster session, a bulletin board display, a report, or a stage performance) that can be shared with others, giving the project a real purpose;

- is potentially motivating, stimulating, empowering, and challenging. It usually results in building student confidence, self-esteem and autonomy, as well as improving students' language skills, content learning, and cognitive abilities.

The value of such work, however, lies not just in the final product but in the process of working itself. Thus, project work has both a process and product orientation, and provides students with opportunities to focus on fluency and accuracy at different stages of the project.

A full-scale project involves three main stages:

- Classroom planning. The content and scope of the project are discussed and specific language needs are predicted. Ways of

gathering necessary material, projected interviews and visits are decided upon;

- Carrying out the project. The students move into the world of work and perform the tasks which they have planned;

- Reviewing and monitoring the work. This implies discussions and feedback sessions, group analysis of the work, and self-monitoring by the participants.

Project work, whether it is integrated into a skills-based thematic unit or introduced as a special sequence of activities in a more traditional classroom, requires multiple stages of development to succeed.

The following project types can be recommended for tertiary ESP courses:

- Text projects – which encourage students to use authentic English language texts on professionally-related topics to do research, to carry out a survey, to create a product advertisement or a technical poster, etc.

- Correspondence projects – which involve letters, e-mail messages, and faxes as exchanges between students and potential employers, or between student groups from different universities. The efficiency of this project type can be further enhanced when the project is web-based, which would offer the following tools: e-mailing, weblogging (or ‘blogging’ – a tool that enables you to publish information and make it available to your colleagues or network instantly), on-line discussion lists and chat rooms.

- Encounter projects – which enable students to make contacts with the native speakers who can share their experience in the professional field (e.g. intercultural misunderstandings in the workplace, professional codes of behaviour in English-speaking countries, etc.).

Students can work on each of the following projects individually or in groups. It will probably work best in groups of three or four.

Divide the class into groups.

- Students choose their topic. Students should only choose one of the possible ideas given. Encourage them to write in detail about a small area, rather than superficially about a wide area.

- Discuss with students the format that is given of the project. Emphasize that their project must follow this format.
- Students research and write their projects.
- Students display their projects and / or present them orally.
- Discuss the projects.

### *Your Project 1*

**Choose a topic connected with the theme of transport. Find out more about it and write about it. Here are some possible ideas:**

- a particular kind of vehicle or craft e.g. helicopters, oil tankers, sports cars, bicycles;
- a kind of construction that is necessary for transport e.g. roads, bridges, stations, canals;
- an invention that has made certain forms of transport possible, e.g. the rocket, sails, pneumatic tyres.

**In your project you should:**

- give a short history of the topic;
- give examples of where and how it is used;
- describe its advantages and disadvantages;
- predict how it is likely to develop in the future.

**Illustrate your project with pictures, maps and diagrams.**

### *Your Project 2*

**Make a project about a form of sport or other exercise that you do or would like to do. You should:**

- Describe the activity. Say how you do it.
- Explain any rules or safety instructions.
- Describe the equipment and / or clothes that you need.
- Give some information about teams or individuals who do the activity.

**Illustrate your project with photographs, pictures and drawings.**

### *Your Project 3*

**Make a project about the languages used in your country. Here are some areas that you can research and write about.**

What is the main language in your country?

What other languages are spoken?



What languages are used on television, in films and newspapers and magazines?

What languages are taught in schools?

**Find out about a minority language that is used your country.**

What language(s) do you speak? Do you use different languages in different contexts?

In which other countries is your language used? Are there any differences between the language in your country and the languages in other countries?

Where does your language come from?

How does your language use differ from your parents' or grandparents' use?

#### ***Your Project 4***

**Make a project about a region of your country. It can be your own region or a different one.**

Your project should include some information about:

- things that are typical of the region,
- things that are different between the region and the rest of the country,
- important events in the region's history,
- national heroes and heroines.

**Illustrate your project with maps and pictures.**

#### ***Your Project 5***

**You are going to make a new set of laws for your country. Here are some questions to consider.**

- a) How would you change the laws affecting young people?
- b) What new laws would you introduce?
- c) What kind of law enforcement system would you have?
- d) Look at all the different kinds of crime mentioned in this project. What punishments would you have for each one?

**Make your own set of laws.**

#### ***Your Project 6***

**Make a project about the production and use of electricity in your environment. Here are some areas that you could investigate and write about.**

In what ways do you and your family use electricity?

What could you do to save energy?

Is there a power station near where you live? Find out more about it.

- What kind of power station is it? How does it work?
- What effects does it have on the local economy and the local environment?

**What alternative ways of producing electricity are there?**

**Find out more about one of them.**

- How does it work?
- What are its advantages and disadvantages?

### *Your Project 7*

**Make a project about a mystery – something that is difficult to explain in scientific terms. Here are some possible topics.**

**A famous mystery**, for example the Loch Ness monster, the Bermuda Triangle, UFOs.

- What do people say they have seen?
- Tell the story of one incident.
- What possible explanations are there?

**Superstitions.**

- What common superstitions are there? Do not forget things like lucky charms and mascots.

- Why are people superstitious?
- What are the origins of superstitions?

**Telling the future.**

- What other ways are there of trying to predict the future?

Describe some different ways.

- What is the basis to these methods?
- Do you believe these methods can work?

### *Your Project 8*

**Make a project about celebrations and festivals in your country. Your project should give the following information:**

When are the festivals?

What kind of festivals are they – religious, national, etc.?

What are the origins of the festivals?

How are they celebrated?

**Illustrate your project with pictures.**

# **Use of English**

## Text 1

### CHALLENGES FACED

Before the United States became a country, immigration was a part of the American experience. Tired of being persecuted for their religious beliefs, the Pilgrims set sail from Plymouth, England, in 1620. They did not seek martyrdom by leaving England to settle in the New World, just the opportunity to freely practice their religion. The 101 passengers faced being destitute as they left in September with two months of rough seas before them and arrival in a rugged, barely charted land as winter approached. Still, like future immigrants, they felt the challenges were worth the rewards. They took animals and seed to start a new colony, and despite many hardships, they survived. A new country was set in motion, and settlers steadily continued arriving.

The nineteenth century was to see a period of mass migration. In 1846 the potato crop began to fail in Ireland, and economic and political problems hit other European countries. Many Europeans saw America as a place for autonomy. There they believed they would be free to start their own businesses or farms and make their own religious and political decisions. Of course, many did not come without ambivalence. It was difficult to leave family, friends, and a way of life they had known for years. It was political oppression, starvation, and a hope for a better future for themselves and their children that induced most people to come to America. Records show close to 24 million people arrived in the United States between 1880 and 1920. An immigration period of such magnitude has not been repeated in the United States.

Most immigrants have done their utmost to find a place in American society. Balancing a respect for their original country with their new homes has not always been easy. Maybe one of the hardest aspects has been placating the second and third generations who have not always understood the traditions of their parents and grandparents as they try to fit into American life. Many young people wonder why they must wear traditional clothing to celebrate holidays whose significance they don't really understand or why they must eat traditional foods when they want hamburgers and French fries. But these conflicts tend to resolve themselves with time as families ascertain how to combine customs from the old country with new ones from America to form a multicultural society, taking the best from the many lands that make up this New World.

*(From "Academic Vocabulary" by Amy E. Olsen)*

***Answer the following questions dealing with U.S. history.***

1. Name two groups that have been persecuted.
2. Name two situations that have induced people to fight for changes in laws.
3. The magnitude of the car's influence on American life continues to this day. Give three examples of its effects.
4. What are two kinds of autonomy people have fought for?
5. Name an event that you think must have caused ambivalence in some people.
6. Name two events that have made people destitute.
7. What are two possible actions the government can take to placate angry citizens?
8. Which invention do you think has had the utmost influence on society? Why?
9. Name two ways you could ascertain which candidate you should vote for in the next election for mayor or governor.
10. What two beliefs might a person hold that could lead to martyrdom?

## **Text 2**

### **THE MIDTERM**

#### **Review Tips**

1. Make your thesis clear. The reader should know what your proposal is within the first or second paragraph of your essay. Your intention is to convince your reader that this short story is still important to read because it relates in one or more ways to society today.
2. You may need to refute other points of view. Think about ways an opponent might disagree with you and show how his or her view isn't as strong as yours.
3. Make your examples vivid. Pick scenes from the story that dramatically support your view. Pick examples from today's world that clearly show a connection to the events or ideas in the short story.
4. Remember the importance of coherence as you organize your essay. Pick a method of organization that allows the reader to clearly follow each of your points, and make sure each of your examples relates to your thesis.

5. Watch your diction. Your choice of words helps to set the tone of your essay. This is a formal essay, so you should avoid using slang words or other informal types of language.

6. You will need to cite passages from the story in your paper. As you annotate the story, look for lines and scenes that will help to make your point. Write comments in the margins, star important passages, and underline sections you may want to quote or paraphrase. You do not want to plagiarize any passages, so be sure to record the page number in parentheses after any quotations or paraphrases you use. Stealing other people's words or ideas is a serious offense that can get you expelled from college. Below are examples of quoting and paraphrasing to remind you of the correct formats. Quotation: Use the writer's own words, and put the words in quotation marks. The reader becomes skeptical of the narrator's sanity when he reveals his reason for committing murder: "Whenever it fell upon me, my blood ran cold; and so by degrees – very gradually – I made up my mind to take the life of the old man, and thus rid myself of the eye forever" (Poe 2). Paraphrase: Put the writer's words into your own words, and do not use quotation marks. The narrator says he isn't mad, but the reader begins to wonder how sane he can be when he reveals that he slowly decides to kill the old man because he is terrorized by the old man's 35 eye (Poe 2). If you take the time to prepare for the in-class essay by rereading the short stories, marking important passages in the stories, and thinking about how the stories relate to today's world, you should have no problem in writing your essay.

*(From "Academic Vocabulary" by Amy E. Olsen)*

***Briefly annotate the following passage. Then write a paragraph where your thesis explains whether you would want to read the rest of this story based on this paragraph from page one. Circle your thesis. Cite a line from the passage, and paraphrase another line to help support your view. Don't forget to make your intention clear, use coherence throughout the paragraph, and use vivid examples to explain your position. Decide if you want the paragraph to sound formal or informal, as that will influence your diction.***

The sky was gray, and thunder sounded in the distance. It was almost nightfall, and Helena was far from a place to rest. She had hoped to make it to her aunt's house before dark, but the adventure by the river had slowed her down. She hadn't expected to meet a family of trolls underneath the bridge. She had always thought the stories about trolls were ridiculous, but today she discovered that they could be true. The trolls had actually been quite nice. They even offered her homemade cookies. Though she hadn't really believed in trolls, if she did, she wouldn't have imagined them baking cookies. A streak of lightening lit up the sky, and the next blast of thunder sounded closer. Then the rain began to pour. Helena ran to a nearby tree, whose branches protected her from the rain. She took the last chocolate chip cookie out of her pocket and nibbled on it as she contemplated what to do next.

### Text 3

#### THE IMPORTANCE OF HELLO

Greetings are a **socialization** behavior that most people take for granted because greetings are so **pervasive** in society. But from a young age, people are taught the appropriate greetings for different circumstances. Studying everyday life can help us better understand why we act the ways we do. Sociologist Erving Goffman points out that greetings are part of our face-to-face contacts, phone conversations, and letters.

One area that greetings illuminate is **status**. For example, which person says "hello" first and how someone is greeted can be part of the **stratification** system in a society. In the past, a man removed his hat and bowed to greet a prince or king; this behavior showed his lower rank in the society. This greeting became truncated over time. Later, people began to greet equals by just lifting the hat and then by touching the hat. Finally, a motion toward the hat was enough of a greeting among friends.

Greetings also show cultural differences. In France, people kiss each other on the cheeks as a friendly, everyday greeting, but this type of behavior is not the **norm** in the United States. In fact, activities that are acceptable in one country may seem odd or even be **taboo** in another country. Learning what is acceptable and what is prohibited is important for travelers, especially for those conducting international business. In the United States, most business introductions begin with a

firm, short (three- to four-second) handshake. In Europe, business associates also shake hands, but the handshake is usually more formal. Business greetings in Europe rarely display the friendly backslaps that are sometimes seen in the United States. In Japan, people customarily bow as a greeting, and many business people have learned to look carefully at how the bow is done. The depth of a bow reflects the status between the two people. In Arab countries, men often greet each other with a hand on the right shoulder and a kiss on each cheek. Though a handshake is usually used when meeting people from other regions, it may be done with two hands and be more of a handhold. In Latin American countries, male friends hug each other when they meet, and women kiss each other on the cheeks. In business settings, the handshake is typically the norm at first; however, after a third or fourth meeting, a hug might be given. Visitors are generally allowed some flexibility in greeting ceremonies, but because greetings are so ingrained, a native of a country may be **ostracized** if he or she fails to follow proper behavior.

Linguist C. A. Ferguson, as an informal experiment, decided to **deviate** from **conventional** greeting behavior at work. For two days in a row, he didn't respond to his secretary's "good morning." He reported that the atmosphere was unpleasant on the first day and tense on the second day. By the third day, to **alleviate** the stress and save their working relationship, he discontinued the experiment. What people say and do in what may seem like simple greetings can have more importance than people imagine.

*(From "Academic Vocabulary" by Amy E. Olsen)*

***Give two examples for each of the following.***

1. Where can you see socialization taking place?
2. What are pervasive problems in today's society?
3. What jobs have a high status in American society?
4. What institutions use stratification?
5. What situations might cause someone to deviate from his or her regular behavior?
6. What norms are found in the classroom?
7. What topics are usually considered taboo at dinner parties?
8. Why might someone be ostracized from a group?
9. What are conventional Mother's or Father's Day gifts?
10. What do you do to alleviate pain when you are sick?



## Text 4

### ART HISTORY

The art world has steadily been moving away from the more realistic sculptures and paintings of the Greek, Roman, and Renaissance artists. Starting in the 1800s, especially with the Impressionists, artists began to create works that were more **emblematic** of items than actually having to look like them. The Impressionists wanted their paintings to be **evocative** of a certain mood or time of day. They played with light in order to suggest a feeling about the scene they captured. Their style was not always appreciated at the time, but they have become **perennial** favorites with museum goers and collectors. In this exhibition, you will find several works by Impressionists including Monet, Manet, Pissarro, Renoir, and Morisot.

We also feature the Post-Impressionist Vincent van Gogh (1853-1890) in his own gallery. He used many of the techniques he learned from the Impressionists, but his real concern was with the moods certain colors convey. The vivid yellows he uses in many of his paintings suggest a world filled with energy, sometimes subdued by the calming greens and blues. He **eschewed** conventional techniques and used thick brush strokes to make his scenes come alive. Van Gogh was a **prolific** artist creating more than 2,000 works, though he only sold one painting, *Red Vineyard at Arles*, bought by the Impressionist artist Anna Boch. After his death, his reputation flourished. His *Portrait of Dr. Gachet*, done in 1890, was auctioned for \$82.5 million in 1990. At the time, it was the most expensive painting ever sold.

**Subsequent** art movements have moved even further from realistic interpretations of people and objects. Our exhibition features works by Pablo Picasso (1881-1973) that show how Cubism fragmented people and objects to again move away from realistic portrayals. The angles used in much of Picasso's work pay **tribute** to the African masks that inspired him. Other galleries present the surrealism of Salvador Dali, the splatter paintings of Jackson Pollock, and the Pop art of Andy Warhol to further show how abstract art has become.

Besides paintings, we have creations by Henry Moore, Claes Oldenburg, and others in the sculpture garden; photographs by

Margaret Bourke-White and Alfred Stieglitz, among others, in our renovated photo gallery; and Japanese tea bowls, Chinese vases, and Native American pottery in the ceramics gallery. And don't miss the varied **hues** found in the textile gallery. The reds, purples, oranges, and blues quickly attract viewers to the rugs, quilts, scarves, and clothing from such varied places as Central America, Morocco, and India.

The goal of this exhibition is to show that the **essence** of art is a love of diverse styles, so be sure not to miss the two galleries devoted to new local artists. As we looked through their **portfolios**, we found that their work has been inspired by a range of styles and periods including Egyptian wall paintings, Chinese landscapes, Mexican murals, and a multitude of modern art movements. Innovations and combinations of past artistic styles are what keep art exciting and keep the public from becoming complacent.

*(From "Art History" by G. Pooke)*

**1. You are an art critic for the local newspaper. Use at least six of the vocabulary words to write your weekly column about the painting on the right. You can decide whether to admire the work or censure it, or do a bit of both.**

**2. Complete the following quotations overheard in art museums around the world. Use each word once.**

### **Vocabulary List**

Emblematic	essence	subsequent	eschew	hues
evocative	portfolio	tribute	perennial	prolific

1. "I like how so many of the works in the modern art section pay \_\_\_\_\_ to the past. Even the giant plastic banana and grapes show an appreciation of the traditional still-life painting."

2. "Georgia O'Keeffe has been a(n) \_\_\_\_\_ favorite of mine. I love how her glorious flower paintings present the beauty of nature."

3. "Diego Rivera's mural gave me a great perspective on the struggles Mexico has experienced, and I was impressed to learn how \_\_\_\_\_ artists have continued to explore the possibilities of the mural to tell about historical events."

4. "If I were an artist, I would do miniature paintings, so that they would be easy to fit into my \_\_\_\_\_."

5. "I know Picasso was trying to \_\_\_\_\_ traditional forms in his paintings, but I cannot see a woman on that staircase."
6. "The African mask exhibit was \_\_\_\_\_ of how we often hide who we are."
7. "Dali's paintings really capture the \_\_\_\_\_ of the dream world."
8. "The pink and purple \_\_\_\_\_ in Suzanne Valadon's *Lilacs and Peonies* show the delicacy of spring."
9. "I hadn't realized how \_\_\_\_\_ Claude Monet was. He did more than two thousand paintings, and he certainly liked to do a lot of his garden, especially of the pond."
10. "I found the Hiroshige print of the rain shower to be quite \_\_\_\_\_ ; I could feel myself in a downpour."

## Text 5 FOREIGN LANGUAGES

More foreign words and phrases come into common English usage each year. Because English has always borrowed words from other languages, people aren't always aware that a word originated in another place. For example, *banana*

and *zombie* are African words, *cookie* and *yacht* come from the Dutch, and *yogurt* from Turkish. Other words may still sound foreign, but they are used every day when speaking English.

Imagine eating dinner **alfresco** on a pleasant evening. While you are enjoying the view from the patio, your waiter comes to tell you about the

soup **du jour** and other daily specials. After you take a sip of the delicious French onion soup you ordered, you sit back and enjoy the **bon mot** your companion credits to Mark Twain: "I am opposed to millionaires, but it would be dangerous to offer me the position." You laugh at the witty remark and then ask, "Who needs to be a millionaire?" You know you are living **la dolce vita** as you take pleasure

in your excellent meal, good company, and lovely atmosphere. When your dessert arrives, the waiter lights a match, applies it to the banana flamb , and shouts, "**Voila!**" The alcohol ignites, and the flames create a magnificent finale to your evening. Possibly without

even being aware of it, you have just spent an evening filled with foreign phrases.

Foreign words also appear frequently in the media. The Latin phrase **carpe diem** was an important message in the 1989 Oscar-winning film *Dead Poet's Society*. The film is about a strict boys' school where an English professor tries to teach his students to live life to the fullest. Carpe diem also appears

on numerous calendars and motivational posters. To seize the day is a message we often forget in today's hectic world. The term **doppelganger** comes from German for a ghostly double, and the concept has been explored in short stories by writers such as Edgar Allan Poe in "William Wilson" and by Robert Louis Stevenson in "Markheim." Writers have also claimed to have seen their doppelgangers.

The English poet Shelly saw his shortly before he drowned in Italy, while the German poet Goethe claimed to have seen his riding down a road. Even a single word can have an impact in a story, such as **nada** as used in "A Clean Well-

Lighted Place" by Ernest Hemingway. Nothing can certainly come to mean something.

It isn't necessarily a **faux pas** to not understand every foreign word or phrase currently in use, but to avoid possibly embarrassing moments, the wise person will want to learn at least a few of these phrases. The multicultural **Zeitgeist** of the twenty-first century asks all of us to grow along with the language.

*(From "Academic Vocabulary" by Amy E. Olsen)*

**1. Write a sentence that provides an example for each word. Try to relate the example to your life or your community to better help you remember the word. For some of the words, your examples may need to be fictitious.**

Examples:

**dolce vita** A lot of people in my community consider la dolce vita to be sailing on one of the nearby lakes on a sunny day.

**doppelganger** My husband and I met a clerk at a hotel who could have been the doppelganger for my sister-in-law. We both thought she looked and sounded just like Terri.

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

2. carpe diem \_\_\_\_\_

3. doppelganger \_\_\_\_\_
4. faux pas \_\_\_\_\_
5. voila \_\_\_\_\_
6. bon mot \_\_\_\_\_
7. Zeitgeist \_\_\_\_\_
8. dolce v ita \_\_\_\_\_
9. dujour \_\_\_\_\_
10. nada \_\_\_\_\_

**2. Complete the following sentences using the vocabulary words. Use each word once.**

a. inception    b. escapade    c. carpe diem    d. status    e. faux pas

1. I'm going to go online and check the \_\_\_\_\_ of the package I sent yesterday. I have the tracking number, so I can check on its progress across the country.

2. The sun is finally shining. This weekend I'm going to follow the motto \_\_\_\_\_ and take advantage of the good weather to go camping in the mountains.

3. My mother would have been disappointed in me. She considers it a(n) \_\_\_\_\_ to not bring the host or hostess of a party a small gift. I meant to buy flowers on the way, but I ran out of time.

4. Since its \_\_\_\_\_, there have been only disagreements on how to operate the policy.

5. My sister should be sending me an e-mail on my nephew's latest \_\_\_\_\_. He and his friends are bicycling across the country and having some great adventures.

## **Text 6**

### **ANTARCTICA**

Antarctica has fascinated people for centuries. The **terrain** includes tall mountains, active volcanoes, and valleys of rock that are surprisingly clear of any ice or snow. It also contains the largest mass of ice in the world. The continent and the surrounding oceans contain more than 90% of the world's ice and 75% of its fresh water. Considering the area's cold temperatures, the abundance of ice is understandable. Temperatures **fluctuate** on the continent depending on the time of year and location. The record low for Antarctica is – 128.5°

F (−89.2° C) at Vostock Station on the polar **plateau**. The average temperature at the South Pole is −59.8° F (−51° C). The Antarctica **Peninsula** is considerably warmer than the interior. During the winter, temperatures average 4° F (−20° C), and in the 15 summer, temperatures get just above freezing, or around 35–40° F (2–4° C). Despite the ice, Antarctica is one of the driest places on Earth. The interior of the continent is considered a polar desert because it gets no rain and little snow. The peninsula gets more snow and some rain in the summer.

For the last two hundred years, whalers, explorers, and scientists have made Antarctica home for short periods of time. Whalers were active from the early 1900s to the 1960s. Serious scientific exploration of Antarctica began in the 1800s. Extreme **fortitude** was needed to be an explorer in the early days, as clothing was not always as warm as was needed and transportation was difficult. Dogs and ponies were used to pull sleds, and at times the men were forced to pull their heavily laden sleds themselves. Among the **escapades** of the early explorers was a race to be the first to reach the South Pole. In 1911, Roald Amundsen of Norway and Robert Scott of Britain each undertook to reach the pole. Amundsen was the first to arrive on December 14, 1911. Scott's party arrived thirty-three days later to find the Norwegian flag and a tent left by Amundsen. Scott's **expedition** had been filled with problems, which worsened on the return. Titus Oates was suffering from frost-bitten feet. Fearing he was slowing the team, one night during a blizzard, he told the other men, "I am just going outside and may be some time." His **magnanimous** gesture was in vain. Strong storms continued, and in a few days, the rest of the group perished within eleven miles of the next supply station.

In the late 1950s, scientists saw the need to protect the **pristine** environment of Antarctica. Several nations (including Chile, Argentina, the United States, the Soviet Union, and Britain) cooperated to create the Antarctic Treaty. Every nation that signs the treaty agrees to protect the flora and fauna and to consider the environmental impact of any actions in the area. Today the population of Antarctica **burgeons** in the summer with several countries reopening their research stations after the harsh winter. Among the goals of these stations are to learn more about the plants and animals of this last great frontier and to preserve the unspoiled continent.

*(From "The Frozen Continent")*

*Pretend you are going on an expedition. Pick a place to travel to, consider going to someplace extremely cold or hot to test your fortitude, and write a journal entry describing your adventure. Use at least seven of the vocabulary words in your entry.*

## Text 7 SPEECH

### Tips for Any Occasion

Speeches come in various forms. You may need to inform, persuade, or entertain your audience. You may have had weeks or months to prepare, or you may have to give an **impromptu** speech with little or no time to gather your thoughts. You could give a speech to ten good friends or before thousands of strangers. You might be asked to speak at a wedding or a board meeting. The following are some tips you can use for any kind of speaking engagement.

If it is appropriate to your topic and audience, using **levity** to begin a speech can help you and your audience to relax. By telling a joke or an amusing **anecdote**, you may find that you win your audience over in the first few minutes. People enjoy hearing stories, and when the stories are about the speaker, they can be particularly effective.

As you plan your speech, make sure your examples are **relevant** to your topic. You should use examples that deal with the subject you are talking about. For example, if your speech is on pollution, you will want to give examples of how bad the water supply is or how poor the air quality has become, not tell how you burned a casserole last night. Also, make sure that you check the **verity** of any statements you make. You want to be accurate in what you say.

Another way to support your statements is by using expert **testimony**. Find people who are authorities on your topic, and quote them to back up your views. Before you use those people as sources, find out what their credentials are and whether other people in the profession respect them.

Think about the **ramifications** of your statements. What impact will your comments have on your listeners? Also beware of making **derogatory** statements. You shouldn't belittle your listeners or make negative statements about gender, race, or other characteristics.

A technique that can make your speech vivid is **visualization**. Use words that will help listeners see what you are talking about. Describe the people and places that are important to your speech by using sensory details. Tell how something sounded, smelled, or tasted.

Lastly, don't forget a **summation** that covers your main points. Remember that your closing is your last chance to reach your audience. If there is something you want them to remember, tell them once again. Give your speech a sense of conclusion. Don't leave your audience feeling that something is missing.

Using these simple techniques can help you feel more confident any time you are asked to step up to the podium.

*(From "Academic Vocabulary" by Amy E. Olsen)*

***Pretend that you are preparing a speech on why the cafeteria needs better food. Make your answers to all but Question 10 deal with this topic.***

1. Write an anecdote you could begin your speech with.
2. Give two examples that would be relevant to this topic.
3. Who could give expert testimony on food?
4. Explain one way you could check on the verity of the manager's statement: "Providing healthy food is just too expensive for the cafeteria."
5. In using visualization, to which two senses would you want to appeal the most?
6. How could you add levity to your talk?
7. What might be one ramification of your speech?
8. What type of derogatory statement should you avoid using?
9. Write a sentence that would be part of your summation.
10. If you had to give an impromptu talk about something, on what topic would you speak?

## **Text 8**

### ***The Mayan culture***

The Mayan culture continues to intrigue modern society. One of the great centers of Mayan culture was Chichen-Itza on the Yucatan Peninsula. Life at Chichen-Itza was hardly **immutable**. Roughly between 500 and 1400, a site of numerous temples, a huge ball court, and an astronomical observatory burgeoned in the tropical jungle. The Maya abandoned the site twice, and around 1200 the Toltecs



from the north invaded the area, adding their religion and architecture to the Mayan concepts. Anthropologists and archeologists have been **meticulous** in studying the ruins at Chichen-Itza to discover the customs of this ancient society.

What made life **viable** for the Maya at Chichen-Itza were the *cenotes*, or wells. The name *chicken* shows the importance of the wells to the society. *Chi* meant “mouths” in Mayan, and *chen* meant “wells.” These wells provided a source of water for a community composed of a **hierarchy** of slaves, farmers, hunters, merchants, warriors, priests, and nobles. Each group had its special role to play to keep the community functioning. The cenotes also hold a clue to the religious **rituals** of the Maya: several bodies have been found in the wells. Human sacrifice, though generally considered **heinous** by today’s standards, was a part of Mayan religious practices. Other **artifacts** found in the cenotes include jewelry and dolls. The Maya had several gods, and the sacrifices of young women and objects may have been used to **quell** the wrath of a rain god or pay homage to the god of maize. Because the gods controlled the weather and therefore the food supply, it was essential for the people to keep the gods happy.

Bloodletting, especially of the ears and tongue, was another way a person could earn favor with a god.

Religious beliefs were also **manifested** in the architecture and games of the Maya. An impressive and **ominous** area at Chichen-Itza is the Great Ball Court, the largest found at a Mayan site. The ballgame was played between two teams and seems to have involved keeping a rubber ball from touching the ground without using the hands. The game was over when the ball went through a scoring ring attached to the walls of the court. The winner of the game did not receive the prize people today would expect. The captain of the winning team would offer his head to the leader of the losing team for decapitation. It was part of the Mayan religious beliefs that dying quickly was a great honor, and they obviously felt that the winner of this contest deserved such an honor.

The Maya were a highly advanced society, demonstrated in their complex temple designs, accurate calendar, and elaborate artwork. The Maya continue to fascinate the world with their customs and achievements.

*(From “Societies and Customs”)*

**1. Give two examples for each question.**

1. Where might someone find an artifact?
2. What should you be meticulous about?
3. What would most people consider a heinous action?
4. What would you consider an ominous sign?
5. How might someone quell the anger of a child?
6. Where might you find a hierarchy?
7. What things are immutable?
8. What rituals does your family have?
9. How might someone manifest his or her love for a person?
10. What would be a viable vacation plan for you this year?

**2. Complete the following sentences using the vocabulary words. Use each word once.**

a. verity      b. testimony      c. hierarchy  
d. annals      e. juxtaposition

1. Because the man tended to mumble throughout his \_\_\_\_\_, no one on the jury believed what he said.

2. The \_\_\_\_\_ of the painting of the starving man next to the one of the king in his finery helped to show why the French were upset with the aristocracy.

3. The \_\_\_\_\_ of the candidate's statements was called into question the next day when the newspaper printed an article with completely different statistics than had been given at the town hall meeting the night before.

4. When they added two more levels to the \_\_\_\_\_ at work, people got confused about who they should report to.

5. In the \_\_\_\_\_ of history, Cleopatra, Queen Elizabeth I, and Catherine the Great will go down as three powerful female leaders.

## Text 9

### LITERATURE

Poetry is an enduring form of literature because it touches people's hearts and minds as it deals with universal themes, such as love, death, and nature. However, many people also suffer from **metrophobia**, a fear of poetry. What often scares people about poetry is its **ambiguous** nature. A poem doesn't always have one

clear meaning. It can have several possible meanings, which can be intimidating, but it can also be the joy of poetry because it can be discussed, delighted in, and reflected on in numerous ways.

The **foremost** Scottish poet Robert “Bobby” Burns (1759-1796) shows how the theme of love can be imaginatively dealt with in verse in his poem “A Red, Red Rose.” He wrote:

O My Luve’s like a red, red rose,  
That’s newly sprung in June;  
O My Luve’s like the melodie  
That’s sweetly played in tune.

Comparisons using *like* or *as* are called **similes**. They are an effective way to get a reader to make a connection between two distinct things. In this case, Burns compares love to a rose and to music. Burns could have used a **metaphor** such as, “My luve is a rose.” The direct comparison of an object with something that is usually not associated with it also helps the reader see the object in a new way. Also important in “A Red, Red Rose” is the **imagery**. It is how readers come to feel a poem. Burns tries to get the reader to use his or her senses to feel the speaker’s love. He wants the reader to see and smell the rose and hear the tune to understand the power of love.

Another important **motif** in poetry is death. A writer who tackled this subject was Emily Dickinson (1830-1886). Dickinson was a recluse who rarely saw anyone for most of her life. All but seven of her almost fifteen hundred poems were published **posthumously**. In her poem “Because I Could Not Stop for Death” she uses **personification** by giving death a carriage in which to pick up the speaker: “He [Death] kindly stopped for me—/The carriage held but just Ourselves.” Giving an inanimate object human characteristics can help a reader identify with the subject of the poem.

To overcome one’s metrophobia, it is important to appreciate that it is often through **inference** that readers come to understand a poem. Poets don’t always come right out and tell the reader what they mean. For instance, in her poem “A Song in the Front Yard,” American poet Gwendolyn Brooks (1917-2000) seems to be talking about her yard:

I’ve stayed in the front yard all my life.  
I want a peek at the back

Where it's rough and untended and hungry weed grows.

A girl gets sick of a rose.

The reader now has to be willing to do some reasoning to figure out possible meanings. The front yard certainly seems to mean more than just a yard, but what does it mean? The rose and all its connotations faces the reader again, and he or she needs to decide what it stands for this time. Though carefully looking at a poem can be challenging because of the language or format used, it is this effort to understand that makes poetry so enriching for readers.

*(From "Academic Vocabulary" by Amy E. Olsen)*

*Write a poem about love, death, or nature using four of the following elements: imagery, metaphor, motif, personification, or simile. Don't let metrophobia get in the way. You don't have to write a great poem; this is just a chance to practice using the vocabulary words.*

## Text 10

### COMPUTER TECHNOLOGY

Technology, especially the computer, is rapidly changing the world. The **ubiquitous** nature of the computer is probably not even realized by most people. We see them in our homes, in schools, and in libraries, but computer technology can be found in cars, cell phones, and even appliances like washing machines. With the increased reliance on technology, some people are **wary** of the changes and wonder if society is moving too quickly. Other people embrace the changes and look forward to the benefits of each new innovation.

One concern deals with privacy. Many people today enjoy the ease of shopping, banking, and paying bills online. However, if your personal information is not securely **encrypted**, problems can arise. Without encoding private information, unscrupulous people can access credit card numbers, bank accounts, or other personal information. Your money can easily be stolen but, even worse, so can your identity. If this happens, the criminal can use your name to commit crimes from theft to murder. It can take years and loads of paperwork to get your good name back. Another area that worries some people is the idea of **embedding** computer chips in clothing and possibly in a person's hand or brain. Researchers are looking at attaching global positioning systems (GPS) to jackets and putting

miniature cameras into necklaces. A person could simply push buttons on one's sleeve to listen to music or text a message. One may even be able to swipe a hand over a scanner to pay for a bill instead of using a credit card. The question is whether the benefits of having less to carry outweigh the possible loss of privacy. Some people can be considered **paranoid** in their concern that someone is constantly watching them; on the other hand, George Orwell's idea of Big Brother, as presented in his novel *1984*, could become a reality.

Another area of concern is language. Some people are afraid that English is being corrupted by the **jargon** computers have created. New words and new ways of using words have come from computers. We now "surf" the Web and use a "mouse" to move the cursor. Abbreviations are especially popular. E-mailing and text messaging have developed shorthand languages. With the use of terms like OIC (Oh, I see) and 2G2BT (too good to be true), many people feel that the English language has become unintelligible. For those who regularly use this method of communication, it is a fast and easy way to stay in touch with family and friends.

Some people have **qualms** about individuals interacting too often with computers and becoming out of touch with real people. People who **telecommute** and live alone may not see or speak to a live person all week. This divide may even become greater as computers become more **humanoid**. Computer scientists are developing computers that can sense your mood. These computers would use cameras and microphones to examine facial expressions and listen to sounds. They would also use touch to see how a person handles the mouse. If the computer sensed that you were upset, it would try to cheer you up, possibly by telling a joke or sympathizing with you. If you continually pushed the mouse hard, the computer might take this as a signal of frustration. The computer could then offer to help with your problem. Many people would love a computer friend who would be readily available for support. Others have genuine concerns about isolation and the inability of people to communicate with one another.

What one person sees as a wonderful innovation, such as having a refrigerator that tells you that you are out of milk and eggs or offers you recipe suggestions based on what is in the refrigerator, another person sees as an infringement. Some people are afraid that the more

computers can do for us the less we will be able to think for ourselves. None of us can be **complacent** as we face the challenges and enjoy the benefits new technologies bring. We will all need to do more than THT (think happy thoughts) if we are to deal with the pros and cons of each new development.

(From "Computer Science")

***Answer the following questions about the vocabulary words.***

1. Do you feel that your private information is safely encrypted when you shop online or use the Internet for banking or other personal transactions? Explain why or why not.
2. What is something that is ubiquitous on your college campus?
3. What is a situation where it would be wise to be wary?
4. If you had a computer chip embedded in your hand, what features would you like it to provide?
5. Would you like a job where you could telecommute? Explain why or why not.
6. What would be an action of a paranoid?
7. What is something people shouldn't be complacent about?
8. What are two qualms freshmen usually have when they enter college?
9. Would you prefer to own a computer that looks humanoid or one that looks like a machine? Why?
10. Give two examples of jargon you might use in a typical day. Where do the words come from (the Internet, text messaging, or your job)?

### **Text 11**

#### **LOMBARDY IN ITALY THROUGH THE LENS OF "CALL ME BY YOUR NAME"**

If you have seen the film "Call Me By Your Name", a love story that takes place "somewhere in Northern Italy", the likelihood is that it left you itching to experience the romance of the region for yourself. Although the tag line is vague we have pinpointed the locations in Lombardy in the northwest of Italy. This means all you need is three days to explore and be guided by the story of 17-year-old Elio Perlman and his professor father's 24-year-old graduate-student assistant, Oliver as it unfolds in various locations around this region.

## **Crema**

Built along the river Serio, the city of Crema is dominated by its Duomo, a church built in the gothic style almost 700 years ago. It rises out of “Duomo Square” and is surrounded by pretty terraced houses painted in rose pinks and soft yellows.

Several major scenes in the film were shot in Crema including one shot in the Duomo Square, where Elio and Oliver awkwardly engage in conversation, before Oliver jumps on his bike and cycles off, leaving a slightly bewildered Elio in his wake. The Duomo Square looks particularly lovely when bathed in the soft glow of sunlight, and true to form locals on vintage bicycles meander gently over the cobbled floor.

**Where to eat:** There are several eateries dotted around the square, most with outdoor seating. At Trattoria Quin, a cosy restaurant with traditional furnishings and wooden beamed ceilings, try some deliciously light asparagus risotto as well as a local dish, Tortelli Cremaschi. The sweet filled pasta contains 16 special ingredients and had a unique chocolaty consistency.

## **Lake Garda**

Lake Garda’s crystal blue water and crumbling ruins have long made it a popular holiday destination. Situated at the foot of the Italian Alps, the vast lake covers 370m<sup>2</sup> and its shoreline is divided between the regions of Lombardy, Veneto and Trentino-Alto Adige.

One of Lake Garda’s most picturesque towns is Sirmione in the Lombardy region, which pre-dates the Roman era and contains a 13<sup>th</sup> century fortified stronghold, Scaliger castle, that looks out on to the lake. Only around 150 people live in the old town, which is dominated by narrow, cobbled streets, tourist shops and restaurants. Sirmione’s most famous landmark is the crumbling ruins of Grottoes of Catullus, which was a grand Roman villa in 1st century BC. The ruins are set in a serene backdrop of olive groves and rosemary bushes, overlooking the translucent waters of Lake Garda.

This is where Oliver, Elio and his father walk through the decaying arches towards the “hall of giants” and wade into the lake, where they discover a beautiful bronze Roman statue. The lake is called “Jamaica beach”, so named because the flat, overlapping rocks on the lakebed look like sand from afar. Oliver and Elio shake hands on this beach and sparks fly.

**Where to eat:** Il Girasole in the old town of Sirmione has a large outdoor seating area and serves delicious Italian cuisine at excellent prices. Try the five-course fish menu which includes a tangy plate of seafood carpaccio and a light and tasty pannacotta.

### **Bergamo**

The sprawling city of Bergamo, famous for producing San Pellegrino sparkling water, is 40km northeast of Milan. The city is divided into two parts: the old 12th century walled core high up in the hills known as Città Alta (“Upper Town”), and the densely urbanized modern expansion in the plains below. The upper town is encircled by 6km of ancient Venetian defensive walls, which were awarded UNESCO heritage status in 2017.

To reach Città Alta from the lower town you can either drive or take the funicular. The old town contains 14 churches, one of which is now a library. The streets are lined with terraced houses with swirling metal balconies and neat, white shutters. There are plenty of eccentric shops and bakeries full of sweet pastries which are well worth a mooch.

Just a few minutes’ walk from the Piazza Vecchia is the “Cappella Colleoni” church and mausoleum, which is decorated with opulent marble embellishments in white, red and black. Built as a personal shrine for the military “Condottieri”, Bartolomeo Colleoni, the church also displays Colleoni’s rather memorable family crest: three pairs of testicles to remind the world of his strength and machismo.

Bergamo marks the point where Elio and Oliver’s love is proudly set free with several scenes expressing joy and laughter, as the lovers get drunk, dance in the street and frolic in the neighboring countryside. As you stroll through Città Alta you may notice the doorway where Oliver joyfully dances with a female stranger as Elio lovingly looks on, until the boozing gets the best of him.

### **What else is there to do in the area?**

The city of Cremona is just a 45-minute drive from Crema, and has a stunning cathedral with one of the tallest brickwork bell towers in the world. There is a vibrant market opposite the cathedral that runs every Wednesday and Saturday, selling local cheeses, cured meats, vegetables and flowers. Cremona dubbed the “Violin capital of Italy” is where Stradivari was born in the seventeenth century. The



tradition of violin making is still very much alive and there are 164 violin-making workshops. The excellent Museo del Violino exhibits some of the most valuable violins in the world, including several made by Stradivari himself. Book a group tour to one of the violin-making workshops and learn about the art of the craft from one of the masters.

### **Where to stay**

Unfortunately it is not possible to stay at the villa where Elio's family spend the summer as it is a private residence. The next best thing is to book a room at the family run 17th century B&B Villa Benvenuti. It's close to the downtown area of Crema and has lush, green gardens that you can really get lost in.

*(By Lucy Woods)*

***Write down the given words and expressions, find the appropriate translation for them and use the words and expressions in the sentences of your own.***

To pinpoint, be dominated by, terraced houses, cobbled floor, eatery, holiday destination, fortified stronghold, cobbled streets, crumbling ruins, translucent waters, decaying arches, tangy, defensive walls, be awarded UNESCO heritage status, to be well worth a mooch, to be decorated with opulent marble embellishments, a shrine, to frolic, stunning, to book a tour, the family run, B&B.

### ***Answer the questions.***

1. Where is Lombardy? What do you know about this region?
2. Did you see the film "Call Me By Your Name"? If yes, did you like it?
3. What can you tell about the city of Crema?
4. Can you tell something about natural beauties of the region?
5. What can tourist see in Sirmione?
6. What is Bergamo famous for?
7. Who was Bartolomeo Colleoni? How is he connected with the town?
8. What can a tourist do in Cremona?
9. Describe the local cuisine.

***Think over the very place in your own country. Write a short tour guide around this place including the following points: location, major towns/ cities/ villages, places of interest, how to get***

*there, what to do there and where to eat and stay there. Write at least 250 words. Use as many as possible words and expressions from the first exercise.*

## **Text 12**

### **5 COMMON WORKPLACE LAWSUITS AND HOW TO AVOID THEM**

Many employers assume that because they are “good” to their employees, they aren’t breaking any employment laws. Although this is sometimes the case, employers are often surprised to learn about the causes of action based upon which employees can bring suit. In order to be less susceptible to workplace lawsuits, employers should stay up-to-date regarding the various state and federal laws that affect them. Doing this is however much easier said than done.

I’ve broken down five common types of workplace lawsuits that employers frequently face – all of which can often be avoided: personal injury, overtime, discrimination, harassment, wrongful termination. Although these might seem obvious, the laws are quite nuanced and employers may not realize the smaller details that could help them avoid these lawsuits.

#### **1. Personal injury**

An employer’s nightmare is a personal injury lawsuit brought against them. The truth is, more often than not, they are quite preventable. Employers may be held liable for injuries that an employee suffers while at work, which are the result, at least in part, of an employer’s negligence, when acting reasonably within the scope of his or her employment. This might seem like a no-brainer and something easy to prevent, but consider that in 2012 alone, there were 2,976,400 recordable instances of workplace injury. Workplace injuries can and do happen.

Often, claims of on-the-job personal injury are covered by worker’s compensation insurance. This insurance prevents an employee from seeking damages in excess of the payments received pursuant to worker’s compensation insurance.

In order to avoid such lawsuits, employers need, at a minimum, to carry worker’s compensation insurance and to respond promptly to safety issues communicated to the employer. Furthermore, employers should diligently monitor potential safety hazards, follow published safety guidelines, and adequately train employees on workplace safety.

## 2. Overtime

Overtime can be tricky if not tracked and properly understood. The Fair Labor Standards Act is a federal law that sets forth, among other things, overtime pay requirements for non-salaried, hourly employees.

To help prevent overtime lawsuits, employers should implement systems or processes that both accurately and correctly track the amount of time that an employee has worked. By making sure that these systems and processes are in place and working properly, employers can rest assured knowing they are taking proactive steps to monitor the hours worked by their employees.

## 3. Discrimination

Unfortunately, discrimination is another common type of workplace lawsuit. An employee who is member one of the following protected classes can file suit against an employer if he or she has been treated unfairly. **Federally protected classes:** Gender, Race, Color, National origin, Age, Disability, Religion, Veteran status, Pregnancy, Citizenship, Familial status, Genetic information. **State-law protected classes (varies from state to state):** Sexual orientation and Marital status.

In the absence of direct evidence, like a written statement by an employer that a particular employee was fired because of his or her gender, the following four things must be proven as to the case: the employee is a member of a protected class; the employee is qualified and performing his/her job in a satisfactory manner; the employee has suffered an “adverse action” (such as termination or lack of promotion); and the “adverse action” was the result of the Employee’s membership in a protected class. If a court is satisfied as to the preceding requirements, the employer must then prove, by records and other documentation, that the adverse action was the result of legitimate business reasons.

Avoiding discrimination lawsuits can be easy if you are aware of the law and prepared. Make sure that all business protocols, policies, and procedures are well documented and available to employees. Always document and retain records of employee reviews, poor performance, and tardiness.

#### **4. Harassment**

Although harassment doesn't necessarily require that an employee be a member of any of the aforementioned protected classes, as bullying or flat-out hatred can apply to anyone, harassment is commonly associated with membership in a protected class. Incidents of harassment can range from seemingly benign statements or actions to outright hostile statements or actions.

Perhaps the best way to prevent harassment and discrimination is by developing and distributing an employee handbook and requiring regular review of its contents by all employees, especially those whose jobs include employee supervision or management. An employee handbook should not only set forth harassment rules and guidelines, but should also provide a discipline to those who violate such rules and guidelines.

#### **5. Wrongful termination**

Unlike discrimination and harassment, wrongful termination is not an actual cause of action upon which a lawsuit can be filed; it's a blanket term used to describe various causes of action, both direct and indirect, that result in the wrongful termination of an employee.

For most employees, employment with a particular employer is "at-will" and not guaranteed pursuant to a contract. Unless there is a contract, either written or implied that guarantees continued employment, an employee must prove that the basis for the firing was illegal – this could include violation of public policy, breach of fair dealing or good faith, whistleblowing, or fraud, among other reasons.

Accurate and detailed records regarding employee performance, employee discipline, employee-employer communications, and so on, can help an employer prove the termination was legal and defend against claims of wrongful termination.

*(By Steven Cook)*

***Write down the given words and expressions, find the appropriate translation for them and use the words and expressions in the sentences of your own.***

Employment laws, to bring a lawsuit against the employer, personal injury, overtime, discrimination, harassment, wrongful termination, to be liable for injuries, negligence, workplace injury, worker's compensation insurance, safety guidelines, gender, disability, Familial status/ marital status, absence of direct evidence,

to be fired, poor performance, tardiness, to violate such rules and guidelines, whistleblowing, employee handbook.

***Give the definitions to the following words:*** whistle-blower, to violate, termination, tardiness, overtime, injury, harassment, firing, employer, employee, bullying.

***Questions:***

1. What are the major personal lawsuits?
2. What do we mean under the term personal injury? How can employer can prevent it?
3. What is The Fair Labor Standards Act?
4. When discrimination can happen? Dwell upon the discrimination classes.
5. What is harassment? How is it possible to avoid it?
6. How do you understand the term "wrongful termination"?
7. Have you ever undergone any kind of lawsuit from the given list? What was it? How did you cope with it?

***Define the type of workplace lawsuit.***

*John is continuously preaching to his coworkers about religious matters, going to far as to give them pamphlets, and leaving bibles on their desks. John is asked repeatedly by the coworkers to stop these behaviors, to no avail. \_\_\_\_\_*

*Rosario Juarez, an employee in one of the AutoZone San Diego branches, brought a lawsuit against her former employer after being told by AutoZone higher-ups that she could no longer perform her job due to her pregnancy. She was demoted and eventually fired. \_\_\_\_\_*

*Bill works in a factory that produces office products. His job is to operate a punch press that punches holes in boxes. One day, when Bill puts his hand into the press to adjust a box, the foot pedal that he uses to stop the press sticks, and the press crushes three of his fingers. His fingers are no longer usable after the accident. Bill can collect workers' compensation from his employer, and he also has a possible products liability case against the manufacturer of the defective press. \_\_\_\_\_*

*You apply for a job as a sales executive. Although you have experience and excellent qualifications, you are not hired because some of the company's long-time clients are more comfortable dealing with men. \_\_\_\_\_*

## Text 13

### **SIX WAYS SOCIAL MEDIA NEGATIVELY AFFECTS YOUR MENTAL HEALTH**

The rise of social media has meant that we as a global population are more connected than we have ever been in the history of time. However, our reliance on social media can have a detrimental effect on our mental health, with the average Brit checking their phone as much 28 times a day.

While social media platforms can have their benefits, using them too frequently can make you feel increasingly unhappy and isolated in the long run. The constant barrage of perfectly filtered photos that appear on Instagram are bound to knock many people's self-esteem, while obsessively checking your Twitter feed just before bed could be contributing towards poor quality of sleep.

Here are six ways that social media could be negatively affecting your mental health without you even realizing.

#### **Self-esteem**

We all have our fair share of insecurities, some that we speak about openly and others that we prefer to keep to ourselves. However, comparing yourself to others on social media by stalking their aesthetically perfect Instagram photos or staying up to date with their relationship status on Facebook could do little to assuage your feelings of self-doubt.

A study conducted by the University of Copenhagen found that many people suffer from "Facebook envy", with those who abstained from using the popular site reporting that they felt more satisfied with their lives.

"When we derive a sense of worth based on how we are doing relative to others, we place our happiness in a variable that is completely beyond our control," Dr Tim Bono, author of *When Likes Aren't Enough* explained in *Healthista*.

Becoming more conscious of the amount of time you spend scrolling through other people's online profiles could help you focus more on yourself and boost your self-confidence.

#### **Human connection**

As human beings, it's so important for us to be able to communicate and forge personal connections with one another. However, it can be hard to do so when we're glued to rectangular

screens, becoming more acquainted with our friends' digital facades than their real-life personas.

Stina Sanders, a former model who has 107,000 followers on Instagram, explained how social media sometimes makes her feel like she's being left out. "I know from my experience I can get FOMO when I see my friend's photos of a party I didn't go to, and this, in turn, can make me feel quite lonely and anxious," she told *The Independent*.

### **Memory**

Social media can be great for looking back fondly on memories and recounting how past events occurred. However, it can also distort the way in which you remember certain tidbits from your life. Many of us are guilty of spending far too much time trying to take the perfect photo of a visual marvel, all the while not actually absorbing the firsthand experience of witnessing it with your own two eyes.

"If we direct all of our attention toward capturing the best shots for our social media followers to admire, less will be available to enjoy other aspects of the experience in real time," said Dr Bono. "Spending too much time on our phones will detract from those other aspects of the experience, undermining the happiness we could be gleaning from them."

### **Sleep**

Having enough sleep is of paramount importance. However, many of us use our phones too soon before choosing the hit the hay, making it harder to doze off.

"Getting worked up with anxiety or envy from what we see on social media keeps the brain on high alert, preventing us from falling asleep," explained Dr Bono. "Plus, the light from our mobile device just inches from our face can suppress the release of melatonin, a hormone that helps us feel tired."

Try setting yourself a strict rule of not going on your phone for at least 40 minutes to an hour before going to bed, and see if that makes a difference to the quality of your sleep.

### **Attention span**

It's not just your subconscious brain that you need to worry about, but also the extent to which your brain is able to fully concentrate when you're awake. While it's incredible to consider the amount of information readily available at our fingertips thanks to

social media, it also means that people have become far more easily distracted.

“Social media has provided a means of constantly giving into the temptation of instant, easy-access entertainment,” said Dr Bono.

If you’re unable to not check your phone for at least a few minutes, then you’d do well to practice exercising your willpower on occasion.

### **Mental health**

Not only has social media been proven to cause unhappiness, but it can also lead to the development of mental health issues such as anxiety or depression when used too much or without caution.

In March 2018, it was reported that more than a third of Generation Z from a survey of 1,000 individuals stated that they were quitting social media for good as 41 per cent stated that social media platforms make them feel anxious, sad or depressed.

Ben Jacobs, a DJ who has more than 5,000 followers on Twitter, decided to go on a hiatus from the platform in January 2016 and has found the break really beneficial. “Twitter did indeed make me feel anxious from time to time as it slowly dawned on me I was concerning myself with the feelings of the thousands of strangers I followed, while they didn’t necessarily know who I was,” he said. “Since my Twitter hiatus, I have had a clearer head with plenty of time to devote to other things such as waking up in a cold sweat at 3am and reading a book instead.”

While you don’t necessarily have to quit social media for good, if you feel like it’s beginning to bog you down, why not consider allocating social media-free time slots during your daily routine? The slight change could do you a whole lot of good.

*(By Sabrina Barr)*

***Write down the given words and expressions, find the appropriate translation for them and use the words and expressions in the sentences of your own.***

A detrimental effect on, mental health, to check a phone, to knock self-esteem, to affect, insecurities, to suffer from envy, to assuage a feeling of, to abstain from, to forge personal connections with, to derive a sense of worth, to be glued to, to hit the hay, feel quite lonely and anxious, remember certain tidbits from life, to be easily distracted, to feel anxious, to quit social media for good.



***Questions to the text:***

1. How often do you check your social media platforms per day? Why do you do it? Which SN-sites do you prefer?
2. How important do you think social media time management is?
3. How social media can influence your self-esteem?
4. Does social media help to improve communication between people?
5. What is the influence of SN-sites on memory, sleep, attention and mental health of people?
6. How has social media changed you?
7. Are you able to quit social media for good?

***Define pros and cons of usage of social media for a person. Give also pieces of advice how to use them safely and how to avoid any kind of negative influence of them on a person. Use no more than 250 words. Try to use as many words as you can from the first exercise.***

**Text 14**

**BENEFITS OF HOMESCHOOLING: HOW IT COULD MAKE KIDS SMARTER WHAT IS HOMESCHOOLING?**

Many parents choose to teach their children at home, instead of enrolling them and making them study within the formal settings of public or private schools. With homeschooling, the parents take full responsibility of their children's education. It is intense parenting, as parents spend more time with their children, doing the hard work and having the patience to educate their kids.

Mitchell Stevens, a Stanford professor who wrote *Kingdom of Children*, a history of homeschooling, reveals that homeschooling, which was used to be popular in rural areas, is now being practiced widely in America's cities as well, with children of secular, highly educated professionals as students. Advances in digital learning and availability of resources over the internet also make homeschooling easier and more effective than ever.

**Why homeschool?**

Parents cite these reasons on why they homeschool their children: Can give child better education at home; Want to be aware of what the child is learning; Religious reasons – allow to teach faith in depth; Poor learning environment at school; Family reasons; Home

atmosphere is more relaxed and schedule can be tailored to child's needs; To develop character/morality; Object to what school teaches; School does not challenge child; Other problems with available schools; Student behavior problems at school; Child has special needs/disability; Transportation/convenience; Child not old enough to enter school; Child could not get into desired school; Enable family to travel.

Homeschooling, though, in many cases, can reap rich rewards and can deliver many benefits in making kids smart. According to the Academic Statistics on Homeschooling, many studies have found out that homeschooled students on average outperform their peers on standardized tests. Another study from the National Home Education Research in 2003 also found that homeschooled graduates are active and involved in their communities, are more involved in civic affairs, and more are "very happy" with life, compared to the general US population.

**These benefits might explain why homeschooling have this effect:**

Homeschooling is one-on-one tutoring – Some studies have shown that in schools, the smaller the students-teacher ratio, the better the students learn. Among other benefits, the students are helped individually, and teachers ensure that all students master a basic skill or concept before going to a more advanced one. It ensures that genuine learning is taking place. Homeschooling is, in effect, one-to-one ratio of teaching.

Homeschooling tailors learning to specific children's educational needs – Parents are able to assess their kids' strength, weaknesses, leaning styles and interests. Homeschooling allows parents to customize their children's education to maximize learning, strengthen weaknesses and allow focus on special areas of interest or giftedness. This makes kids highly motivated to learn, and thus results in kids developing a love for learning.

Homeschooled kids tend to think more independently – They are also unlikely to follow the ideas of a group without first making up their own minds. College students who were homeschooled express that they feel more mature than their dorm mates, because they know how to think for themselves and aren't influenced as readily by peer pressure.

Homeschooling eradicates boredom – Since learning is specifically tailored to individuals, it makes them put consistent effort into learning. Also, kids do not have to waste time on what they already mastered while other kids are catching up.

Homeschooling makes kids work for the knowledge, instead of grades.

Homeschooling provides a safe learning environment – Children who are homeschooled are not exposed to teasing, bullying, negative peer pressure, bad influences, and in some cases, bad or even misbehaving teachers.

Homeschooling gives a sense of security in kids with “attachment parenting” – This is an increasingly popular approach that involves round-the-clock physical contact with children and immediate responses to all their cues.

Homeschooling strengthens closeness of the family, and parents’ relationships to children are made deeper – Parents spend more time with their kids, and are able to watch their children grow. Families are able to travel, practice their religion and observe holy days.

Homeschooling prevents children who are hyperactive or not behaving according to the norm, but otherwise have good intellect, from being unfairly labeled as needing special education.

### **Why homeschooling can be a bad idea.**

The often-mentioned bad side to homeschooling is the socialization factor. Children are not able to interact and get along with others beyond their family members. Isolating children from the outside world can affect his social skills, or worse, result in phobias and other disorders in social settings. However, this can be mitigated by having children join organizations or socialize with other homeschooling kids.

Kids may not get education that is well-rounded, and the knowledge learned may be confined to the biases of the parents. Kids may not be able to explore other beliefs and points of view. This can develop close-mindedness in children, or at worse, bigotry.

Parents who are not qualified to teach could limit the scope of a child’s knowledge.

Homeschoolers may miss the inspiration provided by the occasional great teacher. How many great men were influenced by mentors other than their parents?

Homeschooled children miss advantages of learning in a classroom setting. This involves being challenged and encouraged by fellow students, working within structure and beyond book-learning, such as respecting authority outside of their parents, following orders and procedures, as well as participatory events such as playing in the band or orchestra, or team sports.

Parents have to juggle homeschooling with their own social needs and personal interests, experiencing a desire to work and financial needs.

(From: [www.raisesmartkid.com](http://www.raisesmartkid.com))

***Write out the words and expressions, find the right translation for them according to the context and create the sentences of your own with them.***

To enroll, a public school, to take full responsibility of, intense parenting, to educate kids, digital learning, schedule, poor learning environment, to be tailored to child's needs, develop character, disability, smart, to outperform, a graduate, to be involved in, one-on-one tutoring, master a basic skill or concept, to assess, giftedness, to be highly motivated to do smth., mature, peer pressure, to eradicate boredom, to be specifically tailored to individuals, to be exposed to teasing, bullying, negative peer pressure, bad influences; a misbehaving teacher, to strengthen closeness of the family, to get along with, social skills, biases, bigotry.

***Answer the questions:***

1. How do you understand the term Homeschooling?
2. Who can teach children at home and how can their knowledge be tested?
3. What are the major reasons why parents homeschool their children?
4. Can you name out all the benefits of homeschooling?
5. How can homeschooling strengthen your family?
6. Why homeschooling is considered to be a bad idea?
7. If you had an opt to homeschool your child would you do it or not? Why?

***Imagine that you are a parent of a child and your child can't attend school because you don't have any school in the area. Create a day plan for homeschooling of your child, describe the topic and all the activities of the day and maybe some methods and***

*technics of teaching. Use as many words from the first exercise as you can.*

### **Text 15**

#### **DOPING IN SPORTS - CHEATING OR LEVELING OF THE PLAYING FIELD?**

Football, soccer, basketball, tennis, swimming, cycling, track-and-field, body-building, baseball, weightlifting, boxing, wrestling, ice hockey, rugby, and other sports, all have a track record of performance-enhancing drug usage. Each year, over 3000 athletes worldwide test positive for banned substances.

As quoted in a published article, “For two years, I took EPO, growth hormone, anabolic steroids, testosterone, amphetamine. Just about everything. That was part of the job.” – Erwan Mentheour, Cyclist.

On December 5, 2017, the International Olympic Committee banned Russia from taking the national team to the February 2018 winter games in Pyeongchang, South Korea. This decision was a punishment for running a state-sponsored doping program. If Russian athletes independently prove they are clean, they can then compete in these games under the Olympic flag.

Each year, top athletes earn millions of dollars in compensation and millions more in sponsorships and endorsements. The lure of success, enormous financial and social rewards, create an incentive to win at all costs, which includes cheating. The benefits of cheating far outweigh the penalties. A six-month to a one-year ban from competition is a small price to pay when multi-year multi-million dollar contracts are at stake.

The choice space of hard to detect drugs for “performance enhancement” is an array of specialized highly efficacious chemical products readily available for various targeted outcomes. Anabolic steroids are natural and synthetic derivatives of the male sex hormone testosterone. Steroids help build muscle mass, enable athletes to train harder and facilitate quick recovery from strenuous workouts. Small doses of Androgen, an anabolic steroid, can increase muscular strength by about 5–20%. Other drugs, Erythropoietin (EPO) and growth hormones, help provide a performance edge by bio-engineering the body's ability to use, produce and carry oxygen to the working muscles – a technique popularly known as blood

doping. Most of these drugs mimic natural chemicals in the body, and hence, are hard to detect. Enormous rewards for the winner combined with the low probability of getting caught makes doping too alluring.

On the darker side, doping athletes run the risk of minor to life-threatening side-effects. According to late Dr. Gary I. Wadler, an American internist with expertise in the field of drug use in sports states in a published article, “athletes live in a world of invincibility and denial. They’ll hear me say it’s dangerous, but their risk-reward ratio is so distorted that they disregard the risk even if it means shortening their life.”

On the margin, performance enhancing drugs do give an asymmetric advantage to the players using them, as do alternate means of advanced coaching and training regimens. Wiring of athletes to monitoring equipment to orchestrate optimum heart, muscle, brain, nerves performance; access to a team of sports specialists; training at altitude to increase oxygen intake, are all asymmetric advantages.

Bryant McKinnie, a former American football offensive tackle, at 6 feet 8 inches tall states, “athletes cheat because of players like me.” He sincerely further mentions, “my size and strength is tough to beat. Some of these athletes have families to feed, and they, in turn, take drugs to compete with big guys like me.” As he reflected on his football career, he did feel somewhat challenged as he was not just competing with well-trained athletes but probably with some well-trained athletes supercharged with enhancement drugs. He went on to say, “the drugs, the regimen and how to avoid the detection are offered and readily available through the support ecosystem.” He puzzles over by stating, “regulating the drugs might make the playing stage fair.”

Elite sport is not just about watching players compete. It is more to do with appreciating the extraordinary performance. Some of the best players are not only talented performers but also virtuosos and maestros. The elite sport has become the domain of the gifted, and in some form, may be biased against the disadvantaged. Biological manipulation through enhancement drugs is a means for some to level the playing field.

Ian James Thorpe, a retired Australian swimmer, has large feet which gave him a tremendous advantage. Michael Phelps, a retired American competitive swimmer and the most decorated Olympian of all time, is built for swimming, as are most other world-class swimmers. They are usually tall, muscular, long-armed, and frequently have longer-than-average torsos with relatively shorter legs. However, it requires a lot more than just the right body type to get to the top. Physical advantages give a head-start, but they aren't sufficient on their own. Michael Phelps' talent and techniques, excellent stroke mechanics, combined with a ferocious focus, drive, competitive nature and practice is what delivered the elite performance. Tiger Woods, the hall-of-fame golfing legend, developed the perfect swing to hit a ball 250 yards in a straight line, probably after hitting many thousands of balls.

David Epstein, the author of the book, *The Sports Gene*, states in a published interview, "genetics influences just about everything, but doesn't determine almost anything." "Genes are predisposition and not destiny. The biological setup allows one to benefit more than the next guy." He argues that an intersection of genes, training, economic incentives, and cultural institutions is what creates the athlete.

Professor Julian Savulescu, in a University of Oxford publication, makes an argument that rather than banning performance enhancing drugs we should regulate their use. He states, "by allowing everyone to take drugs, we level the playing field." He further states, "we remove the effects of genetic inequality. Far from being unfair, allowing performance enhancement promotes equality." The incentive to develop undetectable drugs, with little concern for safety might be causing long-term harm to the athletes.

Sports medicine specialists, Doctors Leon Creaney and Anna Vondy state, "the arguments against doping in sport are moral, not medical." They further write, "athletes who want to live a healthy existence would be pushed out altogether. Soon, the only competition that would matter would be the one to develop the most powerful drugs, and athletic opponents would enter into an exchange of ever-escalating doses to stay ahead of each other." They feel that legitimizing the performance-enhancing drugs in elite and professional sports would expand the usage exponentially and filter deeper into our society.

To seek an asymmetric edge, athletes are susceptible to cheating by taking performance-enhancing drugs. The stakes are high - millions of dollars in earnings for years versus the low probability of getting caught. Either the penalty associated with taking drugs should be made much higher, i.e., lifetime ban, so that very few people take the gamble, or a regulated use of performance-enhancing drugs should be allowed.

(From "The forbes" by Roomy Khan Contributor)

**Give the definitions or explanations to the following words:**

performance-enhancing drug, anabolic steroids, to be clean, to test positive for banned substances, endorsement, to win at all costs, to cheat/cheating, penalty, ban, strenuous workouts, life-threatening side-effects, training regimens, a tackle, to beat, elite sport.

**Detect all the kinds of sports in the article and define what kind of sport we can play, do or go.**

Sports		
Play	Do	Go

**Grammar note!**

*Play* is used with ball sports or competitive games where we play against another person.

*Do* is used for a recreational activity or a non-team sport that does not use a ball.

*Go* is used with activities that end -ing. We go somewhere to do something.

**Answer the following questions:**

1. Why do sportsmen use drugs?
2. What do you understand under the term "performance-enhancing drug"?
3. How do drugs help sportsmen to perform better?
4. Name out the most popular drugs and describe their effects on the body.
5. What are the major risks of taking any kind of doping?
6. How can athletes be punished for the usage of any kind of doping?
7. Why is it important to use a doping for the elite sport?



8. If you were a sportsman/sportswoman, would you use any kind of doping in order to perform better in a competition? Explain why yes or not.

*Imagine that you are a famous athlete and you are asked to give an interview for a sport magazine concerning a usage of doping in your sportive career. Tell the reporter if you use the drugs or not, your personal opinion concerning the given question, explain why athletes usually use them and their effects on the body and give some examples if it is possible. You should use 250–300 words.*

### Text 16

#### THE GRAB-AND-GO GAME

Canadians are increasingly relying on foodservice for their everyday meals and as a result, Retail Meal Solutions (RMS) have become a prominent segment within the foodservice landscape. According to Maia Chang, senior research analyst, Consumer Insights for Technomic, consumers are choosing RMS options over restaurants due to the convenience, value and healthier perception associated with this segment. “We found that 40 per cent of consumers said the RMS at traditional supermarkets offers better value than fast-food restaurants,” she explains. “We found that nearly all consumers buy RMS from traditional super markets, but they’re also buying it at other retailers, like more upscale markets, drugstores and c-stores.”

RMS purveyors have taken notice of changing consumer habits and competition is heating up. “We’re seeing improvement across the board — lots of innovation,” says Chang. “Just looking around, it seems like RMS is coming on-par with restaurant-quality food.” She adds that up-scale supermarkets are pushing their fare to match that of full-service restaurants, to the point where you can buy an entire meal, complete with appetizers, entrée and dessert. “They also have lots of new and innovative offerings you’d expect to see at a full-service restaurant.”

“We know our customers very well,” says Tony Cammalleri, corporate chef and senior category manager – Kitchen and Pre-pack at Pusateri’s Fine Foods. “They love comfort food, but at the same time, they travel the world, they go to some of the best restaurants, so they want grilled octopus, chimichurri or poké – things they’ve seen in restaurants.”

According to Cammalleri, Pusateri's has been putting significant focus on expanding and updating its ready-to-heat and ready-to-eat offerings, which are allotted approximately 25 to 50 per cent of the floor space at each location. The gourmet grocery chain currently offers more than 500 RMS items and has recently brought some of its popular catering offerings down to the store level for customers to take home and enjoy. "It's about going with the times and knowing that people are so busy these days, but they still don't want to compromise on food quality," says Cammalleri. "We give them a lot of different items they can mix-and-match or DIY, so they can take home a complete bundle — complete with sides, protein and vegetables."

Players in the RMS segment can offer nearly endless options to busy customers, which is certainly an advantage over their restaurant competition. Although the old standbys of chicken, pizza and sandwiches remain the most popular RMS items, Chang notes that ethnic flavors and innovative offerings are among the key differentiators within this competitive market. National chains such as Loblaws have been actively expanding their RMS offerings to offer a wider variety of products. The brand's City Market concept, which features ready-to-eat food from the company's From-Our-Chefs line, a coffee shop, patisserie, made-in-store gelato, juice bar and an in-store dietitian. Fresh-made dishes by Vancouver chef Vikram Vij are even offered as part of the concept's From-Our-Chefs lineup.

Asian and Italian dishes stand out as the most popular ethnic flavours in the RMS segment. In fact, Asian dishes are even gaining on chicken – an RMS mainstay. Sous Chef Marché Gourmand, in Westmont, Que. is something of a packaged-meals double-threat, offering not only house-made, restaurant-quality items, but fare directly from Antonio Park's acclaimed sushi joint, Park. "We offer Asian salads, maki and sashimi fresh every day from Park," explains Arin Gintowt, manager at Sous Chef, who notes that these items are among its most popular offerings, after salads and sandwiches. Formerly Marché Park, the gourmet market recently underwent rebranding and redirected its focus to put more emphasis on its RMS business. "Our business is now 80- to 90-per-cent ready-made meals," Gintowt explains. "We used to be a grocery store, but that

has kind of gone by the wayside when we redirected our focus in August.” And, Sous Chef’s focus is set to narrow even further with the opening of a sister café down the street, which will take over the coffee and pastry portion of the business.

Sous Chef is also unique in that it doesn’t offer hot food, instead selling ready-to-eat cold items such as salads and sandwiches, along with a selection of ready-to-heat meals, all of which retail for \$5 to \$18. “We have single-portion whole meals, but we also have lots of sides that you can mix-and-match to create a platter for multiple people,” Gintowt says. “Our focus is healthy, simple, real food. We try and do super-high-quality without elaborate plating – keep it simple with the best ingredients.” This tactic is proving effective, as Gintowt shares, the majority of the store’s customers “are repeat customers on a near-daily basis.” Plus, with a menu that changes almost weekly, customers are unlikely to get bored.

At Pusateri’s, Cammalleri and his team strive to make their stores one-stop shops. “We try to build complete solutions,” he explains. “We’re trying to make it easier for the customer to navigate through the store and help guide them through our options.” Part of that process has included offering the same product in a variety of sizes, stationing “culinary specialists” behind the counter to help customers make informed purchases and displaying complementary pre-packed items in front of the store’s hot/à la carte counters. Looking to the future of the segment, Chang says ready-to-heat options are a key area where Technomic expects to see growth. “Having that option to buy days ahead and reheat at home and have really fresh, good-quality meals is something that consumers are looking for,” she explains. It is also expected that delivery will become a more important factor within the segment.

Already, upscale-grocers such as Montreal-based Alexis Le Gourmand, have begun partnering with online-ordering and delivery services such as Foodora. When the company launched beer and wine delivery in Montreal in March, it became one of the first to offer alcohol for delivery.

“RMS is our future and we’ve been working on this for a long time” adds Cammalleri. “We continue to expand and grow in this segment ... it’s a proven part of our business and we will grow with the segment as much as we can.”

*(From “Foodservice and hospitality” by Danielle Schalk)*

***Find the appropriate translation for the given words from the text and make up with them the sentences of your own.***

Foodservice, consumer, fast-food restaurants, to offer better value, retailer, to buy an entire meal, purveyor, appetizer, entrée, ready-to-heat and ready-to-eat offerings, complete with sides, offer nearly endless options to busy customers, ethnic flavors, patisserie, made-in-store gelato, mainstay, undergo rebranding, to create a platter for multiple people, elaborate plating, repeat customer, complementary pre-packed item, online-ordering and delivery services.

***Answer the given questions:***

1. How often do you dine-out? Why do you usually do it?
2. Do you buy ready-to-eat food from supermarkets? Explain your position.
3. Why do people prefer Retail Meal Solutions to supermarkets?
4. What can the customers buy from Retail Meal Solutions?
5. What are some peculiarities of the given type of establishment?
6. How are Retail Meal Solutions making better their concept and food?
7. Would you like to try any kind of food from the given foodservice? Why?

***Imagine that you are the head manager of the restaurant that is going to undergo rebranding. Your task is to complete a business plan of a new restaurant where you have to include all the new ideas of yours with explanations concerning rebranding. You have to use 250-300 words and include words from the first exercise.***

### **Text 17**

#### **EDVARD MUNCH: HOW ISOLATION, LOSS AND ANXIETY FUELED HIS ART**

We're accustomed to the premature flameout of young rebels in painting; Caravaggio, Vincent van Gogh, Egon Schiele, Jackson Pollock and Jean-Michel Basquiat support the mythology of the revolutionary who died too young. Munch, who had precocious gifts and provoked controversy from nearly the start of his career, was primed to follow that script. He was susceptible to thoughts of

suicide in his youth. And he once wrote in his diary, “The angels of fear, sorrow, and death stood by my side since the day I was born.” These anxieties informed and suffused Munch’s work throughout his early years – as well as his continual return to particular themes, reworking and repainting favorite motifs until old age. They were also the subject of an exhibition “Munch: Between the Clock and the Bed,” on display at the Met Breuer in New York City.

### **A Frightful Heritage**

The circumstances of Edvard Munch’s early life were grim. Painting was the vehicle by which he tried to make sense of things. He was born in Løten, Norway, in 1863, and grew up in Kristiania (now Oslo). Munch’s youth was marked by tragedy. Both his mother and favorite sister died of tuberculosis, and another sister was diagnosed with mental illness. He was often sick, subject to bouts of fever and bronchitis. “I inherited two of mankind’s most frightful enemies,” Munch later wrote, “the heritage of consumption and insanity.”

As a teenager, Munch proved to be an accomplished landscape painter. He was largely self-taught. But he did receive instruction and support from some of Norway’s most prominent artists, including Frits Thaulow and Christian Krohg. Munch’s earliest figurative works are naturalistic, painted with dense and rough impasto in a manner that appears sympathetic to Krohg’s. One of Munch’s earliest advocates, Krohg once remarked, “He paints, or rather regards, things in a way that is different from that of other artists. He sees only the essential, and that, naturally, is all he paints. For this reason, Munch’s pictures are as a rule ‘not complete,’ as people are so delighted to discover for themselves. Oh, yes, they are complete. His complete handiwork.”

### **Soul Paintings**

Munch experimented with Impressionist and Post-Impressionist styles. He moved to Paris where he became an unenthusiastic pupil of Léon Bonnat. He exhibited often, his work received in a manner we’d now refer to as “polarized.” When Munch exhibited *The Sick Child* in 1886, a painting he considered a breakthrough, critical reaction was hostile. The scene, which recollects his sister’s death, is tender and morbid in feeling. But what shocked the public was its lack of traditional finish. He called it his first “soul painting,” a rejection of then-current styles in favor of a completely personal approach.

The heavily worked realism of his earlier paintings had given way to a fluid application of pigment that suggests a dreamlike environment. And although the red sky was based on an evening Munch had seen, it seems more evocative of an emotional state than descriptive of atmospheric effects.

### **The Frieze of Life**

During this period in the early 1890s, Munch began work on a series of paintings depicting themes of love, anxiety and death, titled Frieze of Life. Over the next few years, he produced 22 canvases for the series – many of which are among his most important paintings.

The culminating work was *The Dance of Life*, a scene that unfolds on a summer night by the seaside, a rising moon casting its monolithic reflection on the water. The foreground tableau is dominated by a couple dancing at the center. The woman's red dress is wrapped around her partner's legs. At left, a smiling young woman strides forward to pluck a flower. And at right, an older woman withdraws disconsolately.

Romance, lust and isolation are acted out in a rhythmic design that suggests the influence of Art Nouveau. Though the subject has universal implications, Munch noted in his diary that the characters referred to his own, often troubled, romantic experiences.

For Munch, the landscape of his native Norway was imbued with emotive force, even in the absence of human presence. It also offered themes, conveyed in paintings such as *The Scream* and *The Dance of Life*, which interested the artist so much he revisited them over the course of his life.

Among his numerous nocturnes, Munch painted his first work titled *Starry Night* in 1893. The scene in the initial work is one of solitude; illuminated only by starlight, it's stripped down to a few essential and rather ominous shapes. *Starry Night* of 1922–24, with its undulating ground plane and pulsating stars, is a far livelier and more colorful scene. Snow-covered land shapes alternate between deep shadow and artificial light created by the buildings of Oslo. These qualities exemplify the direction of Munch's later work: still forceful in design and execution but looser, more colorful and less inclined to the tragic themes of his youth.

## **Self-Portraits**

Whether painting the dramas of human life or the landscape around Oslo, Munch's work was always unreservedly self-revealing. In as much as art is both a way of communicating with others and a means of self-awareness, it stands to reason self-portraiture would play a significant role in Munch's oeuvre.

The self-portrait titled *Self Portrait with Cigarette* dates from 1895 and depicts the artist illuminated from below, wearing a suit and brandishing a lit cigarette. Munch stands in a void of darkness and regards himself in the mirror with existential apprehension. The paint is applied in broad, thin washes of blue, black and violet across the expanse of the canvas, except for the head and hands, which are drawn with exquisite care.

Munch's self-portraits trace the arc of his progress as an artist as they chart his physical and emotional development. In *The Night Wanderer*, painted when he was 60, Munch is no less fraught than in the youthful portraits. But, the self-dramatization has ratcheted down, and the interior space is comprehensible.

In later self-portraits, as if acclimated to earthly surroundings, Munch increasingly occupies the prosaic spaces of his home. One of his last paintings, made when he was 80, is *Self-Portrait: Between the Clock and the Bed* – the work from which the Met's exhibition takes its name. Munch stands in the open doorway to his bedroom, flanked by the furniture of the title. Small in the context of his home, he faces us without gesture. He's long past posturing.

The artist had reached the conclusion of a productive life. International recognition was his, yet he chose to spend his later years alone, painting.

### **Expression of the Intensity of Loss**

Munch parted ways with Symbolism and Art Nouveau in that his gifts of design and color were used not at the service of distant abstract ideas or to tell stories about other people, but to comprehend and communicate the intensity of loss in his own life. He plucked a chord that was incipient to Northern European painting at least as far back as Dürer. And he played it at high volume. As he aged, Munch's tone mellowed. But his volume – the imperative he felt to express thoughts in painting that had hitherto been whispered – was unabated.

*(From "Artists Magazine")*

***Give the English equivalents to the given words and use them in the sentences of your own.***

Улюблені мотиви, виставляти (про картини), пейзажист, самоучка, бути пофарбованим щільним і грубим імasto, експериментувати зі стилями, зображати теми любові, тривоги і смерті, на передньому плані картини, живий і барвистий пейзаж, самотня робота, бути намальованою із надзвичайною ретельністю, висловлювати думки у живописі.

***Answer the questions to the text:***

1. Do you know something about Edvard Munch? Have you ever seen his pictures? Do you like them?
2. What can you tell about the childhood of the painter? How have the childhood memories influenced the works of Munch?
3. What did Christian Krohg tell about the early works?
4. What do you know about his period of life in Paris?
5. Dwell upon the series of paintings titled Frieze of Life. Describe the pictures The Dance of Life and The Starry Night.
6. Was he good at depicting self-portraits? Can you tell something about them?
7. What did he express in his pictures?
8. Who is your favorite painter? Why? Name out some of his/her prominent works.

***Imagine that you are a gallerist and this week you will have to present the most prominent work of your favorite artist to the public. Your task is to prepare a speech that should include the major information concerning the life of artist, his style, the history of the given painting, the used techniques and the meaning of it. Use 250–300 words.***

### **Text 18**

#### **WHO WAS CAPTAIN MATTHEW FLINDERS, HOW DID HE SHAPE AUSTRALIA – AND WHAT HAPPENED TO HIS CAT?**

Along-deceased explorer, Captain Matthew Flinders, made headlines this week after his long-lost grave was found by archaeologists in London.



## **Who was Captain Flinders?**

Lauded Down Under, but largely forgotten in his native England, Flinders was a prominent navigator and cartographer, famous for completing the first ever circumnavigation of Australia – a country he also helped name.

Born in Donington, Lincolnshire, in 1774, Flinders was “induced to go to sea against the wishes of my friends from reading Robinson Crusoe”. Clearly untroubled by Defoe’s tales of cannibals and pirates, he joined the Royal Navy – as many a young lad did then – at the tender age of 15.

The whippersnapper sailed on various expeditions in the Caribbean, where he caught the attention of his superiors. By 1795 the rising star was appointed midshipman aboard the HMS Reliance, which was transporting the newly-appointed governor of New South Wales, Captain John Hunter, to Australia.

He shone on this journey, too, and was subsequently entrusted to lead the first ever circumnavigation of Australia, a mission that he successfully completed, earning him a reputation as one of England’s most prominent seafarers.

“I would make the case [that Captain Flinders] is one of three great figures of the discovery of Australia by Europeans, along with Cook and Phillip,” says George Brandis, High Commissioner of Australia to the UK.

### **Why do some consider him controversial?**

Critics claim men like Flinders were harbingers of the decimation of ancient Aboriginal societies and cultures that followed.

There’s also added controversy over the role of an aboriginal Australian aide to Flinders named Bungaree, who has been largely eclipsed by his British captain, but who historians believe played a crucial role in success of the voyages.

### **What is his legacy?**

Flinders helped map Australia, declared it a continent and was also influential in assigning it a name (it had previously been known as New Holland).

Today many places take his name. There’s Flinders Island, off the north coast of Tasmania; Flinders Street, a busy thoroughfare in Melbourne that is home to one of the most eye-catching railway stations in the world; the Flinders Ranges, home to South Australia’s loftiest peaks; and Flinders Bay, a popular surfing spot in New South Wales.

There's also Flinders Chase National Park on Kangaroo Island, Flinders University in Adelaide and Flinders Reef, one of Queensland's leading dive sites. From the country's badlands to its business districts, the Flinders name is everywhere.

### **What about his cat?**

Flinders was accompanied on his circumnavigation of Australia by a feline called Trim, which, as a kitten, reportedly fell overboard, but survived after swimming through the swell and climbing back aboard the ship via a rope. The cat's plucky determination apparently won the heart of Flinders.

The exact fate of Trim is unknown. Whilst sailing back to England from Australia, Flinders was arrested by the French, with whom Britain was at war, and incarcerated in Mauritius. It was here that Trim went missing with Flinders reportedly claiming he had been eaten by a hungry slave.

Various statues honour Trim, most notably on the window ledge of Mitchell Library in Sydney, where it is accompanied by a poem about the cat, written by Flinders while he was in jail. It reads:

*The best and most illustrious of his race  
The most affectionate of friends,  
Faithful of servants,  
And best of creatures  
He made the tour of the globe, and a voyage to Australia,  
Which he circumnavigated, and was ever the  
Delight and pleasure of his fellow voyagers*

There are also statues commemorating Flinders, including one in Market Place, Donington, where Flinders was born; one outside St Paul's Anglican Cathedral, Melbourne; and one in Port Lincoln, South Australia, a city named after Flinders' hometown.

*(From "The Telegraph")*

***Give the right translation to the following words and expressions and create the sentences with them.***

Deceased, explorer, grave, to be found by archaeologists, a prominent navigator and cartographer, to complete the first circumnavigation of, to sail on various expeditions in, to earn a reputation of, a seafarer, to play a crucial role in, ancient aboriginal societies and cultures, a slave, to be in a jail, to commemorate.

***Define if the statement is true or false.***

1. His long-lost grave was found by archaeologists in Melbourne.
2. He was a prominent historian and archeologist.
3. Flinders completed the first circumnavigation of Australia.
4. He joined the Royal Navy – as many a young lad did then – at the tender age of 13.
5. Flinders helped map Australia.
6. Flinders was accompanied on his circumnavigation of Australia by a feline called Trim.
7. The explorer wrote a poem for the dog when he was in a jail.

***Answer the questions to the text.***

1. Who was Matthew Flinders? What is he famous for?
2. Why did he make the headlines of the week?
3. What do you know about his sea expeditions?
4. Why do some consider him controversial?
5. What do you know about his cat?
6. What had happened to him?
7. How did people commemorate him?

### **Text 19**

#### **THE RIGHT TO VOTE, WOMEN'S SUFFRAGE, AND TUMULTUOUS PETITIONS**

The UK's General Election on 8 June 2017 provides a compelling backdrop for a discussion of the history of voting rights in Parliamentary elections. In particular, the struggle of women to obtain the right to vote holds a unique place in English Legal History and is worthy of discussion.

Following the Battles of Lewes in 1264 and the defeat of royal forces, Simon de Montfort (Earl of Leicester) brought together the English Parliament of 1265 consisting of, amongst others, two representatives (Knights) from each County, with the insistence that such representatives be elected. Although de Montfort was killed at the Battle of Evesham later in 1265, the idea of elected Members of Parliament persisted.

In the following two centuries, there is some debate surrounding who could exercise the right to vote in the Counties, although it is probable that all house owners resident in the County could do so,

both male and female. This state of affairs continued until the implementation of the Electors of Knights of the Shire Act 1432 by Henry VI which stated that only landowners whose land attracted an annual rent of at least £2 were eligible to vote in Parliamentary elections. Although the 1432 Act did not limit the vote to men, male-only voting became customary as an extension of the social norm of men being perceived to be best placed to protect women's interests.

Those who owned land in multiple Counties with the required value of £2 could vote multiple times, providing a powerful election tool for the wealthy landowners of the time. It was not until the Representation of the People Act 1832 that the right to vote was explicitly restricted to men, specifying 'male persons' in the Act itself. The 1832 Act restricted the vote to men who occupied land to the value of £10 which excluded approximately 85% of men and, of course, 100% of women. In 1780, only 214,000 people in England had the right to vote which was only 3% of the total population of 8,000,000. This number had only increased to 366,000 by 1831. The 1832 reforms did little to change the situation. Further Representation of the People Acts in 1867 and 1884 substantially increased the number of voters by extending male suffrage to all house owners. This still did not achieve universal male suffrage.

In the intervening centuries, some wealthier women landowners had voted in Parliamentary elections and there is evidence of such women appointing male proxies to vote on their behalf. Great publicity was made of the restrictions of the 1832 Act when, in 1867, Lily Maxwell voted in her local Parliamentary by-election. Ms Maxwell had been entered on the electoral register by mistake as she met the property value requirements. Ms Maxwell's vote was later declared illegal by the Court of Common Pleas.

Although women's suffrage was a political topic before and after 1832 Act (with the influential jurist Jeremy Bentham calling for the right to vote for women in 1817), the National Society for Women's Suffrage was not established until 1872 and the eventually more militant organisation of the Women's Social and Political Union was established by the Pankhursts in 1903. Despite being well known for militant action, the suffragettes had carried out a great number of peaceful attempts to publicize the struggle for women's suffrage. The militant action was largely in response to these

peaceful attempts being ignored and undermined by men in power. Two of these peaceful attempts in particular are fascinating highlights in English Legal History.

Firstly, in 1908, a Mr Muskett was successfully prosecuting a group of suffragettes in the Westminster Police Court. The group were sentenced to two months in prison and a £5 fine, a common punishment that was levied many times against the suffragettes. Mr Muskett warned the group that if they offended again, he would seek to use the long dormant Tumultuous Petitioning Act 1661 against them. The 1661 Act was a remnant from the time of Charles II and stated that a group of no larger than 10 people were allowed to petition the monarch or the House of Commons. If a group larger than 10 did so, they were liable to a sentence of 3 months in prison. The 1661 Act was a response to the many violent petitions brought outside the House of Commons towards the climax of the English Civil War in 1651 and which led to the execution of Charles I. The right to petition the Monarch and the House of Commons is a long established right in English Legal History and stretches back at least to the time of Henry III in the 13th Century.

The right to petition in this way was enshrined in the Bill of Rights 1689 which was seen by some as a de facto repeal of the 1661 Act. Unfortunately, the 1661 Act was not formally repealed until the implementation of the Public Order Act 1986.

Emmeline Pankhurst wished to test Mr Muskett's assertion and the day after the successful prosecution above, she brought a group of 13 suffragettes to Parliament to petition. A prosecution under the 1661 Act would require a full trial before a jury (something the suffragettes desperately wanted as many members of the public were sympathetic to the cause of women's suffrage), rather than a closed trial at the Police Court. Mrs Pankhurst was arrested on her approach to Parliament and tried in the Police Court. Sadly, no reference was ever made to the 1661 Act.

Secondly, much of the early suffragette work revolved around campaigning in areas where Parliamentary by-elections were taking place in an attempt to de-seat current Liberal Parliamentary members and upset the status quo. In 1908, a 34 year old Winston Churchill was promoted to the Government Cabinet by becoming the President of the Board of Trade. Any new Cabinet member had to go through a process

of re-election to their constituency. Christabel Pankhurst and other suffragettes campaigned in Mr Churchill's previously safe constituency of North West Manchester. Mr Churchill, to his shock, lost his seat to the Conservative William Joynson-Hicks by 429 votes. The day after the election, the Daily Telegraph carried the front page headline: "Winston Churchill is OUT! OUT! OUT!"

Mr Churchill then sought election in the constituency of Dundee which was a Liberal Parliamentary stronghold seat that he would win without doubt. In any event, Emmeline Pankhurst sought to campaign against him and part of Mr Churchill's response was to hold women only event assuring the women of Dundee that he would seek women's suffrage in the next Parliament. Mr Churchill won the seat. This must have proved an interesting early political tumult for a man who would go on to serve two terms as Prime Minister, one of those terms during the course of World War II.

Further campaigning and political pressure led to the introduction of the Representation of the People Act 1918 which granted the right to vote to all men, free from property value restrictions. The 1918 Act also granted voting rights to women over 30 years of age, albeit with the requirement of being a property owner. The Representation of the People Act 1928 (a mere 89 years ago) followed which granted voting rights to all men and women aged 21 and over (the then age of majority, rather than 18 as it is today), with no property ownership or value restrictions.

Interestingly, a 1948 Act of the same name abolished the English University constituencies. These were constituencies surrounding certain historic Universities (e.g. Oxford and Cambridge) and graduates of those Universities were allowed to vote both in the constituency where they resided and also in their University constituency, thereby voting twice in the same election. The 1948 Act put an end to this last vestige of multiple voting. Finally, the Representation of the People Act 1969 extended the right to vote to those aged 18 to 20 years old.

As an attempt at further Parliamentary Election reform, the Labour minority Government of 1931 introduced a Representation of the People Bill which included a provision to switch from the First Past The Post voting system (the still current UK model) to a form of Alternative Vote. The Bill was successful at the voting stages in both the House of Commons and the House of Lords but the Labour

Government was defeated in the 1931 General Election before the Bill could become law. A national referendum in 2011 asked the UK public whether or not they wanted to switch to the Alternative Vote system. The switch was rejected with 67.9% of the public answering 'No'. In 2016, Green Party MP Caroline Lucas introduced into the House of Commons the Electoral Reform Bill with a provision to change voting in Parliamentary elections to a form of Proportional Representation which would assist the smaller political parties in achieving representation in Parliament. The Bill was rejected.

In the UK's 2015 General Election, only 43% of those aged 18-24 years old voted in comparison to over 80% of those aged 65 and over. The very youngest adults of the UK have only had the right to vote for 48 years. It has certainly been a long and long fought over road across nearly 800 years of English Legal History to achieve the Parliamentary election and voting system the UK has today. Perhaps the voting turnout from the youngest in our society in the UK's 2017 General Election on 8 June 2017 will make its own mark in English Legal History.

*(By Ben Darlow)*

***Give the definitions, paraphrase or give synonyms to the following words and expressions.***

Voting rights, election, to obtain the right to vote, to be eligible to vote, suffrage, to be declared illegal, to be in power, to abolish, to be liable to a sentence in prison, to upset the status quo, the bill is rejected, to provide a powerful election tool, male proxies, to enter on the electoral register by mistake, common punishment.

***Find the English definitions in the text for the following words.***

Варто обговорити, реалізація/впровадження закону, захищати жіночі інтереси, додаткові вибори, бойові дії, висувати обвинувачення проти групи суфражисток, бути закріпленим у Біллі про права, відсторонити нинішніх членів парламенту, політичний заколот, займати посаду прем'єр міністра.

***Prepare a short report concerning the history of voting rights of women in your country. You have to include the major events and dates of the history of women's voting rights. Don't forget to include as many words and expressions from the first exercise as you can in your report.***

## Text 20

### THE MOST ROMANTIC VALENTINE'S DAY DESTINATIONS IN EUROPE

A trip for Valentine's Day? What a way to make some everlasting memories with the man or woman on your side. Here are some ideas for the most romantic Valentine's Day destinations in Europe:

#### **The most romantic city in Europe: Paris.**

You can't go without mentioning Paris when speaking about Romantic getaways in Europe. This city of love lends itself effortlessly to a romantic time with your loved one with tons of things you can do together. With Paris being the home of 99 Michelin starred restaurants, it is a perfect opportunity to splurge on a gourmet meal. At night, I recommend taking the Seine Champagne Cruise followed by ascending to the top of the Eiffel Tower, where you can have a 4-course meal overlooking the city. For a more low key way to celebrate Valentine's day in Paris, you could enjoy a picnic in one of the many beautiful parks, try a cooking class together or go for a walk around the city.

#### **Romantic Valentine's Day in Rome.**

The Eternal City, Rome, is a place that will delight your senses, quench your thirst and fill your eyes with wonders. Nothing screams romance more than walking hand in hand while exploring the wonders of ancient Rome. Work your way around the city of a series of days highlighting the Roman Forum, the Colosseum, Vatican City, Palatine Hill, any combination of the trendy districts and don't forget to toss a coin in the Trevi Fountain. Don't forget to take some time to enjoy an array of cuisine that has made Italy famous; homemade pizza, spaghetti dishes and all followed with an endless flow of locally produced wine. Rome has a vibe that will ignite your time spent there leaving you constantly yearning for a return visit once you've left.

#### **One of the most romantic cities in Europe: Berlin.**

Berlin is a beautiful city to walk in, particularly in the evening when the iconic buildings are lit up. The famous Brandenburg Gate stands out of course, not only for its majestic beauty but because it is a symbol of reunification. The East Side Gallery on Mühlenstrasse in the Kreuzberg area is another focal point for memories of the former



Berlin Wall and another part of the city we enjoyed walking through together. One section of it even has a gate devoted to lovers, where you can seal your love with a love lock.

Other favorite romantic experiences in Berlin include:

- an afternoon of indulgence for 2 at the Liquidrom Spa with underwater music playing, which along with the therapeutic color and lighting effects, creates an atmosphere of complete tranquility.

- dining at the Fernsehturm TV Tower – the highest restaurant in Germany 207m (679 ft) high and it slowly spins round. You must make reservations, as they are often sold out!

- dinner and classical music concert at the rococo-style Charlottenburg Palace.

### **One of the best places to travel for Valentines Day: Vienna.**

Vienna has a unique vibe which places it as one of the most romantic cities in Europe. The city loves its coffee, respects its artists, is a beautiful mix of old and new and offers enough narrow cobbled alleyways with pretty houses to get lost in. Go old school and take your loved one for a date on the oldest Ferris wheel in the world. You can even have dinner on top of the Ferris Wheel. It is a bit expensive, but will definitely WOW your partner. But you can also find amazing food at many of the sidewalk cafes with a ringside view of artists displaying their skills. Our personal favorites were a team of wandering minstrels and their wonderful map of the countries they had visited. End the day with some (overpriced) delicious coffee which the patrons of the city all love to enjoy. A long winding walk or a ride in a horse-drawn carriage in the company of a good conversation should be a perfect end to a romantic evening in one of Europe's most romantic cities.

### **Ice Hotel in Kemi, Finland.**

Normally when you say 'Valentines Day' people imagine places like Paris, or wonderful tropical beaches. In my opinion, Finland in winter is definitely one of the most romantic destinations in Europe. If I were to choose one location, I would recommend visiting Kemi with your significant other. Kemi is a town in coastal Finland, and its claim to fame is the Snow Castle, a wonderful castle that exists only for four months of the year, totally built with snow and ice! You can choose to spend the night in one of the snow rooms, like we did, and snuggle up under a reindeer skin. If you're afraid of the cold, you can

opt to stay in an ‘olokolo’, a clear roofed pod that can be heated, from where you can also see the Northern Lights (if you’re lucky!), or just do a day-trip to Kemi’s Ice Castle. If you like adventure you can also take a cruise on an icebreaker ship – the ship stops after a few hours and you get the chance to jump into the icy Baltic sea! Fear not, you would be wearing a dry suit, and there’s a cup of coffee waiting when you get back onboard.

### **Play Romeo and Juliet in Verona.**

Verona is arguably the most romantic city in the world not only because of its historic charm but because of the story of Romeo and Juliet. The greatest love story ever written by William Shakespeare, the local story based play has left its mark in the city. Although most are created for the sake of tourism, you can stand on Juliet’s balcony and pay respect to her tomb. Most of all, you can write to Juliet or even act as Juliet’s Secretary at Club di Giulietta. If you consider their story too morbid, then fear not, for Verona has plenty other places that would romance your socks off. A city that existed since the Roman times, you can visit its amphitheater or the Ponte Pietro. If stunning vista is more your thing, then head to Castiel Saint Pietra for sunset. Bored of the cobbled stone street? Visit the hidden grounds of Giardino Giusti and roam its maze. If all things fail, a quick gelato and a stroll along the River Adige or dinner in one of the many charming piazzas would do the trick.

### **A great off-the-beaten-path Valentines Day trip: Brasov, Romania.**

Romania is a lovely destination for a romantic getaway but may not be the first place that comes to mind. In the winter, the snow turns the already fairytale like towns of Brasov, Sibiu, and Sighisoara into even more magical of places. Romania is the perfect spot to walk hand in hand through the cold with your loved one, discovering the beautiful nature throughout the Carpathian Mountains and beyond. Take a candlelight tour of Brasov and learn about medieval architecture, as well as local legends and stories about ghosts and vampires. When you’re ready to warm up together, you can tuck into cozy restaurants, cafes, and even castles! Romania boasts amazing castles. We recommend Bran Castle and Peles Castle, both within easy reach of the wonderful city of Brasov or even as a day trip from Bucharest. Step back in time and live out your king and queen fantasies just for a moment.

*(From “Europe Up Close” by Maria Haase)*

***Give the translations to the following words and try to use them in your own sentences.***

Everlasting memories, getaway, to splurge on a gourmet meal, take a cruise, to go for a walk around the city, to explore the wonders of, a highlight, trendy districts, to toss a coin in, to have a vibe, iconic buildings, a focal point, to make reservations, narrow cobbled alleyways, to ride in a horse-drawn carriage, wandering minstrels, to snuggle up under a reindeer skin, a tomb, to tuck into cozy restaurants.

***Answer the questions to the text:***

1. Describe two types of a rest for lovers in Paris.
2. What can you do and try in Rome during a gateway?
3. What is Berlin famous for as a romantic place?
4. Why Vienna is popular among couples?
5. Is Verona the capital of love?
6. What can Finland offer for lovers?
7. Why do couples have to visit Romania?

***Give your own list of romantic gateways from all around the world. Create a kind of brochure where you must include the information about a spot like location, places of interest, what to do there and where to eat there and what to do on the romantic evening. Include in your brochure words and expressions from the first exercise.***

# **Essay Writing**

## DESCRIPTIVE ESSAY

*The descriptive essay* provides details about how something looks, feels, tastes, smells, makes one feel, or sounds. It can also describe what something is, or how something happened. These essays generally use a lot of sensory details. The essay could be a list-like description that provides point by point details. Or, it could function as a story, keeping the reader interested in the plot and theme of the event described.

A descriptive essay can describe any of the following issues:

- **Human essay.** It is much harder to tell about a person. Overall, such task would mean telling about the appearance, actions, behaviors, mood, and qualities of the chosen individual.
- **Place essay.** The primary thing you should understand to find out how to write a descriptive essay about a place is the paper's focus. Focus on describing places with the most breathtaking sights; let your reader feel the might of such cities as New York or Rome in your description.
- **Event essay.** You can describe your last vacation, loud rock gig, summer music festival, graduation day, or Euro trip.
- **Animal essay.** Wild nature is full of wonders - choose the animal you like most of all or the one you can associate with yourself.
- **Occupation essay.** Writing about the job of your dream is good training before preparing an admissions essay or job resume.
- **Behavior essay.** If you want to describe the freaky behavior of your best friend to show how the same people act under different conditions, it's your chance!

### *Essay Topics*

1. Make a detailed description of your mother (other relatives).
2. Provide a vivid description of your role model. It could be your favorite actor, singer, movie director, fashion model, political figure, best friend, parents, etc.
3. Why does Martin Luther King deserve respect?
4. Describe a character from your favorite TV show (e.g. Buffy Summers, Piper Halliwell, Clark Kent, etc.)
5. Choose a famous villain and reveal his personality.
6. Describe specific traits you enjoy in one of your peers.

7. List features of your boyfriend/girlfriend (fiancé/bride) which make this person so important in your life.
8. Would you prefer Wonder Woman or Xena, Warrior Princess?
9. Essay: Share a description of your most liked teacher.
10. Why do you believe John Kennedy was a great political figure on the examples of his contribution to the US society?

Example 1:

The villa was small and square, standing in its tiny garden with an air of pink-faced determination. Its shutters had been faded by the sun to a delicate creamy-green, cracked and bubbled in places. The garden, surrounded by tall fuschia hedges, had the flower beds worked in complicated geometrical patterns, marked with smooth white stones. The white cobbled paths, scarcely as wide as a rake's head, wound laboriously round beds hardly larger than a big straw hat, beds in the shape of stars, half-moons, triangles, and circles all overgrown with a shaggy tangle of flowers run wild. Roses dropped petals that seemed as big and smooth as saucers, flame-red, moon-white, glossy, and unwrinkled; marigolds like broods of shaggy suns stood watching their parent's progress through the sky. In the low growth the pansies pushed their velvety, innocent faces through the leaves, and the violets drooped sorrowfully under their heartshaped leaves. The bougainvillaea that sprawled luxuriously over the tiny iron balcony was hung, as though for a carnival, with its lantern-shaped magenta flowers. In the darkness of the fuschia-hedge a thousand ballerina-like blooms quivered expectantly. The warm air was thick with the scent of a hundred dying flowers, and full of the gentle, soothing whisper and murmur of insects.

Example 2: *And the Orchestra Played On* (by Joanne Lipman)

"The hinges creaked when I opened the decrepit case. I was greeted by a cascade of loose horsehair – my bow a victim of mites, the repairman later explained. It was pure agony to twist my fingers into position. But to my astonishment and that of my teenage children – who had never heard me play – I could still manage a sound.

"It turned out, a few days later, that there were 100 people just like me. When I showed up at a local school for rehearsal, there they were: five decades worth of former students. There were doctors and

accountants, engineers and college professors. There were people who hadn't played in decades, sitting alongside professionals like Mr. K.'s daughter Melanie, now a violinist with the Chicago Symphony Orchestra. There were generations of music teachers."

In the first paragraph of this descriptive excerpt, the author clearly describes the decrepit nature of the violin case, as well as the damage time has done to the bow. The second paragraph is a description of the characters, and their similarities. Both use sensory information for effective descriptions.

## DEFINITION ESSAY

A *definition essay* attempts to define a specific term. It could try to pin down the meaning of a specific word, or define an abstract concept. The analysis goes deeper than a simple dictionary definition; it should attempt to explain why the term is defined as such. It could define the term directly, giving no information other than the explanation of the term. Or, it could imply the definition of the term, telling a story that requires the reader to infer the meaning.

### Three Steps to Effective Definition

1. Tell readers what term is being defined.
2. Present clear and basic information.
3. Use facts, examples, or anecdotes that readers will understand.

### Choosing a Definition

Choosing a definition is a key step in writing a definition essay. You need to understand the term before you can define it for others. Read the dictionary, but don't just copy the definition. Explain the term briefly in your own words. Also, it's important to limit your term before you start defining it. For example, you could write forever on the term "love." To limit it, you would write about either "romantic love," "platonic love," or "first love."

### How to Write an Effective Definition

1. Create a definition. There are several ways to define a term. Here are a few options.
  - Define by function. Explain what something does or how something works.
  - Define by structure. Tell how something is organized or put together.

◦ Define by analysis. Compare the term to other members of its class and then illustrate the differences. These differences are special characteristics that make the term stand out. For example, compare a Siberian husky to other dogs, such as lap dogs, mutts, or sporting dogs (*term*) (*precise definition*).

2. Use understandable facts, examples, or anecdotes. Select facts, examples, or anecdotes to fully explain your definition. Ask yourself, “Which examples will best help readers understand the term? What examples would most appeal to my readers? Will a brief story reveal the term's meaning?” Do not use any examples that will not support the definition.

**Remember:** A definition essay is writing that explains what a term means. When writing a definition essay, remember to tell readers what term is being defined, to present a clear and basic definition, and to use facts, examples, or anecdotes that readers will understand.

Here are the examples of popular definition essay topics:

- Kindness
- Sense of Humor
- Love

### ***Essay Topics***

1. Things every employee should contribute to the development of a corporate social responsibility

2. Several to define whether the last elections were fair or not

3. Factors that lead to the obvious racial segregation in the United States

4. Death penalty (list pros & cons after the explanation)

5. Cheating on the examinations and tests: Something out of control

6. Massive murders: Causes, outcomes, & prevention measures

7. Cigarette smoking: Healthcare professionals definition of the problem

8. Using cell phones and other electronic devices in class: Two sides of a coin

9. English as an official language in the United States

10. Creationism: Reasons why it may become a new school subject



*Example:*

According to Merriam-Webster happiness is a state of well-being and contentment, an experience that makes people happy. There can be many definitions of the word happiness because it may mean different things to people. What may make me happy may not make others happy. For me happiness is as simple as feeling good about myself, doing what I love and having the people I love around me. According to the Declaration of Independence, they do not guarantee us happiness, but they do guarantee us the right to pursue what makes us happy. Happiness is hard to achieve, and that is why most of us live trying to find those things that make us happy. My family brings joy and happiness into my life. They are a very important part of my everyday life. My family accepts and understands me as I am, and they support me no matter what. They are the ones who encourage me whenever I have a problem and help me survive in tough times. They teach me the values of love, affection and care. They are an essential part of my development and personality; thanks to them, I am a good person today. It makes me happy to go home every day and see my family, have dinner with them and spend time together. I think my life will not be the same without my parents and my sister. They are a complement to my happiness.

I pursue happiness through education. It makes me happy to go to school every day and learn new things. Getting good grades is a big satisfaction for me.

### **COMPARE/CONTRAST ESSAY**

The *compare/contrast* essay discusses the similarities and differences between two things, people, concepts, places, etc. The essay could be an unbiased discussion, or an attempt to convince the reader of the benefits of one thing, person, or concept. It could also be written simply to entertain the reader, or to arrive at an insight into human nature. The essay could discuss both similarities and differences, or it could just focus on one or the other. A *comparison essay* usually discusses the similarities between two things, while the *contrast essay* discusses the differences.

## **Keys to Writing Compare & Contrast Essay**

Before you start, it is crucial to choose topics that you really know well. Most often, you should find two things that have enough differences and similarities. You can take two pets, cats and dogs, while comparing a food (i.e., banana) with music (i.e., hard rock) basically, makes no sense.

Of course, if you're a part of Arts class where tutor appreciates uncommon parallelism, you may try your luck in your compare and contrast essay. You may talk about a sense of taste and the book of your favorite author. For instance, you may try to explain how it tastes to be Dracula. Or you can highlight how it smells to be Jean-Baptiste Grenouille from famous novel *Perfume: The Story of a Murderer*. Such creative comparisons are often appreciated and awarded with more than "A." Original and unexpected compare and contrast essay topics serve as your ticket to special universities where Arts are studied. Along with a personal statement written by professional writers, such essay will increase your chances to get enrolled.

### ***Essay Topics***

1. Comparison of Lincoln's and Washington' Ideas
2. Renaissance vs. Baroque Epoch
3. Anthropology vs. Religious Studies
4. American Government vs. Soviet Government
5. US President vs. UK Prime Minister
6. North and South Before the Civil War in the US
7. Henry VIII vs. King Louis XIV
8. Fascism and Nazism: Different or the Same?
9. World War I and World War II: Difference in Events

*Example:*

### **Travelling Vacations vs. Staycations**

Staycations have become the most popular alternative to vacation travelling. This is most likely due to the fact that staying at home for the holidays is cheaper, safer, and easier (Richards, *Temptations of Travelling*). **It only stands to reason that back-porch vacations and poolside holidays are becoming the new trend for middle-class Americans, especially in light of the recent economic crisis.** However, there are some specific reasons why

travelling will remain a better alternative, despite the cost issues and any possible inconveniences.

Going on a journey involves experiencing your own senses: seeing, touching, hearing, and smelling the new, unusual, and unique atmosphere of places you visit while on vacation. If someone described to you what a new ice cream flavor tastes like using a hundred words, but instead you could choose to try it yourself, would you have preferred the description or the experience of your own? **It is the same with travelling. Unlike watching the Discovery Channel or National Geographic, reading about exotic places on somebody's blog and watching even the most colorful and fun podcasts about travelling, visiting the place is ten times more powerful of an experience.** In addition, you get to form your own opinion about what you see instead of just watching it through the eyes of a documentary director or through the lens of a photographer.

**Leaving to involve yourself in an adventure is arguably the best source of inspiration one could think of.** Even if you have been to the chosen location for travel a few times already, the next time you visit it, the impressions you receive can be different, have a new spice or a fresh hint, since the weather, your mood, and the people you come across will be distinctive, and your impression of the place can change radically or become fuller and more holistic. To me, travelling brings new discoveries, whether they are revelations of environments or discoveries within myself. In this regard, travelling can be the best cure for depression, the feeling of inner perplexity, and fears for what the future may bring and where you are heading. Sometimes, a vacation to a place you have never been before or know little about can do more than just broaden your knowledge and inspire new emotions. It can change your whole life perspective and cause you to revise your life values (Howards, Destination Joy). It is no wonder that many people return from vacations as completely new persons and never return to their old lifestyles.

Travelling means meeting new people. **Unlike staycations that normally revolve around the same group of people you are already on good terms with, travelling brings together at times absolutely different people, from various cultures and backgrounds.** Travelling is a chance to get to know others better and to learn to adjust to new traditions and other peoples' lifestyle (Opus,

The Social Road). While on the road, you can meet someone you would never get a chance to bump into if you stayed within your comfort zone, at home, or with a group of people you have known for ages. Travelling is a chance to make new friends and change the cycle of the everyday routine you have gotten trapped in over the years.

There is a place for discussion of whether travelling is worth the money you will spend on it or is it better to save up, spend your vacation at home, and stay within your comfort zone. Travelling may seem like a challenge at times – It needs a great deal of planning, a decent budget, and a certain enthusiasm and willingness to challenge yourself. But those who have the courage to follow their dreams and overcome obstacles will find a way to pursue a hobby they like. And if you feel that overwhelming desire to see a place far away, do not let the fears take over your dream. Having once traveled, you will most likely not ask yourself whether to spend your vacation at home or travel – staycations will not be an option.

### **CAUSE/EFFECT ESSAY**

*The cause/effect essay* explains why or how some event happened, and what resulted from the event. This essay is a study of the relationship between two or more events or experiences. A cause essay discusses the reasons why something happened.

We all understand cause-effect relationships; for example, lightning can cause fire. As a student you know that if you stay up late the night before a test to watch a movie and do not study, you may not perform well on the test the following day. A cause-effect essay tells how one event (the cause) leads to another event (the effect). A cause-effect essay can do one of two things: It can analyze the ways in which one or more effects result from a particular cause.

- (Focus-on-Effects Method)

It can analyze the ways in which one or more causes lead to a particular effect.

- (Focus-on-Causes Method)

In other words, your essay may focus more on the effects of a cause or more on the causes of one effect. Either approach provides a useful means of discussing the possible relationship between the two events. It is not a good idea to mix several causes and several effects

in an essay because your focus may become unclear. In cause-effect essays, it is easy to suggest that because one event preceded another event, the former event caused the latter. Simply because one event follows another one sequentially does not mean that the two actions are related. For example, people often complain that as soon as they finish washing their car, it starts to rain. Obviously, washing a car does not cause rain. Writers need to be sure that the causes and effects they describe are logically connected.

### ***Essay Topics***

1. Music effects on human body
2. Dating at young age
3. What causes some women to repeatedly get involved in destructive relationships
4. Earthquakes and potential dangers they bring
5. Social media effect on young people
6. Growing up in poverty
7. Stress impact on health
8. Impact of drug use on human body
9. The influence of my favorite movie/book on me
10. What impact smoking has on a pregnant woman
11. Telling lies. The cause and effect
12. The causes of divorces
13. What is the impact of genetically engineered food
14. What causes a tsunami
15. What causes racism
16. How globalization affects economy
17. What was your cause of choosing your major/your college
18. The effects of credit culture
19. What are causes and effects of terrorism
20. What makes a person to be a good teacher/mother/

*Example:*

### **Global Warming: Why Does It Happen and What Can We Do to Reverse It?**

Earth has been heating and cooling for centuries, and this fact hardly bothers climatologists. According to NASA, Earth's orbit fluctuates from time to time, and such a change varies the amount of solar radiation our planet receives (*Climate change: How do we*

*know?*). In some respect, we can say that a kind of global warming pushed the Ice Age to its extinction. Climates never stay the same, and this has been the case for hundreds of thousands of years. But things have changed dramatically over the last century, and today we observe that warming has accelerated far beyond the limit.

The 1950s became the tipping point for environmental scientists. The average temperature on our planet has risen to about 1.62 degrees Fahrenheit since then. The level of carbon dioxide emissions became twice as large as it had been at any peak of natural heating-cooling cycles recorded before the 1950s (*Climate change: How do we know?*). From this time on, the temperature on the planet rose, oceans warmed, glaciers shrunk, and areas covered with snow visibly decreased. All of that change happened over some 60 years.

Climate is changing at an unprecedented speed now, and few scientists dare deny that. Human activity is the most popular explanation to the phenomenon of global warming. So, how is this happening? By emitting a tremendous amount of greenhouse gas every day.

Sunlight always passes to the surface of our planet, and a certain part of it is reflected back to space. However, a great amount of heat is trapped in the atmosphere due to greenhouse gases. These are the notorious carbon dioxide, methane, nitrous oxide, and even water vapor. All of them create a shield that keeps heat close to Earth and does not let it out into space. But what exactly do we do to release that much greenhouse gas?

Industries are the first to blame for starting global warming. The amount of CO<sub>2</sub> has increased by more than one-third since the Second Industrial Revolution of 1880. It was the one that brought most of the technological advancements to industries. This fact builds the direct link between human activities and the carbon dioxide released. Scientists also operate with other theories of global warming and why it emerged, but the impact of new industries remains undeniable.

Burning fossil fuels is a tremendous part of industrial and domestic human activities, which results in climate change. According to the US Environmental Protection Agency, the greatest part of coal and oil consumption goes to transportation, the work of power plants, industrial facilities, single households, and agricultural

businesses (*Sources of Greenhouse Gas Emissions*). The abundance of transport – ships, trains, and planes—made even such a gross consumer of fossil fuels as the power economy the second biggest CO<sub>2</sub> polluter.

So, we actively burn fossil fuels, and thus create global warming. Rising temperatures make our living uncomfortable, but our everyday comfort is not the biggest problem. **Hundreds of species are losing their habitats because ice caps are shrinking and the water in the ocean has become too warm for them.** Polar bears, frogs, and corals are hit the hardest by global warming according to the UN's Intergovernmental Panel on Climate Change (*7 Species Hit Hard by Climate Change – Including One That's Already Extinct*).

The rise of sea levels caused by melting glaciers has already pushed out the populations of coastal species. Unfortunately, there is more harm to be done. As the ocean warms up, more powerful storms will come, and natural disasters will intensify. A rapid climate change is the direct cause of the most destructive recent natural catastrophes.

No doubt, boosting global warming is much easier than taking even a slight attempt to curb it. But we have to take action if we want to save our own natural habitat at the very least. Non-governmental organizations, like Greenpeace or the UN, constantly work on their missions that concern improving the environment. Governments around the world impose strict emission quotas on their industries, as China did in 2017.

As individuals, we can sufficiently reduce our carbon footprint if we choose to live green. It sounds complicated, but it is easy to start. Just by installing LED bulbs and pulling out the plugs you do not need, you will save a considerable amount of energy in your household monthly. In a while, you may install solar batteries or buy an electric-powered vehicle. You do not need to go entirely green in a day or week. By following these simple rules, you will realize how much your carbon imprint has reduced.

Besides consuming less electricity, there are other ways for us to ease global warming. Turn to reusing and recycling. During your everyday shopping, dismiss buying plastic bags and take a durable

cloth bag you can use for months before it wears out. Buy drinks in recyclable glass bottles you would dispose of separately.

Participate in your local recycling initiatives. It is easy to use those bins for different types of waste like glass, plastic bottles, and paper.

Also, avoid buying products with excessive packaging—and stop buying products you do not need altogether. Decreasing our consumption, we lower carbon emissions that affect the whole planet.

## OPINION ESSAY

***An opinion essay is a formal piece of writing. It requires your opinion on a topic, which must be stated clearly, giving various viewpoints on the topic supported by reasons and/or examples.***

### **Points to consider**

- Decide whether you agree or disagree with the subject of the topic, then make a list of your viewpoints and reasons.

- Write well-developed paragraphs, joining the sentences with appropriate linking words and phrases. Do not forget to start each paragraph with a topic sentence which summarises what the paragraph is about.

- Linking words and phrases should also be used to join one paragraph with the other.

When it comes to opinion writing, a lot of students can't provide their point of view. This shows a lack of your critical thinking skills and leads to low grades.

If you need a quick fix for your assignment, check our list of basic expressions to help you start putting your opinions:

1. As far as I am concerned, ...
2. I am (not) convinced that ...
3. In my opinion/view ...
4. My opinion is that ...
5. I (firmly)believe that ...
6. I (definitely) feel/think that ...
7. I am inclined to believe that ...
8. Personally, I believe that...
9. It is clear that...
10. It seems to me that...



11. In my mind...
12. As I see it...
13. My principal reason is...
14. Another reason is...
15. It is widely known that...
16. It could be argued that...
17. The well-known fact is...
18. Research has shown that...
19. For instance/for example...
20. This suggests that...
21. It would seem that...
22. This proves that...
23. This supports the ...
24. Even though / Although...
25. In contrast...
26. Despite the fact that...
27. In spite of...
28. In order to...
29. To sum up...
30. In conclusion...

**Basic Do's in Writing an Opinion Essay:**

- Write in a formal style. Write your assignment as if you are giving an important speech.
- Avoid slang and jargon.
- Introduce the topic clearly. Avoid unnecessary phrases and useless facts that do not relate directly to the topic.
- Start each paragraph with clear topic sentences; outline the main ideas
  - Use generalizations
  - Use present tense when writing an opinion article
  - Cite your sources in a proper way
  - Stay brief
  - Make sure that there is a logical sequence that allows your readers easy to follow

**Basic Dont's in Writing an Opinion Essay:**

- Don't use colloquial expressions. Even though slang language is expressive and vivid, jargon words come and go quickly.

- Don't use short forms. Replace the contractions with the non-contracted versions of the words.
- Don't use over-generalizations
- Don't use statistics without proper referencing
- Don't give personal examples
- Don't repeat arguments. If you have few similar facts, group them as a single argument.
- Avoid abbreviations
- Don't overuse simple and short sentences
- Don't use imperative voice
- Avoid exclamation marks, parentheses, dashes
- Don't address your readers as "you"
- Don't use emotive vocabulary

### *Essay Topics*

1. People attend college or university for many different reasons (for example, new experiences, career preparation, increased knowledge). Why do you think people attend college or university? Use specific reasons and examples to support your answer.

2. Do you agree or disagree with the following statement? Parents are the best teachers. Use specific reasons and examples to support your answer.

3. Nowadays, food has become easier to prepare. Has this change improved the way people live? Use specific reasons and examples to support your answer.

4. It has been said, "Not everything that is learned is contained in books." Compare and contrast knowledge gained from experience with knowledge gained from books. In your opinion, which source is more important? Why?

5. A company has announced that it wishes to build a large factory near your community. Discuss the advantages and disadvantages of this new influence on your community. Do you support or oppose the factory? Explain your position.

6. If you could change one important thing about your hometown, what would you change? Use reasons and specific examples to support your answer.

7. How do movies or television influence people's behavior? Use reasons and specific examples to support your answer.

8. Do you agree or disagree with the following statement? Television has destroyed communication among friends and family. Use specific reasons and examples to support your opinion.

9. Some people prefer to live in a small town. Others prefer to live in a big city. Which place would you prefer to live in? Use specific reasons and details to support your answer.

10. "When people succeed, it is because of hard work. Luck has nothing to do with success." Do you agree or disagree with the quotation above? Use specific reasons and examples to explain your position.

*Example:*

**In many countries it is becoming more common for people to have several part-time jobs instead of one full-time job. What are the advantages and disadvantages of working part-time jobs? Give examples to support your ideas.**

Working Part-time Jobs Part-time jobs are very common nowadays. I, myself, work part-time since I have to go to the University part-time as well. I think a lot of people opt for working part-time because of time flexibility and we would still be able to attend to other things that are important in our day to day living. A clear advantage of having several part-time jobs is for people to be developed in the different areas where they are working. If one has several jobs, he or she will be able to meet several people and supervisors that will expose them to different challenges and learnings. Another advantage of having several part-time jobs, is an opportunity to find out what you really want as an occupation in life. This may be a stepping stone for you to be able to discover yourself more in terms of your abilities and skills. Lastly, I think having several jobs will make you earn more money than having a full-time job. This is because in a full-time job, you are only entitled for a specific number of hours at work and sometimes, employers don't give overtime pays. The disadvantage on the other hand, is that most of the part-time jobs do not offer benefits to its employees. Also, you have to adjust with your workmates from one workplace to another. It will also be difficult if you have two or three jobs in a day and you don't have your own car. Commuting from one workplace to another can be very exhausting. In conclusion, I would say that I'm in favor of having several part-time jobs rather than one full-time job. My decision is mainly in line with my current situation. I need to go to the University

and at the same time, work for my family. Having part-time jobs will be very beneficial for me since I can arrange my schedule with my employer. Also, based on my own experience, I enjoy meeting and working with people from different walks of life. I was able to gain friends which I think is very essential to be able to adapt easily in a country that is different from yours.

## **PROCESS ESSAY**

A **process essay** explains a process by either defining it, explaining the steps for completing the process oneself, or by showing how a thing works. There are two types of process essays – directional process essays (give instructions in steps on how to accomplish a specific task), and informational process essays (explains or analyzes a process).

By the end of a process essay, readers need to understand how something occurs or how to complete the process themselves. Process essays are best applied to simpler processes because complicated ones can overwhelm the reader. The process essay needs to be written on a topic that does not need visual aids. Begin the essay with an eye-catching introduction, instead of proceeding directly to the first step. A process essay that is too formulaic could be uninteresting to the reader, prompting them to put the essay aside.

### **How to Write a Process Essay: Outline, Introduction, Body, & Conclusion**

#### **Process Essay Outline**

There is not much to say about the process essay outline because the structure repeats the steps required to complete a certain procedure. Having an outline is helpful in any situation associated with academic writing. Put down every stage in chronological order. Once the student has an outline, he/she may later add some details depending on the process development to come up with the whole body. *The structure is common:*

Introduction paragraph (mention the process to discuss)

Body paragraphs (list the stage and provide details)

Conclusion (specify what the expected outcome should be + share some success indicators)

The length of the essay depends on whether the chosen procedure is time-consuming or not. Do not pick something extra fast not to have a few-sentences essay in the end.

## Examples of Process Essay

*Example: Community Re-Discovered (by Heidi Ramirez)*

*“In any community, there are several and varying ways in which residents fulfill a sense of community: participating in intramural sports, attending farmers’ markets, walking with neighbors, attending political meetings, helping the elderly, visiting the library, and volunteering for youth groups. It’s knowing the people in these interchanges, not just being familiar with faces, that build strong community. Unfortunately, when this basic engagement is overlooked, communities can begin to disintegrate.”*

*This an excerpt from a process essay by Heidi Ramirez. It sets the tone of a process how communities integrate with each other. It clearly shows the sequence of the integration process.*

Since process essays follow time order, they use time order transitions. Be careful to use the correct punctuation with each transition. Use these transitions to help mark the steps in your process essay so they are easy to follow.

The first step is

Second,....

After that,....

Before doing the next step, .....

The next to the last thing you need to do is...

Finally,....

Last,....

The last step is ....

### Topics:

**Task 1.** Give the detailed recipe of your favorite dish including the list of ingredients and detailed process of preparation of it.

**Task 2.** Give the several effective methods of your own how to get ready quickly and effectively for an examination.

**Task 3.** Imagine that you are a star who must take part in a show in a few minutes. Give us a detailed guide how to put make up quickly and effectively as you usually do.

**Task 4.** What is the process of getting used to eating superfoods?

**Task 5.** How to become a successful blogger on YouTube? Give some tips.

## ARGUMENTATIVE ESSAY

When it comes to this type of essay, it should be noted that it is quite useful for any student on any level of education. The ultimate goal of this essay is to persuade the reader to take the author's viewpoint. It is not an easy thing to do as this paper is aimed at manipulating the other people's thoughts to change their attitude towards something.

For this writing, you are to use firm language, proved facts and accurate and vivid illustrations as an evidence of your argument should be flawless. Stripped of these items your argumentative essay won't be persuasive enough and your influence on the reader will be minimal. Skilled writers are to be completely sure about every word they write and every fact they give. There is no room for mistakes and uncertainty. What makes this type of essay more difficult is that you have to be ready to fight against opposing ideas, and your paper should contain the antidote to the critics of your viewpoint.

### **Example of Argumentative Essay**

***Example: Boys Here, Girls There: Sure, If Equality's the Goal***  
(by Karen Stabiner)

***"The first objections last week came from the National Organization for Women and the New York Civil Liberties Union, both of which opposed the opening of TYWLS in the fall of 1996. The two groups continue to insist – as though it were 1896 and they were arguing Plessy v. Ferguson – that separate can never be equal. I appreciate NOW's wariness of the Bush administration's endorsement of single-sex public schools, since I am of the generation that still considers the label "feminist" to be a compliment – and many feminists still fear that any public acknowledgment of differences between the sexes will hinder their fight for equality."***

***This paragraph by Karen Stabiner presents an objection to the argument of separation between public schools. It has been fully supported with evidences of the court case.***

### **Topics:**

**Task 1.** How do Social Media Sites influence the life of teenagers?

**Task 2.** What are pros and cons of eating the superfoods?

**Task 3.** Should children wear school uniforms in the contemporary schools?

**Task 4.** What is the true meaning of “friendship”?

**Task 5.** Is homeschooling effective as it is described?

### CRITICAL ESSAY

This type of essay focuses on weak and strong features of something. It is aimed at giving a characteristic of the subject to make reader aware of what you consider to be good or bad about it. These papers usually dwell upon how something is done or written. Did the author manage to do it correctly or not? Was his work persuasive? Was he successful in delivering his message to the audience? These are the questions you will have to answer in your essay.

The difficulty of this essay lies in the fact that you have to be well informed and have a deep understanding of the essence of the subject you criticize.

#### **Example of Critical Essay**

*Example: Jack and Gill: A Mock Criticism (by Joseph Dennie)*

*“The personages being now seen, their situation is next to be discovered. Of this we are immediately informed in the subsequent line, when we are told, Jack and Gill Went up a hill.*

*Here the imagery is distinct, yet the description concise. We instantly figure to ourselves the two persons traveling up an ascent, which we may accommodate to our own ideas of declivity, barrenness, rockiness, sandiness, etc. all which, as they exercise the imagination, are beauties of a high order. The reader will pardon my presumption, if I here attempt to broach a new principle which no critic, with whom I am acquainted, has ever mentioned. It is this, that poetic beauties may be divided into negative and positive, the former consisting of mere absence of fault, the latter in the presence of excellence; the first of an inferior order, but requiring considerable critical acumen to discover them, the latter of a higher rank, but obvious to the meanest capacity.”*

#### **Topics:**

**Task 1.** Describe the main character in your favorite book.

**Task 2.** The importance of studying of a foreign language for students.

**Task 3.** Ways of saving the environment in your town.

**Task 4.** Influence of reading on people's minds and development.

**Task 5.** Coach surfing in your country.

### EXPOSITORY ESSAY

When it comes to an expository essay, keep in mind that it is aimed at an estimation of the subject from your point of view. That is why it requires research to be carried out. It is not an easy type of essay as your knowledge of the subject has to be based not only on the information you get from someone else but mostly on your own experience.

This type of essay can give you skills in organizing and manner of doing your own research. This practice is by no means very important as it can lead you to results that can be groundbreaking. It may take lots of time, but it is worth doing. Surprisingly, this feature makes this paper easier at the same time. In fact, it is more comfortable to write about something you know well and something you are sure about than digging into the information that was received from someone else. Perhaps you could contribute something new to the subject and show something that was never seen before.

Don't forget that your opinion is the foundation of your essay. Though, your paper should be long extensive and well written.

#### Example of Expository Essay

*Example: How Chinese Mothers are Superior (by Amy Chua)*

*"I'm using the term 'Chinese mother' loosely. I know some Korean, Indian, Jamaican, Irish and Ghanaian parents who qualify too. Conversely, I know some mothers of Chinese heritage, almost always born in the West, who are not Chinese mothers, by choice or otherwise. I'm also using the term 'Western parents' loosely. Western parents come in all varieties. All the same, even when Western parents think they're being strict, they usually don't come close to being Chinese mothers. For example, my Western friends who consider themselves strict make their children practice their instruments 30 minutes every day. An hour at most. For a Chinese mother, the first hour is the easy part. It's hours two and three that get tough."*



**Topics:**

**Task 1.** How does music influence people's life?

**Task 2.** How can you be a great parent?

**Task 3.** What is your plan in the case of a disaster?

**Task 4.** What is your plan how to create the perfect birthday party?

**Task 5.** How does a simple walk can improve your creativity?

### **PERSUASIVE ESSAY**

This type of essay is opposite to an argumentative essay. It is aimed at changing the readers' point of view completely, taking the author's one as an axiom. It is a stronger and more difficult type of essay as it requires a better understanding of the subject and good skills in criticizing the opponents.

In most cases, persuasive essays deal with topics that are relevant here and today. A persuasive essay should be very tough and influential. By writing it, you show that you are really good at something and that you are sure that your opinion is ultimately correct. You may lose your audience the very moment you lose your integrity.

Remember that your essay has to be solid as a wall because your personal traits have no influence on a reader. It doesn't matter how you look, speak or wear. The only weapons of yours are words. Your audience should want to accept your viewpoint as the only one that makes sense.

#### **Example of Persuasive Essay**

*Example: Our Unhealthy Obsession and Sickness (by Frank Furedi)*

*“Governments today do two things that I object to in particular. First they encourage introspection, telling us that unless men examine their testicles, unless we keep a check on our cholesterol level, then we are not being responsible citizens. You are letting down yourself, your wife, your kids, everybody. We are encouraged continually to worry about our health. As a consequence, public health initiatives have become, as far as I can tell, a threat to public health. Secondly, governments promote the value of health seeking. We are meant always to be seeking health for this or that condition. The primary effect of this, I believe, is to make us all feel more ill.”*

**Topics:****Task 1.** Are women good politicians?**Task 2.** In contemporary society money is the motive.**Task 3.** Students should be allowed to choose the subjects to their tastes in school.**Task 4.** Your video game skills can get you a good job.**Task 5.** Cats the best pets for people.**FOR AND AGAINST ESSAYS**

A ‘for and against’ essay is a ‘pros and cons’ essay in which a topic is considered from opposing points of view. You are required to present both sides in a fair way by discussing them objectively and in equal detail. The writer can state his/her opinion on the issue directly or indirectly.

A ‘for and against’ essay is a formal piece of writing. The purpose of this essay type is to take a balanced consideration of the stated issue. You need to explain the opposing viewpoints with relevant reasons, statistics, facts and examples. This kind of essay topic entails you to avoid any strong or emotional language to express your opinion.

A good essay of this type should consist of:

- a) an introductory paragraph in which you clearly state the topic to be discussed, without giving your opinion;
- b) a main body in which the points for and against along with your justifications, examples or reasons are presented in separate paragraphs; and
- c) a closing paragraph in which you state your opinion or give a balanced consideration of the topic.

**Example of For and Against essay*****Example: More exercise, less stress?***

***Do you know how dangerous stress can be? It affects us both physically and mentally, so reducing stress is something that we should all try to do. While many people feel that the best way to get rid of stress is some form of exercise, there are other ways which are just as effective.***

***The benefits of physical exercise are obvious. First of all, keeping fit helps your body stay strong and healthy. Therefore, you are less likely to get sick or suffer from stress-related health***

*problems such as heart attacks and cancer. Furthermore, exercise is a good way to get rid of frustration and anger, because after exercise the brain produces hormones called endorphins which make us feel good.*

*On the other hand, if you are out of shape, exercise can be quite painful. You may pull a muscle or injure yourself. Furthermore, exercising may even cause more stress since it will add to your already hectic schedule.*

*In conclusion, the best way to combat stress in our lives is to live a healthy life. As James Freeman Clarke says, „Never hurry. Take plenty of exercise. Always be cheerful. Take all the sleep you need. You may expect to be well. “*

**Topics:**

**Task 1.** Being an only child- advantages and disadvantages

**Task 2.** Computer games and the Internet have a negative impact on young people

**Task 3.** Homework should be banned

**Task 4.** Fast food should be banned

**Task 5.** Should animals be used for research?

# **Placement Tests**

## Test 1

### Elementary Level

1. ...'s your name? Thomas
  - a) How
  - b) Who
  - c) What
  - d) Where
2. This is Lucy and her brother, Dan. ... my friends.
  - a) We're
  - b) I'm
  - c) You're
  - d) They're
3. ... ? I'm from Italy.
  - a) Where are you from?
  - b) Where you are from?
  - c) Where from you are?
  - d) From where you are?
4. I'm from Milan. ... is in Italy.
  - a) They
  - b) It
  - c) He
  - d) She
5. Excuse me, how ... your last name? R-I-L-E-Y
  - a) spell
  - b) you spell
  - c) do you spell
  - d) spell you
6. The teacher asked her students to do their ... .
  - a) housework
  - b) homework
  - c) home duty
  - d) house job
7. The police officer told the children always to tell the ... .
  - a) true
  - b) facts
  - c) information
  - d) truth
8. I'm terribly sorry but I ... what you said just now and I wonder if you could repeat it.
  - a) wasn't listen to
  - b) wasn't hearing
  - c) didn't hear
  - d) didn't hearing
9. I ... attentively to the lecture on philosophy but I still didn't understand much of it.
  - a) heard
  - b) listened
  - c) was hearing
  - d) was listen
10. Can you ... me all right over there because you are rather a long way away?
  - a) listening
  - b) hearing
  - c) listen
  - d) hear

### Intermediate Level

1. ... at school yesterday.
  - a) Was you
  - b) Were you
  - c) Did you
  - d) Is you
2. Is your family large? ...
  - a) Yes, it is.
  - b) Yes, they are.
  - c) No, it not.
  - d) No, they isn't.
3. What ... he want?
  - a) does
  - b) do
  - c) have
  - d) was
4. ... do you have dinner?
  - a) When time
  - b) What time
  - c) What kind of
  - d) What for
5. He ... to go home.
  - a) want
  - b) did
  - c) didn't want
  - d) didn't wanted
6. He tends to forget things very quickly and behaves more and more like the typical ... professor.
  - a) clear-minded
  - b) absent-minded
  - c) well-minded
  - d) cool-minded
7. This is a very expensive holiday intended for those with plenty of money as it involves a trip ... the world.
  - a) through
  - b) along
  - c) about
  - d) around
8. There are no problems for me because I find those questions very ...
  - a) easy
  - b) facile
  - c) soft
  - d) straight
9. Are you going ... for your holidays this year?
  - a) outside
  - b) absent
  - c) abroad
  - d) external
10. You must decide and ... up your mind.
  - a) do
  - b) get
  - c) make
  - d) take

### Advanced Level

1. She ... obsessed with rock climbing at a young age.
  - a) becomes
  - b) became
  - c) has become
  - d) would become

2. He's not a stamp collector, ... ?  
 a) was he  
 c) is he  
 b) wasn't he  
 d) isn't he
3. How long ... you had this car?  
 a) did  
 c) have  
 b) do  
 d) were
4. ... anyone get hurt?  
 a) did  
 c) have  
 b) were  
 d) had
5. He ... about birds. It drives me mad!  
 a) forever talk  
 c) will forever be talking  
 b) is forever talking  
 d) has forever been talking
6. Some people only read the ... lines in a newspaper.  
 a) top  
 c) main  
 b) big  
 d) head
7. You should always check the sell ... date of things you buy in the supermarket.  
 a) in  
 c) by  
 b) through  
 d) off
8. Start reading the story from page 4 and then go on until you ... the end of the chapter.  
 a) arrive  
 c) touch  
 b) reach  
 d) achieve
9. Answer the questions at the back of the book and make ... that you check your answers carefully.  
 a) obvious  
 c) sure  
 b) definite  
 d) clear
10. Here is the news read by Alan Townend. Today the Government is ... plans for a new scheme to help society.  
 a) opening  
 c) undoing  
 b) unveiling  
 d) showing

## Test 2

### Elementary Level

1. Oh, ... are my keys!  
 a) This  
 c) That  
 b) These  
 d) It

2. I'd like ... omelette, please.
- |       |        |
|-------|--------|
| a) a  | b) –   |
| c) an | d) two |
3. And here is your ... .
- |           |            |
|-----------|------------|
| a) desk   | b) desks.  |
| c) a desk | d) an desk |
4. My name's Pete and this is Sylvia. ... doctors from France.
- |          |            |
|----------|------------|
| a) I'm   | b) We're   |
| c) She's | d) They're |
5. Sorry, ... Paul. My name's Eric.
- |             |             |
|-------------|-------------|
| a) I isn't  | b) I is not |
| c) I aren't | d) I'm not  |
6. When you first meet someone, you usually shake them ... the hand.
- |         |       |
|---------|-------|
| a) with | b) on |
| c) in   | d) by |
7. I have never ... her before.
- |         |           |
|---------|-----------|
| a) saw  | b) seeing |
| c) seen | d) see    |
8. I ... what you are saying but that still doesn't make me want to change my mind one little bit.
- |               |               |
|---------------|---------------|
| a) listen     | b) hear       |
| c) am listing | d) am hearing |
9. I ... to the concert every Monday on the radio and I imagine I am there listening to it in person.
- |           |                 |
|-----------|-----------------|
| a) listen | b) am listening |
| c) hear   | d) am hearing   |
10. I should explain that he finds it very difficult to follow your conversation because he is very hard of ... .
- |              |              |
|--------------|--------------|
| a) listen to | b) listening |
| c) to hear   | d) hearing   |

### **Intermediate Level**

1. Where ... to school?
- |                 |             |
|-----------------|-------------|
| a) did you go   | b) went you |
| c) did you went | d) did go   |
2. Latin ... compulsory in Irish schools.
- |               |             |
|---------------|-------------|
| a) used to be | b) would be |
| c) has        | d) has been |



3. The boy ... cake when his mother came into the room.
 

a) was eat	b) eats
c) was eating	d) has eating
4. There ... milk for my breakfast.
 

a) isn't some	b) isn't any
c) any	d) –
5. ... people from Poland went to Scotland in the 20<sup>th</sup> century.
 

a) Many of	b) Many
c) Some of	d) –
6. The car is almost ready to collect from the garage but there are just a couple of spare ... missing.
 

a) parts	b) pieces
c) extras	d) accessories
7. They were ... of having broken into the stately home and stolen several famous paintings.
 

a) charged	b) described
c) accused	d) blamed
8. They ... him for his brave actions.
 

a) praised	b) worshipped
c) flattered	d) congratulated
9. He is very lucky to have got himself a ... job.
 

a) pear	b) banana
c) lemon	d) plum
10. What time do you ... up in the morning?
 

a) do	b) get
c) make	d) take

### Advanced Level

1. When the building was completed, all the workers were paid ... .
 

a) off	b) through
c) out	d) over
2. The boss was good enough to ... my mistake.
 

a) oversee	b) overtake
c) overdo	d) overlook
3. The whole purpose of all these exercises is to ... your knowledge of grammar and vocabulary.
 

a) test	b) probe
c) investigate	d) interpret

4. A useful way to ... your vocabulary is to read as much as possible.
- |            |             |
|------------|-------------|
| a) amass   | b) increase |
| c) collect | d) gather   |
5. The idea behind the scheme is to try and ... stealing in the country.
- |             |            |
|-------------|------------|
| a) curb     | b) kill    |
| c) maintain | d) confuse |
6. The scheme will be ... into the school curriculum at the beginning of next academic year.
- |             |               |
|-------------|---------------|
| a) entered  | b) presented  |
| c) welcomed | d) introduced |
7. No sooner ... I shut the door, when the telephone rang.
- |         |        |
|---------|--------|
| a) have | b) did |
| c) will | d) had |
8. By the time I had reached the bottom of the mountain, I ... extremely tired.
- |         |               |
|---------|---------------|
| a) feel | b) have felt  |
| c) felt | d) am feeling |
9. What ... be doing this time tomorrow?
- |             |             |
|-------------|-------------|
| a) were you | b) did you  |
| c) have you | d) will you |
10. ... go if you like because I have to do some shopping.
- |         |         |
|---------|---------|
| a) I'm  | b) I'd  |
| c) I'll | d) I've |

### Test 3

#### Elementary Level

1. ... ? No, he isn't.
- |                             |                        |
|-----------------------------|------------------------|
| a) Are they teachers?       | b) Are you from Italy? |
| c) Is Mr Banning a teacher? | d) Is this your phone? |
2. ... is the school? It's 50 years old.
- |                   |                   |
|-------------------|-------------------|
| a) How many years | b) How much years |
| c) What years     | d) How old        |
3. What is ... ?
- |               |               |
|---------------|---------------|
| a) job Mary   | b) Mary job   |
| c) Mary's job | d) job's Mary |
4. Your bag is next ... the table.
- |       |       |
|-------|-------|
| a) on | b) to |
| c) in | d) of |

5. ... are the keys? On the table.
- |          |         |
|----------|---------|
| a) What  | b) When |
| c) Where | d) Who  |
6. When your train arrives, I'll ... you from the station.
- |          |           |
|----------|-----------|
| a) take  | b) bring  |
| c) fetch | d) remove |
7. I always get ... early in the summer.
- |            |         |
|------------|---------|
| a) up      | b) over |
| c) through | d) on   |
8. Now will you please ... me and pay attention to what I'm saying because it's very important.
- |            |                 |
|------------|-----------------|
| a) hear    | b) listen to    |
| c) hearing | d) listening to |
9. You've been making so much noise with your music that people at the far end of the road can ... you.
- |              |                 |
|--------------|-----------------|
| a) listen to | b) listening to |
| c) hear      | d) hearing      |
10. He sometimes pretends he can't ... a single word you are saying but all the time he's taking it all in.
- |              |                 |
|--------------|-----------------|
| a) listen to | b) listening to |
| c) hear      | d) hearing      |

### **Intermediate Level**

1. There are ... French speakers in Montreal.
- |             |             |
|-------------|-------------|
| a) too much | b) a lot of |
| c) a little | d) not much |
2. She ... with her friends on Facebook everyday.
- |                       |                 |
|-----------------------|-----------------|
| a) is communicating   | b) communicates |
| c) will communicating | d) –            |
3. More and more people ... divorced every year.
- |                |                |
|----------------|----------------|
| a) are wanting | b) wanting     |
| c) getting     | d) are getting |
4. Many, but not all, people ... get married in a church.
- |               |                   |
|---------------|-------------------|
| a) want to    | b) are wanting to |
| c) wanting to | d) used to want   |
5. Would you like ... to the theatre tonight?
- |          |             |
|----------|-------------|
| a) go    | b) to go    |
| c) going | d) to going |

6. The one thing my family will always remember about Grace was the many ... of kindness that she showed us in her long life.
- a) deeds
  - b) acts
  - c) actions
  - d) feats
7. If you had bought a house about thirty years ago you would certainly find that it had considerably ... in value.
- a) increased
  - b) heightened
  - c) developed
  - d) doubled
8. They ... from the fire unhurt.
- a) evaded
  - b) escaped
  - c) avoided
  - d) abstained
9. After two rings of the bell she suddenly ... in the doorway.
- a) seemed
  - b) looked
  - c) appeared
  - d) viewed
10. At the moment we are trying to ... for the town centre.
- a) do
  - b) get
  - c) make
  - d) take

### **Advanced Level**

1. It is always ... when you misunderstand the customs of other countries.
- a) embarrassing
  - b) peculiar
  - c) singular
  - d) attitude
2. Newspapers are ... to people's doors every day.
- a) taken
  - b) distributed
  - c) delivered
  - d) handed
3. You don't have to read just novels but also newspapers so that you can see examples of ... language.
- a) idiomatic
  - b) automatic
  - c) axiomatic
  - d) dogmatic
4. Another important activity is to ... your spoken language.
- a) train
  - b) practise
  - c) exercise
  - d) emphasise
5. Children will be taught to respect other people's property and ... .
- a) belongings
  - b) attachments
  - c) added
  - d) additions



6. Do what you like, I really don't ... .
- |            |               |
|------------|---------------|
| a) concern | b) interested |
| c) dislike | d) mind       |
7. If you want to ... that book remember to bring it back.
- |           |         |
|-----------|---------|
| a) borrow | b) lend |
| c) loan   | d) owe  |
8. I have been ... strange stories about you recently but I do hope that there is no substance in them.
- |                |                 |
|----------------|-----------------|
| a) listened to | b) listening to |
| c) heard       | d) hearing      |
9. The brothers will ... school both together at the end of this year.
- |           |             |
|-----------|-------------|
| a) end    | b) ending   |
| c) finish | d) finishes |
10. They wanted their daughter to improve her social skills and sent her to the famous ... school in Switzerland.
- |             |              |
|-------------|--------------|
| a) ends     | b) ending    |
| c) finishes | d) finishing |

### **Intermediate Level**

1. I ... to Peru on holiday next month.
- |                 |                |
|-----------------|----------------|
| a) am flying    | b) flying      |
| c) am go flying | d) will flying |
2. Oh! It ... . I'll take an umbrella with me.
- |            |                 |
|------------|-----------------|
| a) raining | b) will raining |
| c) rains   | d) 's raining   |
3. Do you have any plans for tonight? Yes, we ... to the cinema.
- |            |              |
|------------|--------------|
| a) will go | b) going     |
| c) go      | d) are going |
4. I plan to ... two weeks by the beach.
- |             |           |
|-------------|-----------|
| a) bring    | b) spend  |
| c) spending | d) making |
5. The fast food restaurant was ... dirty. We didn't eat there.
- |            |              |
|------------|--------------|
| a) extreme | b) extremely |
| c) bit     | d) very much |
6. If you're not careful you'll find that because of your generous nature, she'll start taking ... of you.
- |                  |               |
|------------------|---------------|
| a) part          | b) advantage  |
| c) consideration | d) prominence |

7. There's a huge ... in the local paper about the special offers available in the store this weekend.

- a) announcement
- b) display
- c) notice
- d) advertisement

8. She never spoke about herself and was always very ... about the good things she had done.

- a) modest
- b) meek
- c) humble
- d) simple

9. He has lots of money and ... two houses in the city.

- a) holds
- b) owns
- c) occupies
- d) possesses

10. After they had shouted at each other, they decided to ... it up.

- a) do
- b) get
- c) make
- d) take

### Advanced Level

1. In her speech she expressed her ... for all the help she had been given.

- a) thankfulness
- b) gratitude
- c) gratefulness
- d) thanking

2. In ... nothing much happened at the meeting.

- a) quick
- b) briefly
- c) short
- d) shortly

3. If you can ... the cost of travel, there is of course no substitute for visiting the country itself.

- a) afford
- b) spend
- c) expend
- d) calculate

4. Try to ... a native speaker to talk to you so that you can record the conversation.

- a) influence
- b) persuade
- c) encourage
- d) impress

5. The Government ... said the Prime Minister was sick and tired of papers disappearing from his office.

- a) speaking person
- b) speak person
- c) spoken person
- d) spokesperson

6. Last week the Prime Minister had to give an important address to an international ... when he found his speech had disappeared.

- a) assembled
- b) assembly

- |               |              |
|---------------|--------------|
| c) assembling | d) assembles |
|---------------|--------------|
7. We asked him why he ... telephoned earlier.
 

a) hadn't	b) hasn't
c) didn't	d) wouldn't
  8. Actually I had ... it to her before we set out.
 

a) mention	b) mentions
c) mentioning	d) mentioned
  9. If they ... arrive late, they will have to get their own meal.
 

a) do	b) had
c) would	d) will
  10. I really hope I ... see you again.
 

a) did	b) shall
c) should	d) would

### Test 5

#### Elementary level

1. When do you play tennis? ... Mondays.
 

a) On	b) In
c) At	d) By
2. What time ... work?
 

a) starts he	b) do he starts
c) does he starts	d) does he start
3. ... two airports in the city.
 

a) It is	b) There is
c) There are	d) This is
4. There aren't ... here.
 

a) a restaurants	b) any restaurants
c) any restaurant	d) a restaurant
5. I'm afraid it's ... .
 

a) a hotel expensive	b) expensive hotel
c) expensive a hotel	d) an expensive hotel
6. You must not drink and then ... a car.
 

a) lead	b) drive
c) take	d) guide
7. Please be ... when you cross this road.
 

a) careless	b) carefree
c) caring	d) careful
8. You can't miss it, it's that tall building right at the ... of the road.
 

a) end	b) ends
--------	---------



- c) finish   d) finishes
- 9. Sadly their marriage of 25 years ... in divorce.  
a) ends    b) ended  
c) finishes    d) finished
- 10. It didn't take long for the children to ... off the cakes and pastries  
that had not been eaten at the party.  
a) end   b) ending  
c) finish    d) finishing

**Intermediate Level**

- 1. This restaurant is ... the one over there.  
a) traditional    b) traditionaler  
c) more traditional than                                d) traditionaler than
- 2. My coffee was ... yours. I almost burned by mouth.  
a) hotter than    b) more hot than  
c) hotter as   d) as hot
- 3. The ... coffee in the world comes from indonesia.  
a) expensive    b) expensivest  
c) more expensive                                        d) most expensive
- 4. I ... sushi.  
a) eaten   b) have eat  
c) have ever eaten                                        d) have never eaten
- 5. She has ... finished this week's report.  
a) yet   b) already  
c) ever   d) never
- 6. You'll notice that as soon as the children come home from school,  
the dog will jump up and show its great ... for them.  
a) infection   b) affection  
c) affectation    d) protection
- 7. Sociologists maintain that some of the films on show today have  
created a generation of very ... children.  
a) frightened   b) afraid  
c) fearful   d) frightening
- 8. One of that child's teeth is very ... and will soon fall out.  
a) lost    b) losing  
c) lose    d) loose
- 9. They worked hard all day without a ...  
a) break    b) suspension

- c) pause  
d) breach
10. They are very good friends and ... on well with each other.  
a) do  
b) get  
c) make  
d) take

### Advanced Level

1. At the end of the speech the whole assembly gave the speakers a standing ... .  
a) ovation  
b) applause  
c) cheering  
d) support
2. Politicians pretend to ignore opinion ... .  
a) votes  
b) figures  
c) numbers  
d) polls
3. Play the tape back as many times as you like and ... everything that the native speaker has said.  
a) hold  
b) take  
c) hear  
d) repeat
4. If you manage to do all these things, it won't be long before you find yourself speaking the language ... .  
a) flowingly  
b) fluently  
c) knowingly  
d) frequently
5. This was of course very embarrassing for the P.M. and ... of the speech he told funny stories.  
a) in spite  
b) in case  
c) instead  
d) intend
6. The worst part of the incident was that the audience did not see the funny ... of his stories.  
a) edge  
b) side  
c) line  
d) part
7. I must admit I ... thought how the story would finish before I read the book.  
a) haven't  
b) hadn't  
c) aren't  
d) couldn't
8. I'd had scarcely any time to think about it before they ... me for my opinion.  
a) had asked  
b) did ask  
c) asked  
d) have asked

9. What ... happen to the family if he loses all his money?  
a) does  
b) did  
c) will  
d) is
10. ... be buying the house or haven't you decided yet?  
a) Did you  
b) Have you  
c) Were you  
d) Will you

## Test 6

### Elementary Level

1. They ... popular TV programmes in the 1980s.  
a) are  
b) were  
c) was  
d) is
2. ... at school last week?  
a) Do you were  
b) Was you  
c) Were you  
d) You were
3. Brad Pitt is a popular actor but I don't like ...  
a) him  
b) his  
c) her  
d) them
4. We ... the film last week.  
a) see  
b) saw  
c) sees  
d) were see
5. He ... tennis with me yesterday.  
a) doesn't played  
b) didn't played  
c) not played  
d) didn't play
6. He is looking ... a present to buy his girlfriend.  
a) for  
b) at  
c) in  
d) on
7. That's what I would like ... Christmas.  
a) for  
b) at  
c) in  
d) on
8. He thought they would all share the cost of the meal but unfortunately he ... up paying for everybody.  
a) end  
b) ended  
c) finish  
d) finished
9. After the children had ... doing their homework, the whole family watched television.  
a) ends  
b) ended  
c) finishes  
d) finished

10. You could tell the time by him because he always ... work at exactly the same time every day.

- a) ends
- b) ended
- c) finish
- d) finished

### Intermediate Level

1. I don't think you ... them.

- a) should to email
- b) should email
- c) should emailing
- d) –

2. In the future there ... cures to the world's worst diseases.

- a) might be
- b) is going to being
- c) will being
- d) might have

3. The space tourists ... certainly need to be very fit.

- a) won't
- b) will
- c) –
- d) going to

4. If my new company is successful, I ... employ people to help me.

- a) will
- b) be able to
- c) will be able to
- d) will able to

5. The first reality TV show ... in Sweden in 1997.

- a) showed
- b) shown
- c) is shown
- d) was shown

6. The firm has expanded and they want to ... on extra staff.

- a) do
- b) get
- c) make
- d) take

7. I I'm tired of waiting for buses, I'm going there ... foot.

- a) with
- b) on
- c) to
- d) by

8. Who said growing up was ... ?

- a) fun
- b) joke
- c) humour
- d) laughter

9. I dare ... you're right.

- a) tell
- b) told
- c) tells
- d) say

10. I've ... you not to do that many times before.

- a) told
- b) saying
- c) says
- d) said

## Advanced Level

1. I regret I cannot continue with the news because someone has ... the next page.
  - a) misappropriated
  - b) misconstrued
  - c) mistaken
  - d) misread
2. He realized he ... left it in the car before he reported it lost.
  - a) has
  - b) didn't
  - c) wouldn't
  - d) had
3. It ... a great shock to everyone because he hadn't said a word for 10 years.
  - a) is
  - b) will be
  - c) was
  - d) are
4. I'm sure they ... get married and live happily ever afterwards.
  - a) did
  - b) have
  - c) will
  - d) would
5. What do you ... to do when you leave school?
  - a) wanted
  - b) wanting
  - c) wants
  - d) want
6. I told them I ... just going out for a short walk.
  - a) would
  - b) am
  - c) was
  - d) will
7. He asked me what I ... with the paint brush.
  - a) did do
  - b) had done
  - c) will do
  - d) have done
8. The castle ... built in the 15<sup>th</sup> century.
  - a) was
  - b) is
  - c) has been
  - d) will be
9. Is he ... arrested as we speak?
  - a) be
  - b) been
  - c) being
  - d) will be
10. ... me if I've told you this before.
  - a) Stopping
  - b) Stopped
  - c) Stops
  - d) Stop

## Test 7

### Elementary Level

1. She was born ... May 6<sup>th</sup>, 1979.
  - a) in
  - b) at
  - c) on
  - d) from

2. Where ... last summer?  
 a) you went                      b) did you went  
 c) do you went                      d) did you go
3. Were you at the shops at 5 p.m. yesterday? No, I ...  
 a) didn't                      b) am not  
 c) wasn't                      d) weren't
4. Excuse me, ... is the T-shirt? It's £25.99.  
 a) what expensive                      b) how much  
 c) how many                      d) how price
5. She's only four but she ...  
 a) can read                      b) cans read  
 c) can reads                      d) cans reads
6. I only ... one mistake in last night's test.  
 a) made                      b) done  
 c) did                      d) make
7. I want you to tell me the ... truth.  
 a) all                      b) exact  
 c) real                      d) whole
8. I've written practically the whole book except for the last part and I just don't know how to ... the story.  
 a) end                      b) ending  
 c) finish                      d) finishing
9. To most people it seemed like a long and successful relationship and so it was a great surprise to learn that they had ... with each other.  
 a) ends                      b) ended  
 c) finishes                      d) finished
10. I ... my car to make sure it worked about ten minutes before I drove to work.  
 a) began                      b) started  
 c) begin                      d) start

### **Intermediate Level**

1. The film Avatar was directed ... James Cameron.  
 a) by                      b) from  
 c) for                      d) with
2. I've had my cat ... 4 years.  
 a) since                      b) for  
 c) with                      d) it

3. Her horse is lovely. She ... it since she was a teenager.
 

a) had	b) has had
c) had	d) is had
4. I've received 33 emails ... .
 

a) on Friday	b) yesterday
c) two days ago	d) this week
5. How often have you been to the doctor ... .
 

a) one year ago?	b) in the last twelve months?
c) yesterday?	d) last week?
6. She's good at writing stories for children and is always keen to ... up new plots.
 

a) do	b) get
c) make	d) take
7. If you want to have your central heating checked, you need a ... plumber.
 

a) knowing	b) trained
c) learned	d) careful
8. The moment the lights went out, there were scenes of ... .
 

a) madness	b) insanity
c) attack	d) panic
9. That ... , they walked out of the room in total silence.
 

a) told	b) said
c) telling	d) saying
10. You shouldn't take any notice of that because it's only hear ... .
 

a) telling	b) says
c) tells	d) say

### **Advanced Level**

1. She told me ... carefully on the icy roads.
 

a) to be driven	b) to have driven
c) to drive	d) to be driven
2. I wonder what ... happened while I was away.
 

a) will have	b) has
c) was	d) had
3. All these houses ... neglected for decades.
 

a) will be	b) are being
c) has been	d) have been

4. There's no question that they ... delighted when they see her tomorrow.
- a) have been
  - b) will be
  - c) had been
  - d) will have been
5. All I can say at the moment is: Long ... the company!
- a) live
  - b) lives
  - c) lived
  - d) living
6. Sometimes I wish I ... what the future holds.
- a) know
  - b) known
  - c) knew
  - d) knows
7. Many people ... tried but no-one has succeeded so far.
- a) did
  - b) have been
  - c) were
  - d) have
8. That programme is so boring that it's like watching paint ... .
- a) dries
  - b) dried
  - c) dry
  - d) has dried
9. ... any one object if I turn the heating down?
- a) Do
  - b) Does
  - c) Did
  - d) Doing
10. I ... come to the conclusion that nowadays nobody cares about anything.
- a) will
  - b) had
  - c) do
  - d) have

## Test 8

### Elementary Level

1. This party is boring. We ... a good time.
- a) don't have
  - b) aren't having
  - c) don't having
  - d) aren't have
2. Sorry, I ... you at the moment.
- a) can't help
  - b) don't can help
  - c) can't helping
  - d) can't helps
3. I ... my computer very often.
- a) am not using
  - b) don't use
  - c) doesn't use
  - d) am not use
4. It's my mum's birthday next week. I ... her a present.
- a) buy
  - b) buys
  - c) am going to buy
  - d) buying



5. What ... do after school today?
 

a) are you going to	b) are you
c) do you	d) you
6. She looks ... a famous film star.
 

a) as	b) like
c) similar	d) same
7. This television gives you the ... news.
 

a) last	b) latest
c) least	d) later
8. My car very rarely ... first time when the weather is really cold.
 

a) begins	b) beginning
c) starting	d) starts
9. We ... off early on the first day of summer so that we could see the sun rise.
 

a) began	b) started
c) starting	d) beginning
10. I read the ... of that book but I couldn't possibly read the whole story.
 

a) starting	b) start
c) beginning	d) begin

### **Intermediate Level**

1. I was saving up ... a new computer.
 

a) for buying	b) to buy
c) to buying	d) –
2. You ... wear a suit to work, but you can if you want.
 

a) must	b) mustn't
c) could	d) don't have to
3. I had to ... a uniform to school when I was younger.
 

a) have	b) wearing
c) wear	d) having
4. Cecilia knows someone ... went to the carnival in Rio de Janeiro.
 

a) who	b) which
c) she	d) where
5. Oxfam is a charity ... tries to find lasting solutions to poverty.
 

a) who	b) which
c) it	d) –

6. As we don't have much money at the moment, we've decided to ... without certain luxuries.

- a) do
- b) get
- c) make
- d) take

7. Don't be put ... by his manner, he is really kind hearted.

- a) through
- b) up
- c) off
- d) in

8. When a film is really boring in the cinema, I tend to nod ....

- a) out
- b) off
- c) to
- d) through

9. That's what people are always ... .

- a) say
- b) said
- c) telling
- d) saying

10. What I ... and what I do are not necessarily the same.

- a) said
- b) saying
- c) say
- d) tell

### **Advanced Level**

1. She wonders why I never ... abroad by plane.

- a) travel
- b) have been travelling
- c) has travelled
- d) will have travelled

2. Quite honestly all I was doing was simply ... polite conversation.

- a) made
- b) making
- c) having made
- d) makes

3. That building ... left unoccupied since 2005.

- a) would be
- b) would being
- c) has been
- d) will be

4. The children ... taken to school by bus every day.

- a) are
- b) have
- c) was
- d) had

5. And at other times I'm glad I ... know what the future holds.

- a) didn't
- b) doesn't
- c) hadn't
- d) don't

6. Let's ... there tomorrow if it's fine.

- a) going
- b) gone
- c) go
- d) goes

7. By the end of this year I realize I ... writing tests for three years now.

- |             |                    |
|-------------|--------------------|
| a) shall be | b) shall have been |
| c) will be  | d) shall have      |

8. Do you mind ... the door as I find it very hot in here?

- |            |            |
|------------|------------|
| a) to open | b) opened  |
| c) opens   | d) opening |

9. No matter what happens next I ... help you.

- |         |          |
|---------|----------|
| a) am   | b) have  |
| c) will | d) would |

10. They ... for 3 hours when the storm suddenly broke.

- |                     |                      |
|---------------------|----------------------|
| a) had been running | b) have been running |
| c) are running      | d) will be running   |

## Test 9

### Elementary Level

1. Can you hear what he is ... ?

- |            |             |
|------------|-------------|
| a) saying  | b) speaking |
| c) telling | d) talking  |

2. She hasn't come home ... .

- |          |            |
|----------|------------|
| a) still | b) already |
| c) yet   | d) till    |

3. I ... TV yesterday evening.

- |           |            |
|-----------|------------|
| a) saw    | b) looked  |
| c) viewed | d) watched |

4. We live ... the city centre.

- |         |           |
|---------|-----------|
| a) near | b) next   |
| c) by   | d) nearby |

5. She looks ... a famous film star.

- |            |         |
|------------|---------|
| a) as      | b) like |
| c) similar | d) same |

6. I ... TV yesterday evening.

- |           |            |
|-----------|------------|
| a) saw    | b) looked  |
| c) viewed | d) watched |

7. We live ... the city centre.

- |         |           |
|---------|-----------|
| a) near | b) next   |
| c) by   | d) nearby |

8. I can't ... to understand why anyone would want to be cruel to animals.

- a) start
- b) begin
- c) starts
- d) begins

9. He ... off at me again simply because I had forgotten to lock the back door after I came home.

- a) started
- b) began
- c) begun
- d) starts

10. I won a lot of money by betting on that horse but it was simply a case of ... luck.

- a) start's
- b) starter's
- c) beginner's
- d) beginning's

### **Intermediate Level**

1. We mustn't be late this morning because today is when the new boss is going to ... over.

- a) do
- b) get
- c) make
- d) take

2. Most of the telephone lines were destroyed in the storm last night and so it's almost impossible to ... through to anybody today.

- a) do
- b) get
- c) make
- d) take

3. Have you heard the latest? John and Mary are ... married.

- a) getting
- b) becoming
- c) growing
- d) going

4. As she had made such an impression on her employers, she was soon offered ... .

- a) progress
- b) preferment
- c) promotion
- d) position

5. It's no good trying to persuade me because I'm not ... a word.

- a) tells
- b) saying
- c) telling
- d) told

6. Now that would be ... but my lips are sealed.

- a) told
- b) saying
- c) telling
- d) said

7. In the interest of safety the main valve on the machine had to be ... off.

- a) shutting
- b) closing
- c) closed
- d) shut

8. In the ... moments of the symphony someone's mobile phone started ringing.
- |          |             |
|----------|-------------|
| a) close | b) closing  |
| c) shut  | d) shutting |
9. It was one of those plays where the ... moved at great speed.
- |           |           |
|-----------|-----------|
| a) acting | b) act    |
| c) actor  | d) action |
10. There are different ways of ... Shakespeare's plays and each director makes an individual choice.
- |                |              |
|----------------|--------------|
| a) meeting     | b) welcoming |
| c) approaching | d) showing   |

### Advanced Level

1. He was wondering what ... prompted him to take no notice at all.
- |        |           |
|--------|-----------|
| a) has | b) have   |
| c) had | d) having |
2. I was asking myself what in all honesty she ... do next.
- |          |          |
|----------|----------|
| a) will  | b) would |
| c) shall | d) had   |
3. I can assure you that this box ... never been opened before I opened this morning.
- |        |         |
|--------|---------|
| a) was | b) will |
| c) is  | d) had  |
4. That ceremony ... enacted on Tuesday next.
- |             |         |
|-------------|---------|
| a) has been | b) is   |
| c) is being | d) have |
5. Try ... the door really hard if you want to open it.
- |            |           |
|------------|-----------|
| a) pushing | b) push   |
| c) pushes  | d) pushed |
6. Try ... these irregular verbs by next week.
- |            |             |
|------------|-------------|
| a) learned | b) to learn |
| c) learns  | d) learning |
7. I honestly think that the time ... come when we should celebrate our success.
- |         |           |
|---------|-----------|
| a) has  | b) had    |
| c) will | d) having |

8. How anyone ... to live in those conditions in the 18<sup>th</sup> century is difficult to imagine.

- a) manages
- b) will manage
- c) managed
- d) is managing

9. I assumed you ... paying for the repairs until the end of last year.

- a) have been
- b) was been
- c) are being
- d) had been

10. ... get tired of answering the same questions every day?

- a) Have you ever
- b) Had you ever
- c) Do you ever
- d) Are you ever

### Test 10

#### Elementary Level

1. Can you hear what he is ... ?

- a) saying
- b) speaking
- c) telling
- d) talking

2. She hasn't come home ... .

- a) still
- b) already
- c) yet
- d) till

3. As far as I was concerned when the accident happened, it was the ... of the end.

- a) start
- b) begin
- c) starting
- d) beginning

4. Who would like to ... off the debate?

- a) begin
- b) start
- c) begins
- d) starting

5. I would greatly appreciate it if you didn't ... up that old argument again.

- a) start
- b) begin
- c) starts
- d) begins

6. ... is that sitting over there in the corner?

- a) Who
- b) Whom
- c) Which
- d) What

7. I don't understand a word ... you are talking about.

- a) what
- b) that
- c) who
- d) whom

8. I ... go to see the doctor last week because I was very ill.

- a) must
- b) must to
- c) had to
- d) may

9. I could ... bought that car but I didn't have enough money to pay for the petrol.

- a) had
- b) have
- c) have to
- d) must

10. I ... go now because I am already late for my class.

- a) must
- b) had
- c) have
- d) may

### Intermediate Level

1. There's a new software program on the market that's supposed to protect your computer from any ... .

- a) virus
- b) disease
- c) complaint
- d) illness

2. As they always tell you the value of shares can go ... as well as up.

- a) across
- b) over
- c) down
- d) in

3. ... us that story again!

- a) Say
- b) Tell
- c) Tells
- d) Says

4. I'm afraid I can't ... for sure but I think it's safe.

- a) said
- b) says
- c) say
- d) telling

5. The detectives had no problems in solving the crimes as it was clearly an open and ... case.

- a) closed
- b) closing
- c) shut
- d) shutting

4. The police officer warned us that the road ahead was ... .

- a) shut
- b) shutting
- c) closing
- d) closed

5. One of the greatest actors of the century ... an unforgettable character in the part of Scrooge from the novel by Charles Dickens.

- a) developed
- b) manufactured
- c) moulded
- d) created

6. Many people go to the theatre not to see a play where the plot is complicated but to listen to the brilliant ... between the actors.

- a) dialogue
- b) chat
- c) conversation
- d) comments

7. As there are so many dishes on the menu, would you like me to ... something to eat?

- a) decide
- b) suggest
- c) offer
- d) consider

8. They simply couldn't decide which restaurant to choose and so in the end they took a vote and the ... decided on a Chinese one.

- a) most
- b) more
- c) majority
- d) main

9. I've just received his latest detective novel from the publisher so it's what you might call hot ... the press.

- a) by
- b) from
- c) with
- d) off

10. You can never tell exactly what she is thinking because she very often ... hot and cold over some topics.

- a) blows
- b) swings
- c) flies
- d) changes

### **Advanced Level**

1. He actually denied ... anything of the sort.

- a) to do
- b) done
- c) did
- d) doing

2. He came into the room and demanded ... what was happening.

- a) to know
- b) knowing
- c) know
- d) having known

3. How many times have you ... your house broken into?

- a) been
- b) had
- c) be
- d) have

4. I'm sorry you can't come in at the moment because we ... the house decorated right now.

- a) have had
- b) will have
- c) had
- d) are having

5. I really appreciate your ... me at this difficult time.

- a) helps
- b) help
- c) helped
- d) helping

6. I'll finish now and I look forward to ... you again soon.

- a) seeing
- b) see
- c) seen
- d) having seen



7. ... ever heard of this writer before?
- a) Did you
  - b) Have you
  - c) Do you
  - d) Will you
8. That stupid dog ... all day long.
- a) does always bark
  - b) always is barking
  - c) had always barked
  - d) is always barking
9. She ... working on that manuscript for 2 years now.
- a) will be
  - b) has been
  - c) had been
  - d) is
10. I ... there once a long time ago and haven't been back since.
- a) went
  - b) go
  - c) have gone
  - d) was going

# **Grammar Tests**

## Test 1

1. Have you ever visited other countries?  
– Yes, I ... to Italy and France.  
a) was  
b) have been  
c) had been  
d) would be
2. I feel really tired. We ... to the party last night and have just returned home.  
a) went  
b) has gone  
c) had seen  
d) was going
3. When the bus stopped in the small square, Helen ... her magazine and didn't realize at first that she had arrived at her destination...  
a) read  
b) reads  
c) was reading  
d) had read
4. My sister's son ... in tomorrow's race, because he is too young. They do not allow riders under sixteen.  
a) won't ride  
b) shan't ride  
c) wouldn't ride  
d) doesn't ride
5. A beautiful bridge ... in our city. It will be finished next year.  
a) builds  
b) is built  
c) is being built  
d) has been built
6. Television has many advantages. It keeps us informed about the latest news, and also ... entertainment at home.  
a) provide  
b) provides  
c) is provided  
d) provided
7. On the other hand television ... for the violent behaviour of some young people, and for encouraging children to sit indoors, instead of doing sports.  
a) blames  
b) blamed  
c) is blamed  
d) would blame
8. Every time that I miss the bus, it means that I ... walk to work.  
a) has to  
b) have to  
c) had to  
d) could
9. Every time when I missed the bus, I ... to return home late.  
a) must  
b) had  
c) can  
d) may

10. That was great! It was ... meal you have ever cooked.
- |         |             |
|---------|-------------|
| a) good | b) better   |
| c) best | d) the best |
11. This exhibition is .... interesting than the previous one.
- |           |              |
|-----------|--------------|
| a) little | b) less      |
| c) least  | d) the least |
12. My cat catches a lot of ... .
- |             |            |
|-------------|------------|
| a) mouse    | b) mice    |
| c) the mice | d) a mouse |
13. Everybody agrees that ... happiness is very important in the life of people.
- |      |         |
|------|---------|
| a) – | b) the  |
| c) a | d) many |
14. When they arrived ... the station, they rushed to the platform not to miss the train.
- |       |        |
|-------|--------|
| a) to | b) at  |
| c) in | d) for |
15. When you ... older, you'll change your mind about this.
- |               |         |
|---------------|---------|
| a) will grow  | b) grow |
| c) have grown | d) grew |
16. ... is at home and no one knows where they are.
- |              |             |
|--------------|-------------|
| a) Anybody   | b) Somebody |
| c) Everybody | d) Nobody   |
17. Martin said that he ... the tickets the next day.
- |             |               |
|-------------|---------------|
| a) bought   | b) had bought |
| c) will buy | d) would buy  |
18. Whose house is it?  
– It's ... .
- |        |         |
|--------|---------|
| a) my  | b) mine |
| c) her | d) our  |
19. "Come home ... Christmas Day, we'll be waiting for you", my mother always says to me.
- |       |       |
|-------|-------|
| a) in | b) on |
| c) by | d) at |
20. Everybody in our team played ... except the captain.
- |          |              |
|----------|--------------|
| a) bad   | b) badly     |
| c) worst | d) the worst |

## Test 2

1. When you ... older, you'll change your mind about this.
  - a) will grow
  - b) grow
  - c) have grown
  - d) grew
2. By the time the police get there, the burglars ... .
  - a) vanish
  - b) will vanish
  - c) will have vanished
  - d) vanished
3. As soon as the taxi arrives, I ... you know.
  - a) let
  - b) have let
  - c) had let
  - d) will let
4. My friend has been writing to me for years already, but he never ... a photo.
  - a) sends
  - b) has sent
  - c) will send
  - d) sent
5. – Why are you busy packing?  
– My train ... in two hours, so we'll leave the house in an hour.
  - a) is leaving
  - b) will be leaving
  - c) leaves
  - d) left
6. – When was this building finished?  
– They say it ... by the end of last year.
  - a) had been finished
  - b) was finished
  - c) will be finished
  - d) finishes
7. I thought that I ... my key and was very glad when I found it.
  - a) lose
  - b) lost
  - c) had lost
  - d) was losing
8. What's the matter? You look upset. Last week I lost my scarf and now I just ... my gloves.
  - a) lost
  - b) have lost
  - c) had lost
  - d) lose
9. I ... for this bank for five years already but I have decided to change my job.
  - a) am working
  - b) has worked
  - c) have been working
  - d) worked
10. Martin said that he ... the tickets the next day.
  - a) bought
  - b) had bought
  - c) will buy
  - d) would buy



### Test 3

1. If I ... some fish, will you cook it for me?
  - a) will catch
  - b) catch
  - c) caught
  - d) am catching
2. She said that she ... her present flat. She tried to find another one.
  - a) doesn't like
  - b) won't like
  - c) didn't like
  - d) likes
3. I saw you yesterday from the bus. Where ... you ... at that time?
  - a) was hurrying
  - b) were hurrying
  - c) had hurried
  - d) did hurry
4. I found that everything I said on the phone ... to the police.
  - a) report
  - b) is reported
  - c) was reported
  - d) had been reported
5. When I speak Italian, all the others in the class ... at me as I don't know the language well.
  - a) laughed
  - b) was laughing
  - c) will laugh
  - d) laugh
6. He ... in the Army for eighteen months. This is his last month.
  - a) serves
  - b) is serving
  - c) has been serving
  - d) have served
7. Don't make noise: the children ... to sleep.
  - a) try
  - b) is trying
  - c) will try
  - d) are trying
8. A new museum ... in the city. What a beautiful building it will be!
  - a) was being built
  - b) is being built
  - c) is built
  - d) builds
9. Two terrorists ... in New York some days ago.
  - a) are arrested
  - b) have been arrested
  - c) were arrested
  - d) will be arrested
10. I ... understand this letter. Will you translate it for me?
  - a) mustn't
  - b) can't
  - c) may not
  - d) shouldn't
11. Diana's parents don't let her go to late-night disco. She ... be at home at 9 o'clock in the evening.
  - a) must
  - b) can
  - c) may
  - d) have to





2. When I finally found the house, I knocked at the door but ... the answer.
- |                |                 |
|----------------|-----------------|
| a) don't hear  | b) hasn't heard |
| c) didn't hear | d) heard        |
3. I went out into the garden to fetch my bike, but found that someone ... it.
- |               |                |
|---------------|----------------|
| a) stole it   | b) would steal |
| c) has stolen | d) had stolen  |
4. When I ... for the keys, I remembered that I had left them at home.
- |                     |                |
|---------------------|----------------|
| a) looked           | b) was looking |
| c) had been looking | d) look        |
5. I have been working for the bank for a year already, but I ... to change my job.
- |                |                 |
|----------------|-----------------|
| a) decided     | b) have decided |
| c) has decided | d) decide       |
6. They spoke so quickly that I ... what they were speaking about.
- |                      |                      |
|----------------------|----------------------|
| a) not understand    | b) don't understand  |
| c) didn't understand | d) hadn't understood |
7. Yesterday our flight ... because of the fog.
- |                       |                       |
|-----------------------|-----------------------|
| a) cancelled          | b) was cancelled      |
| c) had been cancelled | d) has been cancelled |
8. I couldn't open the office door because someone ... it.
- |               |               |
|---------------|---------------|
| a) lock       | b) locked     |
| c) had locked | d) would lock |
9. As soon as you ... me, I will contact you.
- |           |              |
|-----------|--------------|
| a) calls  | b) will call |
| c) called | d) call      |
10. I ... him since he started working here.
- |                       |                      |
|-----------------------|----------------------|
| a) have never trusted | b) had never trusted |
| c) trusted            | d) trust             |
11. Mary will be ready soon. She ... coffee at the moment.
- |               |              |
|---------------|--------------|
| a) has        | b) have      |
| c) was having | d) is having |
12. If we ... late for the class, our teacher will be angry with us.
- |            |         |
|------------|---------|
| a) is      | b) were |
| c) will be | d) are  |

13. We ... in the sunshine for about half an hour when I suddenly felt sick.

- a) have been sitting
- b) were sitting
- c) sat
- d) had been sitting

14. We were disappointed as the film was ... than we expected.

- a) entertaining
- b) less entertaining
- c) most entertaining
- d) entertaining

15. We usually ask our teacher to explain ... difficult problems to us.

- a) the
- b) –
- c) a
- d) this

16. Playing ... guitar is an interesting hobby.

- a) –
- b) a
- c) the
- d) mine

17. Our city is famous for ... beautiful ancient buildings.

- a) its
- b) it
- c) it's
- d) his

18. Her hair is long and fair. Everybody admires ... .

- a) them
- b) it
- c) they
- d) its

19. You are very good ... dealing with people.

- a) in
- b) at
- c) on
- d) about

20. Last summer our neighbours decided to drive to Scotland ... a short holiday.

- a) at
- b) to
- c) on
- d) for

### Test 5

1. When the light ... I was sitting in the armchair reading a book.

- a) goes out
- b) had gone out
- c) go out
- d) went out

2. I thought I ... this film before, but I hadn't.

- a) saw
- b) seen
- c) had seen
- d) have seen

3. Why haven't you brought me the letters for signature? ... them yet?

- a) Don't you type
- b) Didn't you type





14. Look! The bus (be) completely empty. There (be) nobody on it.
15. Nancy (look) like her father.
16. If you take the medicine, you (feel) better.
17. Linda (wait) for the bus when I saw her.
18. This car is expensive to run. It uses (much, many) petrol.
19. How long you (know) him?
20. Excuse me, I (look) for a phone box. Is there any around here?

### Test 7

1. We've been invited (for, from, to) a wedding.
2. He often visits his parents on (-, a, the) Sunday.
3. Students often (think) that exams are a nuisance.
4. When the water (boil), turn off the gas, will you?
5. Ann (not, recover) yet. She is still in hospital.
6. - When they (get married)?  
- Last year.
7. It still (rain).
8. - Who told you about it?  
- A friend of (mine, my).
9. She is (good) secretary then has ever worked here.
10. We (arrive) ten minutes ago.
11. When you (return) home, you will see a lot of changes.
12. What you (do) when your mother called you?
13. They (speak) only English in class.
14. There are (many, a lot, few) of tourists visiting our town in summer.
15. We need money for the bus. How (many, much) have we got?
16. A big car (use) a lot of petrol.
17. I was very surprised when I (meet) him there.
18. What time do you come (to, at, in, -) home from school?
19. I closed the door quietly because he (try) to sleep.
20. I thought the film (be) a big success.

### Test 8

1. When I arrived, the party (finish).
2. Excuse me, where is (near) cafe?
3. He left the house without (some, any) money.
4. I shall have to go the shop if my sister (not to buy) anything for dinner.
  5. A cook is someone who (prepare) meals.
  6. It's raining. It (start) raining an hour ago.
  7. – Where's your key?  
– I'm afraid I (lose) it.
  8. I (walk) along the road yesterday when I met my friend.
  9. The English people are proud (of, for) their literature.
  10. That car isn't (our, ours).
  11. You (read) any of Shakespeare's plays?
  12. Somebody (use) my computer at the moment.
  13. They (ask) me some questions at the yesterday's interview.
  14. She told me that you (be) ill.
  15. It costs (many, much) to repair a car.
  16. I know (nothing, anything) about Economics.
  17. As soon as I (hear) the results, I'll let you know.
  18. – Where is Stella?  
– She (play) tennis in the park.
  19. Cats (not, like) water.
  20. I didn't understand when she (mean) at first.

### Test 9

1. Yesterday I met Mr. Brown, who recently (open) a local museum which (show) (-, a, the) history of our town.
2. The reporter asked Mr. Brown why he (decide) to open the museum in their town.
3. Taking a computer course (be) beneficial to my future career.
4. (A, -, the) "Titanic" was a British luxury passenger liner which (sink) during its maiden voyage from Southampton to New York in 1912.

5. A large amount of valuable jewelry (steal) from the shop. (A, the, -) man (arrest) yesterday and (question) by the police at the moment.
6. The police (say) that the robber may (leave) the country already.
7. Although the crime (commit) some days ago, nobody (arrest) yet.
8. If you don't go away, I (send) for the police.
9. – Could I stay at my friend's for the week-end?  
– Yes, of course you (could, can).
10. – Where (shall, could, may) I put these flowers?  
– In this vase.
11. – Can I have a piece of that cake?  
– (Yes, you can. / Yes, certainly.)
12. The doll (wear) a real (gold, golden) necklace and, underneath the coat, a (silky, silk) dress.
13. This doll (belong) to Lizzie's grandmother when she was young. The girl (careful, carefully) wrapped the toy up again and placed it gently back in the box.
14. In ... Stone Age people lived in ... caves, (a, the, -)
15. Helen (be) 17 years old next Sunday.
16. She told me she (invite) all her friends to her next birthday party.
17. – Tom (arrive)?  
– Not yet.
18. When Sarah came to the party, Paul already (go) home.
19. You (see) news on television yesterday, didn't you?
20. She didn't tell (somebody, anybody) about her plans.

### Test 10

1. Do you read (many, much)?
2. She paid for her ticket and (leave).
3. The postman usually (come) at 8 in the morning. It is half past 9 now, but he (not to come) yet.
4. When I phoned her, she (do) her homework.
5. They (watch) television – their favourite programme is on at the moment.
6. I'll call you as soon as we (sign) a contract.

7. They went on holidays with a friend of (their, theirs).
8. He didn't even apologize (for, at) being late.
9. – Where you (be) all this time?  
– I (not to see) you for ages.
10. When the telephone (ring), we (have) dinner.
11. Our classes usually (begin) at 8 a.m.
12. I (go) to London tomorrow.
13. This house (build) by my grandfather many years ago.
14. Are you going (somewhere, anywhere) today?
15. Be careful, you've made (a, the, -) mistake.
16. We (travel) for about four hours when I realized that something was wrong with one of the tires.
17. Mary will be ready soon. She (have) a bath at the moment.
18. They (send) you the money before they (leave). You (receive) it soon.
19. She is (a, the, -) friend of mine. In fact, she is (a, the, -) best friend I have ever had.
20. He'll wait (at, for, to) you in front of the library.

### Test 11

1. I saw him (a few, a little, a lot) weeks ago.
2. She is a really nice person – one of (nice) people I know.
3. Ann's sight is not good. She (has to, must) wear glasses.
4. – How long they (be) married?  
– For five years. They (be) students then.
5. I'm not going (somewhere, nowhere, anywhere) tonight.
6. – You (pass) your driving test yet?  
– Yes, I (pass) it last year.
7. I have (a, the, -) terrible cold and I'm staying in (a, the, -) bed today.
8. Our car (steal) last month. A week later the police (find) it not far from our town. They (remove) the radio but done no other damage.
9. All the ministers will see him (of, off) at the airport.
10. We (had to, could, might) give the books back; they didn't allow us to take them home.



11. You should change (the, your) wet shoes, or you'll catch (another, the other) cold.

12. (a, the, -) day after (a, the, -) day passed without (a, the, -) news, and we began to lose (a, the, -) hope.

13. As soon as I hear from him I (let) you know.

14. Would you like (some, any) coffee? I just (make) some.

15. Ask (a, the, -) woman in front of you to take (of, off) her hat.

16. When a bottle of champagne (open) for twenty-four hours, the wine is not fit to drink.

17. Mr. Smith (hope) to hire a car, but his wife (not to drive) and he (not to be) free very often at present.

18. I (be) grateful if you (tell) me whether you (have) any information about it.

19. The Browns (be) abroad for ten years already, but before that they (live) near London.

20. I've told you (a, the, -) hundred times not to come into (a, the, -) room without knocking.

### Test 12

1. It isn't necessary for you to drive me to the station. I (may, can, must) get a taxi.

2. We can go (by, in, on) car if you wash (a, the, -) car first.

3. I'm interested (at, in) chess but I'm not very good (at, in) it.

4. My aunt's son (not to start) work yet. He (be) still (at, in) High School.

5. It (rain). That was the only reason I didn't take the children to the beach.

6. He (not to work) hard at school so he (not to get) a good job when he left.

7. This scientific theory already (prove) to be false.

8. – Did you come (by, on, in) air?

– No, I had a lovely voyage on (the, a, -) Queen Elizabeth II.

9. Nobody (come) to see them since they bought this house.

10. This (man, men) has been waiting here (since, for) 6 o'clock.

11. You (mustn't, couldn't, may not) move this man; he is too ill. You'll have to leave (him, his) here.
12. I (have) my photograph taken tomorrow.
13. You will feel better when you (have) a meal.
14. Tom (invite) to his friend's birthday party yesterday.
15. He had (a, the, -) fair wavy hair; but (her, hers) hair was dark and straight.
16. She (be) sixteen now but I thought she (to be) older.
17. When the lake (freeze) it'll be safe for ice-skating.
18. It (rain) hard this morning when I (wake) up.
19. I was waiting (-, for, to) the rain to stop.
20. He never (be) to India, but he (be) in Pakistan last year.

### Test 13

1. The director (not, allow) the actors to travel by air while they (work) on the film last time.
2. When I arrived at the meeting the first speaker just (finish) speaking and audience (clap).
3. I remember that while I (learn) to drive I (have) ten accidents.
4. Yesterday he (have) a bad fall while he (repair) the roof of his house.
5. The play (write) by a previously unknown author but now his name (know) in many countries of the world.
6. There was a long silence in the room. Nobody said (something, nothing, anything).
7. I hope the weather will be nice (in, on, at) the weekend.
8. We (buy) a new flat not long ago and (move) in very soon.
9. If you (learn) another language you (get) a better job when you leave school.
10. I am sure that I (recognize) him when we (meet) next summer.
11. I hope you (understand) everything when you (be) older.
12. Nowadays many accidents (cause) by dangerous driving.
13. The play is (interesting) than the book.
14. Apples are not so (expensive) as oranges.

15. When I pass my driving test I (can, might, will be able to) hire a car from our local garage.

16. She is seriously ill. She's been in (a, the, -) hospital for three weeks. We are going to (a, an, the, -) hospital to see her.

17. Don't worry. I'll look (at, after, of, in) the children. There is nothing to be afraid (of, at, in).

18. – What you (think) of his last book?

– I (like) it very much. It's the most interesting book I ever (read).

19. When she (leave) the University she cut her hair and (wear) it short ever since.

20. – Mark, why you (make) such a horrible noise?

– I (lose) my key and I (try) to wake my mother, but she (not to hear) anything.

### Test 14

1. I never (meet) him before but (hear) that he (work) as a programmer.

2. Mr. Blake is the bank manager. He (be) here for twenty-five years. He said he (be going) to retire soon.

3. We (miss) the bus. Now we (have) to walk home.

4. Paul was ... only person who remembered me, (a, the, -)

5. St Paul's Cathedral (design) by Christopher Wren and thousands of people (attract) by its beauty even now.

6. If (anyone, someone) has (any, some) questions, I'll be pleased to answer them.

7. I bought my sister ... book and ... bottle of ... perfume for her birthday but I don't think she liked ... perfume, (a/an, the, -)

8. The price of one of (those, that) lemons is 25 pence. Those lemons are 25 pence (each, every).

9. These days everybody is aware ... the danger ... smoking, (in, at, of).

10. I think the government (must, has to, may) do more to help homeless people.

11. You (know) that lady who just (leave) the shop? She (be) a customer of yours?

12. You (see) my bag anywhere? I (look) for it for ages but I haven't found it yet.
13. You are tired. You (drive) all day. Let me drive now.
14. That helicopter (fly) round the house for the last hour. You (think) it (take) photographs?
15. When they got to the police station, they immediately (question) by a police officer.
16. We've just bought ... piano. Can you play ... piano? (a/an, the, -)
17. (A/an, the, -) life is very difficult for (a, the) unemployed these days.
18. We (must, have to, could) run all the way to the station because we were late for the train.
19. What is (good) film you've ever seen?
20. The Olympic games are held (each, every) four years.

### **Test 15**

1. The radio (play) since 7 a.m. I have a headache and wish someone (turn) it off.
2. He (study) Ukrainian for two years but he (not, learn) even the alphabet yet.
3. That house (be) empty for a year. But they (take) down the "For Sale" sign today, so I suppose someone (buy) it already.
4. I (phone) you twice yesterday and (get) no answer.
5. The manager informed that the lunch break (reduce) from one hour to forty-five minutes from the following week.
6. My car broke down near ... bus stop. There was ... man waiting for ... bus so I asked him for ... advice, (a/an, the, -)
7. We have ... flat on the top floor. We get ... lovely view from there, (a/an, the, -).
8. Does it cost (much, many) to repair a car nowadays?
9. We had a great holiday. It was one of (great) holidays we have ever had.
10. The police were suspicious at first but we (could, were able to, must) convince them that we were innocent.
11. It (snow) for three days now. The roads (block) if it (not to stop) soon.

12. He (sleep) since ten o'clock. It's time he woke up. He (be) to be at college in ten minutes.

13. I only (hear) from him twice since he (go) away.

14. – Mark, why you (make) such a horrible noise?

– I (lose) my key and I (try) to wake my mother but she (not, hear) anything.

15. Peter (attract) by Ann and he asked her to have lunch with him.

16. ... man I met on the train told me ... rather unusual story, (a/an, the, -)

17. The hotel we stayed at was (cheap) than all the others in the town.

18. He is very good (in, at, of) repairing different things.

19. She tried to think of other things but she (could, might, had) not put that awful memory out of her mind.

20. There were (a few, a little) letters this morning but (either, none) of them were for me.

### Test 16

1. I (meet) a friend while I (do) the shopping.

2. Jane (spend) every school holiday in Scotland.

3. I usually (do) my homework when the TV programme (end).

4. How long you (know) your best friend?

5. All the grammar rules (explain) before the test (write) by the students.

6. All the salaries (pay) much later now. It's something to do with the computer.

7. You can phone me at (any, some) time during the evening. I'm always at home.

8. Everest is (high) mountain in the world. It is (high) than any other mountain.

9. He is a very famous singer. They say he is (famous) singer in this country.

10. He was ... very tall man with ... dark hair and ... beard, (a/an, the, -)

11. We (stop) and (wait) until the train (pass).

12. They had to stay at the station for the night because they (miss) the last train.

13. The librarian (register) all the books yesterday that (come) into the library by the end of the week.

14. My watch (keep) good time before I (drop) it.

15. These documents shouldn't (leave) on the desk. They should (lock) up.

16. I (not, introduce) to her mother yet.

17. While we were working in the garden our door was opened ... somebody ... a key, (with, at, by)

18. ... interference with ... nature often brings ... disaster, (a/an, the, -)

19. It was an awful day. It was (bad) day in my life.

20. I was invited to two parties last week but I didn't go to (either, neither) of them.

### Test 17

1. The committee (draft) the plan by tomorrow.

2. – You already (see) the new Indian film?

– Yes, I (manage) to see it yesterday. But to tell the truth I (not, like) to see Indian films.

3. The delegation (start) for London as soon as they (receive) their visas.

4. I (not, think) I (be able) to call on them and say good-bye before I (go) abroad next week.

5. Why I (not, inform) of the change of our plan yesterday?

6. The tickets should (not, throw) away as inspectors may check them during the trip.

7. What's (quick) way of getting from here to the station?

8. I don't like to go (to, in, for, under) a walk (in, for, under) the rain.

9. Everywhere ... man has cut down ... forests in order to cultivate ... ground or to use wood as fuel or as ... building material, (a/an, the, -)

10. I asked two people the way to the station but (either, neither) of them could help me.

11. Why do you always come to see me at (bad) possible moment?
12. I spent (little) money than you but I spent (much) than my mother did.
13. The man (try) in court, he (find) guilty and (send) to prison.
14. "Dictionaries may (not, use) at the exam", the teacher said.
15. If I (see) Tom tomorrow, I shall tell him everything.
16. – When are you going to finish this test?  
– I (finish) it already.
17. When I arrived at the party, Tom (go) home already.
18. The children (swim) for half an hour when the storm began.
19. If you go by (a/an, the, -) train you can have quite (a/an, the, -) comfortable journey.
20. We ... phone her up because her phone had broken, but fortunately we ... leave a message for her, (can, couldn't, was/were able to)

### Test 18

1. – Did you ask them when Ann (arrive)?  
– They know (nothing, anything) about it.
2. The teacher said that we would go (to, on, for) an excursion soon.
3. In Britain, children start school (in, at, of, on) the age (in, at, of, on) five.
4. She lives on ... top floor of ... old house. When ... wind blows, all ... windows rattle, (a, the, -)
5. ... family hotels are ... hotels which welcome ... parents and children, (a, the, -)
6. I (be going) to take a short holiday when I (finish) this work.
7. As soon as you (decide) when you (leave), phone us and we (reserve) a flight for you.
8. If I (see) George tomorrow, I (tell) him to come and speak to you.
9. – ... I stay here till 6 o'clock?  
– No, you ... not. You ... go home now if you've finished your work, (need, must, may)

10. There were (few) people at this match than at the last one.
11. Don't forget to put the light out when you (go) to bed.
12. He (walk) out of the door when the phone (ring).
13. I'm sorry, Tom can't come to the phone, he (have) a bath.
14. My brother (fall) in love with an American and they (get) married last month.
15. This street (sweep) every day, but it (not, sweep) last week.
16. If you go to a dentist with a private practice, you (had to, will have to, should) pay him quite a lot of money.
17. One of (famous) places of interest in London is St. Paul's Cathedral.
18. We travelled all night and arrived (in, at, to) Paris (in, at, to) 7 o'clock ... the morning, (in, at, to)
19. He has lived in London (more, most) of his life.
20. Like many women she loves ... tea parties and ... gossip, (a, the, -)

### Test 19

1. My mother is worried because she (not, hear) from my sister for a month.
2. When I woke up yesterday, it (rain).
3. By the time I left the house it (stop) raining.
4. – How long you (study) English?  
– For 5 years.
5. At the age of five he ... read but he ... not write until the age of seven, (can, could, may)
6. Can you turn the light ... please? I don't want to sit ... the dark, (in, into, on, off)
7. She spends most of her spare time talking (in, at, on) the phone.
8. No park in London is as (popular) as Hyde Park.
9. There was (little, few) traffic so the journey didn't take very long.
10. – Have you ever been to Spain?  
– Yes, I've been there (few, a few) times.
11. The children (should, could, have to) play in the yard till their mother gets home from work as they are afraid to be alone.



12. What is (popular) sport in your country?
13. The buses are very full. There are too many people ... them, that's why I prefer to travel ... train or ... air, (at, in, on, by)
14. What time did you get (in, at, to, for) work yesterday?
15. I'll pay one hundred (a, the, -) week. It's not (a/an, the, -) enormous salary but after all you are (a, the, -) completely unskilled man.
16. The weather has been very dry recently. We need (much, many) rain for the crop to grow.
17. – Who (invent) radio?  
– It (invent) by Popov.
18. There weren't any other questions, ... there?
19. These beautiful flowers (present) to her by her friends.
20. The doctor (send) for already.

### Test 20

1. I'm sorry to say but we (be) not satisfied with the quality of your work you (do) today.
2. She (have to, can, must, may) work hard to pass her exams successfully.
3. If you (go) to St. Petersburg by train next time, it (take) you six hours.
4. When I bought the tickets for the train I (find) out that the train (be) 20 minutes late.
5. (Most, many) of the town is modern. There are (few, much) old buildings there.
6. What happened (with, to, by) that old watch which you used to have?
7. If we get there early we (could, had to, may) get good seats.
8. Now her hair isn't as (long) as it used to be.
9. Spring is a very busy time. It is (busy) time in the year.
10. – Would you like to listen to (a, the, -) story about (a/an, the, -) Englishman, (a/an, the, -) Irishman, (a, the, -) Scotsman?  
– No, I've heard (a, the, -) stories about (a/an, the, -) Englishmen, (a/an, the, -) Irishmen and (a, the, -) Scotsmen before and they are all (a, the, -) same.
11. That was (boring) film I've ever seen.

12. There wasn't so (much) snow in the fields as in the forests.
13. She felt ill and (should, can, have to) leave early.
14. If you walk ... the end ... the street you'll see a small shop ...  
the corner, (of, at, to, in)
15. It can be dangerous when children play (on, in, at) the  
street.
16. I (know) him for two years.
17. The students (pass) the exams by the end of next month.
18. He (live) in Minsk for ten years already.
19. You ever (read) any English books in the original?
20. The room (clean) when we arrived.

### Test 21

1. He (can, will be able to, must) read books in German when  
he has finished this course.
2. She (can, may, must) be very charming if she wants to be.
3. You (mustn't, needn't, have to) come if you don't want to.
4. He has got (much, many) financial problems.
5. She is very busy today. She has (few, little) free time.
6. The weather in November is not so (cold) as in December  
but it's (cold) than in October.
7. The (long) is the night, the (short) is the day.
8. My car (repair) in the garage. It (be) ready in three hours.
9. Oh! He (have) a shave! He (look) strange without a beard.
10. I (do) military service for eighteen months. This is my last  
month.
11. No sooner I (leave) the office (than, then, that) the  
telephone rang. I hope there was (somebody, anybody,  
nobody) there to answer the call.
12. You don't work hard. If you (work) harder, you (pass) your  
examinations successfully.
13. If it (be) not so windy tomorrow, we (not, have) any  
trouble in putting the tent up.
14. The population of the world (grow) from 35 million in  
1950 (to, at, by) 42 million today.
15. My brother (play) hockey for five years already.  
He (play) for the national team in ten matches.

16. – You (like) these pears?  
 – It's the first time I (eat) such delicious pears.
17. We (own) the car for a year before it (steal). The car (not, find) yet.
18. After he (come) out of (the, a, -) hospital, he will need complete rest for (other, another, the other) two or three months.
19. – (How, what) is your dog called?  
 – Tim. It's (beautiful) pet I ever (have).
20. When the new road (build), I (be able to, have to, can) drive to work in under half an hour. Now I (can, have to, may) spend much (a lot, more, the most) time.

### Test 22

1. He comes (out of, from, off, of) a good family.
2. He went to school (at, at the, by the, in the) age of 7.
3. – What do you do? –  
 a) I'm a typist.  
 b) I'm typing a letter.  
 c) I typed letters.  
 d) I'll type it.
4. When did you (make, do, take) that photo?
5. – Where (be) my trousers?  
 – (It, they) (be) in the wardrobe.
6. The train is standing (on, on the, in the, at) platform 6.
7. You (take, make) an appointment with the manager of the firm already?
8. – Is there any milk in the glass?  
 – Not (much, some, many).
9. This is (bad) car we have ever had.
10. – Hello, can I speak to Mr. Lee? –  
 a) I'm speaking.  
 b) He is speaking.  
 c) Speaking.  
 d) I am.
11. The porter said he (take) the luggage upstairs.
12. – Shall I go?  
 – What did he ask?

- He asked if he (go).
- 13. The more you learn (little) you forget.
- 14. When the telephone rang I (write) a letter. I (finish) writing it before you came.
- 15. He (switch) off the lights before he went out.
- 16. You (go) to the station when I saw you this morning?
- 17. I went to England because I wanted to learn (a, the, -) English language properly.
- 18. – When he (come) again?  
– (not, worry). He (come back) in a month.
- 19. – A new school (build) near your house already?  
– Oh, no. It still (build).
- 20. It (rain) hard when I (wake) up yesterday.

### Test 23

- 1. Bad news (not, make) people happy.
- 2. Mathematics (be) an exact science.
- 3. This coat costs four (hundred, hundreds) dollars.
- 4. Will you have (some, any) lemonade?
- 5. I don't drink (many, much) coffee.
- 6. "You may take (any, some) toy you like", mother said to her boy.
- 7. Have you read (something, anything) by Shakespeare?
- 8. Something is wrong with my umbrella. May I take (your, yours)?
- 9. Don't cross the street, stop (at, by, in) the traffic lights.
- 10. You must listen (to, in, over) this song again. You'll love it. I assure you.
- 11. Have you ever been (in, to, at) England?
- 12. I'm sorry. I (not, agree) with you.
- 13. – You (listen) to the radio at the moment?  
– No, I'm busy with mathematics.
- 14. When I saw them, they (play) football.
- 15. When the old lady returned to her flat she saw at once that thieves (break) in during her absence.
- 16. Did you phone Ruth? Oh no, I forgot. I (phone) her in an hour.

17. I (study) English for the last six months, but I can't speak it yet.

18. A new stadium (build) in my native town when I was there last time.

19. If my mother (give) me (the, a, -) necessary sum of money, I'll buy this new dictionary.

20. You (can, must, may) trust me, otherwise I (not, be able) to help you.

### Test 24

1. You (aren't, couldn't, needn't) to leave hospital as you (not, recover) yet.

2. I (come) just and I (try) to understand what (go on).

3. She didn't know if her parents (come) the next day.

4. She was lucky (recognize) by the broad public.

5. Jenny's late. She (should, is to, might) have forgotten about the party.

6. He was ... only person who could speak ... German with ... Germans and ... Austrians. (a, the, -)

7. They are going to get punished one way or (other, the other, another).

8. He's always ... a bad temper ... breakfast, (in, on, at)

9. Things went from (bad) to (bad). There was no way (from, out of, in) the situation.

10. – How do you go to school?

– It depends ... weather. ... sunny days I go ... foot, (on, in, by)

11. Why you (leave) tonight? We (not, do) much yet.

12. As soon as I (have) a good look at the documents, I (send) them back to you. It won't be long.

13. You (not, get ready) for the exam unless you (revise) all the rules.

14. Didn't you know that his lectures always (listen) to with real interest?

15. When I go to Paris I (may, can, must) be staying with Richard, but I am not sure yet.

16. I earn \$2 ... hour as ... shop-assistant on ... Sundays, (a, an, the)

17. Go and ask him for (no, some, any) paper. I haven't (no, some, any) in my desk.

18. There was ... accident at ... crossroads at ... midnight ... last night, (a, an, the, -)

19. (In, at, for) first she was not allowed to marry James, but later her parents had to give (in, on, at).

20. Every year more and more people go ... abroad ... holiday, (on, to, at, -)

### Test 25

1. ... your parents (know) now that you lived in another city that year while your house (repair)?

2. By the time you (get back) Harry (leave). You (should, have, may) hurry up if you want to meet him.

3. It's very stuffy in here! I think I (faint). (Would, could, will) you mind opening the window?

4. The students (ask) for three hours already at the exam. The results (announce) by 7 o'clock.

5. We (needn't, aren't, haven't) go into details now, as we have agreed (on, with, at) the general principles.

6. Will you have (any, some, much) more coffee? You (have) only one cup.

7. I couldn't offer him a room ... my flat because ... that time my sister was staying with us. (at, in, on, -)

8. You must take (a, an, the, -) bus to get to (a, an, the, -) National Library.

9. He's a much (reliable) person than Caroline. You can always count (at, on, for) him.

10. It's easy to get (with, for, on) with my father. He never loses his (temper, mood).

11. I couldn't even realize how long you (work) for that company.

12. Stop asking (such, so) silly questions! I (may not, can't, might not) concentrate (in, on, to) the problem.

13. Please, let me know the moment you (hear) (not, some, any) news from them.

14. A number of cars (park) in the yard every day.

15. She (is to, has to, must) drink two cups of coffee in the morning before she (feel) really awake.

16. Have you seen ... new “Othello” at ... National Theatre? (a/an, the, -)

17. I invited all of them but (nobody, none, no) have come.

18. Is (their, there) (something, nothing, anything) in the world (bad) than betrayal?

19. I am not good (in, of, at) playing ... guitar. Playing ... football is quite another thing! (a/an, the, -)

20. My friends and I have the same tastes (in, at, on) music but I can't get used (with, to, -) new pop songs.

### Test 26

1. I was said that I (get soaked) if I (not, take) my umbrella.

2. Jane (get) a new job not long ago, but she (complain) about it ever since.

3. Listen! Somebody (knock). It (be) Jim at the door.

4. The issue still (discuss) when I (inform) that the decision (not, take) yet.

5. I doubt if he (be able to, can, must) work soon. His injuries are so severe.

6. Susan has ... degree in ... Literature from ... University of London, (a, the, -)

7. ... was said but ... was done, (many, lot, much, little) I'd like to see it vice versa.

8. The person who is sitting next (for, to, from) you is (a, the, -) famous pianist.

9. He is always in (a, the, -) hurry. He drives (at, with, in) (a, an, the, -) enormous speed.

10. Do you prefer hiking (for, of, to) travelling (by, in, at) your car?

11. When you (feel) thirsty later, room service (bring) you whatever you (order).

12. The police officer asked me what I (do) at the time when

the accident (take) place.

13. I (work) for the last two hours and I (not, have) a rest for a single minute.

14. The headmaster asked what we (do) since he (give) us the task.

15. Business letters (are to, may, should) be brief and to the point.

16. James bought ... Levitan I was telling you about ... last week, (a, an, the, -)

17. There isn't (many, much, a lot of) harm in it. I advise you to get (much) information about it.

18. ... rich live in one of ... suburbs of ... city in their beautiful villas, (a, an, the, -)

19. (In, for, to) my mind, it was kind (of, from, to) you to help us.

20. I am not satisfied (for, with, about) the results of my paper (on, in, of) history.

### **Test 27**

1. Harry (leave) London rather suddenly and we (not, hear) from him since that time.

2. I (not, convince) the inspector that I (lose) my ticket only some moments before.

3. By the end of next week we (decide) what to do.

4. I couldn't say that at that time I (count) on him in all difficult situations.

5. If you see the sign "No smoking" it (mean) that you (can't, shouldn't, mustn't) smoke.

6. This is ... last time I do you ... favour for ... while, (a, an, the, -)

7. (Nobody, anyone, none) of the new employees have been able to pass the test.

8. (In, at, for) the daytime the streets are crowded but (in, for, at) night they are quite deserted.

9. (A, the, -) more he read for the exam, (a, the, -) better it was for him.



10. She's been married (for, with, to) John (for, since, at) 12 years. They can be seen together everywhere: ... the parties, ... holiday, ... work, (for, at, on)

11. Whatever (happen), I (meet) you here in a week. I (wear) a long brown coat.

12. "I (do) it after all", exclaimed the winner.

"I (work) (to, for, in) my victory all (these, that, this) years".

13. The trouble with you is that you constantly (complain).

14. James will always help his friends if they (ask).

15. You (don't have to, may not, aren't to) whisper. Nobody (can, can't, shouldn't) hear our conversation.

16. At ... end of ... busy day, ... sleep is ... best remedy, (a, an, the, -)

17. Of all of the girls he phoned (nobody, anyone, none) were at home.

18. I haven't seen him (ago, long, for ages).

19. ... most of her stories about ... French are funny. She (treat) these people with ... humour, (a, the, -)

20. You (should, can, may) hurry if you want to catch (the, a, -) 7 o'clock train (in, to, out) Bristol.

### Test 28

1. William kept (for, at, -) looking at her, wondering where he (see) her before.

2. At the moment you (come) tomorrow morning, I (cook) breakfast for you.

3. – Where you (come) from?

– I am from Spain. I (leave) my country not long ago.

4. I (complete) my research in two days' time. I (work) at it for six months already.

5. The Browns (were to, had to, must) have won the lottery – they've bought another new car!

6. ... summer I spent in ... Netherlands is one of ... best in my life, (the, a, -)

7. I am sure they will succeed in the aim they put before (them, theirs, themselves).

8. Your brother is (so, such) a good man, much (good) than I thought.

9. Who looks (through, after, of) your children (during, for, at) your absence?

10. – May I speak (for, to, at) Mr. Brown?

– No, he is (away, out) (for, to, on) business, he won't come back (till, as soon as, at) Monday.

11. I always sleep (through, by, to) the alarm clock. My Mam (has, can, should) to wake me every morning.

12. We were promised to be promoted if we (work) as well as we (do) before.

13. Could you believe that his friends (not, tell) him about their intentions some days before?

14. I was sure the work (do) by the time I (come) back. I returned a bit earlier to check it out.

15. The Manager stated that my work (improve) recently and I (work) hard.

16. It's ... long time since I met such ... lovely person like you, (a, the, -)

17. The book was so interesting that I could not tear (my, myself, me) from it.

18. Just after college I (had to, could, might) accept any job offer. My life seemed (hopeless, hopelessly).

19. Pass (a, the, -) salt (for, to, at) Father, Jane, and pass (for, to, at, -) me (a, the, -) pepper, please.

20. Who will be looking (out, after, on) your pets while you are (on, at, for) holiday?

### Test 29

1. What time (leave) the ship for Liverpool?
2. He asked me what I (think) of his car he just (buy).
3. It (rumour) lately that the manager (be ill) for a fortnight already.
4. Nobody knew exactly when the gunpowder (invent).
5. I am (under, in, with) such a great impression of the film. You (can, ought, must) go and see it. It's really fantastic.

6. “Well, in ... end I think I’ll take these leather gloves”, said ... customer, (a, the, -)

7. I don’t like team work, so I prefer working by (my, me, myself).

8. “Say ... and do ...”, my father used to say, (many, much, few, little)

9. On ... Sundays I like to stay at ... home and work in ... garden, (a, the, -)

10. I don’t like standing (in, at, by) queues waiting (in, for, at) my turn to pay (for, to, with) my purchases.

11. When my sister (return) home, she (see) at once – that somebody (bring) her a bouquet of flowers for her birthday.

12. Before we (get acquainted) last year, I (hear) (much, a lot of, a few) about you.

13. Jane, I am so glad you (get) to my place at last. I (wait) for you all day.

14. ... you ever (tell) such terrifying stories?

15. It’s a pity but (something, anything, nothing) (may, has, can) be done to improve the situation.

16. We spent ... pleasant evening having ... drink at ... Irish Pub, (a, an, the, -)

17. The case was too heavy for ... to lift it on ... own, (my, me, mine)

18. I am fond of James Brown’s (last, latest) book. I am looking forward to the continuation of the story.

19. Though my younger brother is interested ... chess, he’s not good ... it, (at, in, for, of).

20. The train leaves ... Bristol ... 10 minutes later, (for, out, from)

### Test 30

1. I (work) late for the last fortnight. That’s why I am so tired that I (can’t, may, might) think of (something, anything, nothing) but the rest.

2. She (tell) you yesterday since when she (be) out of work?

3. Peter couldn’t understand what (be decided) because too many people (talk) at once.

4. My flat (redecorate) now and I (live) at my parents'.
5. They (be to, must, have to) meet me at the airport but I didn't see anybody.
6. ... new campaign against ... drugs is directed at ... teenagers, (a, the, -)
7. She hates being in the house by (hers, herself, her). She is afraid to be alone.
8. Do you know ... man speaking with ... manager? (a, the, -)
9. (In, on, for) my way home I like to have a chat (for, of, with) my friends.
10. I hate getting ... early ... Sunday mornings, (at, -, on, in, up).
11. I (be asked) when my guests (come) the next day.
12. The professor told us that we (not, prepare) for the exam until we (revise) all the material.
13. I have to be back at 5.00, so I (leave).
14. I couldn't even guess what (discuss) at the moment of my arrival.
15. I was asked if my parents (be) out of ... town ... previous week, (a, an, the, -)
16. Mary spent ... year and ... half working with ... disabled, (a, an, the, -)
17. ... you (decide) on ... list of ... guests yet? (a, an, the, -)
18. (In, at, for) first I found the work very boring, but in some weeks I got used (at, to, of) it.
19. My salary (double) and now I can spend much (many, more, most) money (for, at, on) books.
20. I don't like to stay here anymore. I am leaving (for, to, in) New York (in, at, for) the afternoon.

### Test 31

1. ... (not, disappoint) me! I (count) on you just now.
2. The newspapers reported the working conditions (aggravate) constantly then.
3. As I (buy) some new pictures, I thought my room (look) better after I put them on the walls.
4. The post officials regretted to say that my letter (lose).

5. She was running a high temperature and I (must, had to, can) put her to bed at once.

6. Jeremy became (a, the, -) teacher with (a, the, -) best exam results (among, between, in) her schoolmates.

7. When Joseph began speaking (a, an, the, -) Japanese, she looked (at, on, for) him (in, of, at) amazement.

8. – Do you go to (a, an, the, -) school ... foot or ... bus?

– It depends ... weather, (on, at, by, in)

9. He seems to know everything. He can answer (some, no, any) question on the subject.

10. John apologized (for, before, to) us (at, from, for) his words.

11. ... you (be told) already when your relatives (come) next week?

12. She has asked the clerk if all the trains (arrive) (on, in, at) time here.

13. I (not, feel) like visiting my relatives this year, so I (not, go).

14. It was announced that a new office block (construct) then.

15. Did you know that you (were to, had, must) prepare a report for the conference?

16. I couldn't pay for ... meal as I had left ... wallet at ... home, (a, an, the, -)

17. At the exhibition you will see (all, something, anything) you haven't met in your life yet.

18. "(At, on, in) accordance (with, to, from) the wishes of my people", the director said, "I am retiring from the company".

19. My son has ... very good German teacher, who knows ... language perfectly, (a, an, the, -)

20. My point of view is similar (with, to, and) yours, but different (out, with, from) Jenny's.

### Test 32

1. I had no idea what (happen) the next day.

2. He was lucky to tell us that he (recover) then.

3. In a week's time I (relax) somewhere far from here.

4. The salary (rise, raise) the previous week. We (wait) for it since Christmas.

5. Van Houten, (which, who, that) was Dutch, was the first person to extract (a, the, -) chocolate from (a, the, -) cacao.

6. ... most people think Christian is ... best racing driver in ... world, (a/an, the, -)

7. He left without saying ... to ... . (something, anything, somebody, anybody)

8. – You look upset. Are you ... some sort ... trouble?

– Yes, ... a way, I am ... dept, (of, in, at, on)

9. Has ... postman come yet? I am expecting ... letter from my father, (a, an, the, -)

10. Who is responsible in your company (for, at, on) taking the most serious decisions (during, in, on) the talks?

11. Since I (decide) to get a new job I (worry) whether the decision I (take) was the right one.

12. My neighbours (make) so (much, many, a lot) noise at late hours!

13. ... was heard of the book but only ... could read it, (little, much, a few, a lot of)

14. Nothing (hear) from Pauline since her car (steal).

15. (Can, should, may) you be quiet? Some of us (try) to work (on, for, in) the report.

16. She was ... first woman to be elected to ... Parliament, (a, an, the, -)

17. If ... delays you, please, let me know, (anything, something, anywhere)

18. If (some, any, no) questions are asked, it means that (all, every, nobody) of you have understood the topic.

19. Who is ... man in ... black suit, sitting at ... head of ... table? (a, an, the, -)

20. They arrived (at, to, in) London (for, on, while) business.

### Test 33

1. ... (not, tell) her about it until she (ask) you.

2. No wonder, you (not, become) slimmer yet. You (eat) sweets all days long.

3. We (not, know) what (happen) to the ship they (sail). Now we (know) the truth.

4. I remember the days when no decision (make) until all the employees (interview).

5. The weather here (is, can, ought to) be awful at this time of the year.

6. I didn't like ... person sitting ... next to me in ... class, (a, an, the, -)

7. There isn't (many, much, few) space in the room. It's stuffed with furniture.

8. If you go to ... end of ... street and turn left, you'll see one of ... architectural masterpieces – ... St. Paul's Cathedral, (a, an, the, -)

9. Actions speak (loud) than words.

10. We are angry (with, for, on) our neighbours (at, for, with) their making so much noise every evening.

11. He is 17 and (leave) school soon. He (be) here for 11 years.

12. The director (tell) me that they (have) a vacancy for a secretary now.

13. I (think) about you all the time since we (part).

14. When I came, the boxes (not, pack) yet. I made everyone (to hurry, hurry) up.

15. He couldn't tell (nobody, anybody, somebody) since when he (know) Jack.

16. There was ... ancient building at ... end of ... street, (a, an, the, -)

17. I am afraid I have not ... news to convey but there are ... things I'd like to add, (much, a little, a few)

18. We arrived ... London ... a bright summer morning, (at, on, in, for)

19. Never speak ill of (a, an, the, -) dead.

20. What were Mike's reasons (in, for, of) giving (out, from, up) his job?

### Test 34

1. – Bill works here, ... ?

– Yes, he (work) here for five years already.

2. – You (see) this film?

- Oh, no. I (see) it by the end of the week.
- 3. – Where you (make, do) the report today?
  - At the (student's, students') conference.
- 4. (All time, every time, still, yet) I see her, she (look) different.
- 5. Your boss will be angry (at, about, with, on) you if you (be) late for the office again.
- 6. You (may, might, can, must) not let him talk to you like that.
- 7. – How are you?
  - I am (nice, fine, good, right). Thank you.
- 8. He (speaks, tells, talks, says) he studies at Kharkiv University.
- 9. My watch (stop) so I didn't know the right (time, hour, o'clock, moment).
- 10. She is clever (also, too, either, enough) to do this work (herself, hers, himself).
- 11. Does Mike sometimes (come, go, arrive, visit) to your place?
- 12. I don't want (anything, something, nothing) to eat. (Will, shall, should) you give me two (coffee, coffees), please?
- 13. If I (see) John tomorrow, I will tell him (a, the, -) truth.
- 14. – When are you going to finish this test?
  - I (finish) it already.
- 15. When I arrived at the party, Tom (go) home already, but some guests still (dance).
- 16. The children (swim) for half an hour when the storm began.
- 17. – Could you ask when Ann (arrive)?
  - O.K., but I know that she (not, arrive) yet.
- 18. – There weren't any other questions to him, ...?
  - Oh, he (ask) a lot of questions by his colleagues.
- 19. The doctor just (sent) for. Before he (come), I (not, take) any medicine.
- 20. Scaryna Avenue is the (beautiful) street in Minsk. It is much (wide) than many (other, another, others) streets in the city.



### Test 35

1. She speaks English (good) than I do, but she (not, know) German at all.

2. Yesterday I (must) to get up at 6 o'clock. I (be to) be at work at 7 a.m.

3. Tom asked me, "How did you spend your weekend?" (in Reported Speech)

4. I asked them, "Did you see the film 'Gone with the Wind'?" (in Reported Speech)

5. In our country (the, a, -) children go to school on (a, the, -) 1<sup>st</sup> of September.

6. Chocolate first (come) from ... Central America where (a, the) Aztecs (live).

7. – Do you like (a, the, -) black coffee?

– No, I prefer to have (a, the, -) tea.

8. We (arrive) in England in the middle of July. We (tell) that England (shroud) in fog all year round.

9. – The documents (sign) by the president of the company?

– Yes, they (lie) on the table. You (may, must, could) take them.

10. All these business letters (answer) by 10 o'clock tomorrow morning. I (must, can, may) remember to post them.

11. Everybody is busy as the welcoming party (prepare) in honour of the distinguished visitors. They (be to, have, can) arrive in an hour.

12. A new metro line (construct) in our city now. One of its stations (build) in our street soon.

13. If Paul (not, be) at home, we (leave) a message for him.

14. When we arrive, the concert already (begin). We (had, may, will have to) take a taxi not to be late.

15. Tom is upset because he (not, pass) his exams.

16. – Look! Somebody (try) to open the door of your car.

– Oh! I (not, see) anybody.

17. Can you help me, please? I (look) for my glasses. I (lose) them somewhere.

18. Many experiments (hold) in our laboratory this month. The results (publish) soon.

19. The students (examine) now. They (examine) since morning.
20. The secretary said that the manager (come) already. He (work) in his study.

### Test 36

1. It's a very boring novel. I (read) it for two weeks, though I usually (read) books very quickly.
2. We (arrive) at the theatre about 7 o'clock. Ten minutes later we (sit) in the stalls and (watch) the performance.
3. We knew that the 2 o'clock train (start) already and (decide) to go by bus.
4. If she (go) on holiday on Monday, she (have to) go shopping tomorrow.
5. – Where (be) your sister?  
– She (translate) an English text in her room. She (translate) it since 10 o'clock but she (not, finish) her work yet.
6. We (celebrate) Victory Day on the 9<sup>th</sup> of May since the end of World War II.
7. The nearest way to the station (show) to them an hour ago, but they (not, arrive) yet.
8. The patient (operate) in two days by a well-known surgeon.
9. The examinations (pass) by the end of January and now the students are (on, in, at) holidays.
10. It must (do) it at once. We have (not, no, neither) time to waste.
11. Passengers ... come to the airport an hour before the take-off time.
12. ... I check in for the flight to Lviv here?
13. – ... I have your ticket and passport, please?  
– Here (you are, are you).
14. Usually we go to the South by plane but tomorrow we ... go there by train as we didn't make a reservation for the flight.
15. I think they ... (see) all the sights of London by the end of their stay there.
16. The train ... to arrive in London at 10, (can, must, may, to have to, to be to, to be able to)

17. Are there (good) stores in the new districts than in the center of Minsk?
18. Is a cheap thing always (bad) than an expensive one?
19. This exercise is as (difficult) as the previous one.
20. In some parts of the country prices are (low) than in others.

### Test 37

1. His illness is much (serious) than we thought at first.
2. The (little) I get bad information the (good) I feel myself.
3. While my mother (cook) dinner, I will be laying the table.
4. – What platform does your train start from?  
– ... Platform 3, (a/an, the, -)
5. My sister works as ... economist at ... big company, (a/an, the)
6. I'd like to speak to ... manager, please, (a, the, -)
7. Do you know ... Browns? They are ... very nice couple, (a, the, -)
8. Her hair (is, are) long and thick, but she wants to have (it, them) cut.
9. Where (be) my glasses. I can't find (them, it).
10. There (are, is) a book and a lot of newspapers on the table.
11. – How much money do (this, these) clothes (cost)?  
– (They, it) (be) rather expensive.
12. Will you ask Ann if she (take part) in the excursion next Sunday?
13. The phone (ring). Can you answer it?
14. If he (pass) the entrance examinations successfully, he (be) a student of National University soon.
15. The postman usually (come) at 8 in the morning. It's half past 8 now, but he (not, come) yet.
16. Linda (be) very busy when we (come) to see her yesterday. She (wash) up.
17. I'm too tired to walk. I think I (take) a taxi. I'll phone you when I (be) at home.
18. We (walk) along the forest road when it began raining. We had to walk (in, under, through) the rain.

19. Before I came to the office the manager already (sign) the documents.

20. Some TV serials like “The Land of Love” (make) especially for housewives.

### **Test 38**

1. I hoped that my article (publish) soon, but it (not, appear) in the newspaper yet.

2. St. Petersburg (found) by Peter I in 1703. It’s one of (beautiful) cities in the world.

3. She wanted to know where I (live) before finishing the University.

4. Mary told me she (not, go) home the next day until she (finish) her work.

5. Kate said that she (love) children very much, that’s why she (want) to be a teacher.

6. Yesterday I (can, could, may) not finish my work because I (be) very tired.

7. The policeman told the driver that he (must, to be to, could) drive more carefully.

8. He (buy) a new house last year, but he (not, sell) his old house yet, so at the moment he (have) two houses.

9. Tom and Jack (work) in different offices but they often (go) to work on the same train.

10. – I can’t find my glasses.

– You (leave) them in the car yesterday. I just (put) them back into your drawer.

11. I already (pick) ten pounds of strawberries! I (grow) strawberries for ten years.

12. We arrive in England in the middle of July. We (be told) that England (be) surrounded in fog all year round, so we (be) surprised that the sun (shine) brightly that day.

13. The documents (sign) by the president of the company by 9 o’clock tomorrow.

14. This book (not, translate) into Ukrainian yet.

15. A new railway line (construct) across the desert now.

16. A new Metro line (build) in our city by the end of next year.
17. Many goods (export) from China to different countries of the world.
18. – The article (not, translate) yet?  
– Oh, it (translate) by 2 o'clock yesterday.
19. You (must, could, may) come to my place whenever you like.
20. We (may, to be to, can) meet at 2, but she didn't come.

### Test 39

1. He works as ... engineer at ... big plant, (a/an, the, -)
2. His composition is much (interesting) than (your, yours) or (my, mine).
3. – Have you got (some, any) money on you?  
– Not (many, much).
4. – Were (many, much) questions left unanswered?  
– Only (few, a few).
5. (Some, any, no) doctor can tell you that smoking is harmful for your health.
6. – Will you have (some, any, no) tea?  
– No, thanks. I'd prefer two (ice-cream).
7. He shook hands and had a few minutes talk with (each, everybody) of us.
8. I (lose) my fountain-pen. I must buy (other, another, the other) one.
9. This company (sell) television equipment and (other, others, another) goods.
10. There were two students in the classroom. One of them was reading a book, (other, another, the other) was writing (something, anything).
11. You ... come and see us sometimes.
12. You ... read the whole book but you ... read the first four chapters.
13. – ... you often ... to stay at the University after classes last year?  
– Yes, we ...

14. Excuse me, ... you tell me the shortest way to the station?
15. He is very upset. I think you ... apologize.
16. The students ... smoke in the study rooms and the corridors.
17. I don't think people ... get married until they are 21.
18. It ... rain, so I'll take my umbrella (though I'm not sure in it at all).
19. I ... have my hair cut.
20. You ... use my dictionary for the test if you want.

### **Test 40**

1. Money (is, are) not everything in my life, but it's difficult to live without (it, them).
2. Where (is, are) my glasses? Can you help me to find (it, them)?
3. I want neither your (advices, advice, an advice) nor help in this matter.
4. Her hair (is, are) long and thick, but she wants to have (it, them) cut.
5. Please, don't make much noise. The students (write) a test.
6. In summer John usually (play) tennis once or twice a week.
7. I (work) in the library when it began raining.
8. Jane can't find her key. Perhaps she (lose) it.
9. Yesterday we (prepare) for the examination for 4 hours before you came.
10. It's a secret between us. I promise that I (not, tell) anybody about it.
11. Last week I (go) to the cinema but the film I (see) was not interesting and I (not, enjoy) it.
12. In the USA elections for the President (hold) every four years.
13. He hoped that the documents (sign) soon.
14. We (invite) to the party some days ago.
15. Bill said that he (be) going to find a new job.
16. My friend said that he (want) to go on holiday to the Lake District and he already (buy) a new rod for fishing.
17. My mother asked me how many guests I (invite) already for our celebration.

18. There was great applause (at, in, on) the end of the concert.
19. Go straight ahead and turn left (in, by, at) the traffic lights.
20. You'll find the TV program (on, at, in) page 5 of the newspaper.

### Test 41

1. I have been (in, to, at) Poland two times, but I have never been (to, in, into) England.
2. (In, on, at) Sunday I usually go (in, at, to) the theatre or (to, in, at) the cinema (in, on) the evening.
3. I don't drink (much, many) coffee. Let's have two (tea), ... ?
4. We enjoy (our, ours) life here. We have (a few, a little) friends and we meet quite often.
5. She looked out of the window but she couldn't see (nobody, anybody).
6. I tried to phone her two or three times but (every, each) time there was no reply.
7. – Do you live (somewhere, anywhere) near us?  
– No, we live in (the other, another) part of town.
8. Your work isn't very good. I'm sure you can do it (good).
9. Don't worry. The situation isn't so bad. It could be (bad).
10. In some parts of the country prices are (high) than in others.
11. His illness was (serious) than we thought at first.
12. Spring is a very beautiful season. It is the (beautiful) season of the year.
13. What's ... name of that girl we met yesterday? (a, the, -)
14. ... day was wonderful, ... sun was shining brightly, (a, the, -)
15. ... Man is ... greatest creation of ... Nature, (a, the, -)
16. He was ... first to answer this question. ... question was easy, (a, the, -)
17. – ... water is cold. Don't drink it!  
– I'm thirsty. I'll die without ... water, (a, the, -)
18. Englishmen are (natural, naturally) polite and are never tired (off, of) saying "Thank you" and "I'm sorry".
19. I (write) the composition for 3 hours already but I haven't completed it yet.

20. – What she (do)?  
– She is a secretary at our college.

### Test 42

1. This is (difficult) problem I ever (have).
2. I'm afraid I can't do it (good) than you.
3. The 22<sup>nd</sup> of June is (long) day in a year and what day is (short)?
4. The (much) I read the (much) I know. But why do I forget so (many, much, few)?
5. England is (densely) (populate) than Scotland and Wales. It's one of (densely) (populate) parts of Great Britain.
6. ... weather is fine today, but I don't like ... hot weather, (a/an, the, -)
7. ... People cannot live without ... water and ... air, ... ? (a/an, the, -)
8. We ... start yesterday (this was the plan); but the flight (cancel) because of the fog, so we are still here, as you see, (must (not), can (not,)) may (might), be able to, be to, needn't, have to, could, should)
9. ... you give me any information about the places of interest in your town? (can (not,)) could (not), must (not), may (not), be able to)
10. – I'd like to speak to ... manager, please, (a/an, the, -)  
– Sorry, but he is (out, in, at) at the moment.
11. Many experiments (carry) out in our laboratory last year.
12. Children and (a/an, the, -) old (take) care of in this country.
13. The students (examine) in an hour, but they all (gather) already in the classroom.
14. She told me she (be) going to take part in the conference.
15. The police officer asked me if I (see) the accident.
16. The secretary said that the manager (come) to the office in half an hour.
17. Our house is situated in a beautiful place. We ... see the lake from our bedroom window, (can (not) could (not) must (not) may (not) be able to)



18. She spoke in a low voice but we ... understand everything, (can (not) could (not) must (not) may (not) be able to)

19. – You ... do something to help me.  
– Sorry, but I ... , (can (not) could (not) must (not) may (not) be able to)

20. I'm afraid I ... go to the party next Sunday, (can (not) could (not) must (not) may (not) be able to)

### Test 43

1. According (at, to, in) the weather forecast there (be) snow tomorrow.

2. I'm looking forward (at, on, to) seeing you again.

3. We've got the tickets, and tomorrow evening we (go) abroad for a holiday.

4. She (not, see) him since he left Minsk. Nobody (know) (something, anything, nothing) about him.

5. We were walking along the forest road when we (see) a village.

6. – I'm not sure I will recognize him tomorrow.

– He (wear) a dark blue pullover.

7. He (study) English since morning. He (take) his exam tomorrow.

8. When we left the beach, the rain already (start).

9. The delegation (leave) for London as soon as they receive their visas.

10. – You ever (be) to the circus?

– Yes, I (be) there a month ago.

11. You ... keep it secret. You ... tell anybody about it.

12. ... I ask you a question. Certainly, you ... .

13. What is ... longest river in ... world? (a, the)

14. ... hotel we stayed at was ... very nice building, (a, the, -)

15. ... Sun is ... star. ... Venus is the brightest planet in ... sky, (a, the, -)

16. I often watch ... television but I seldom listen to ... radio, (a, the, -)

17. Our train leaves from ... Platform 6. Will you come to ... station? (a, the, -)

18. ... Lake Baikal is one of ... deepest fresh-water lakes in the world, (a/an, the, -)
19. This programme was watched (of, by) millions of people.
20. How did you get here? Did you come (in, on, by) train?

### Test 44

1. There are some differences (in, between) British and American English.

2. – Where is Tom?

– He has left (to, for, in) London. He will arrive (to, at, in) England in the morning.

3. Every summer they go (in, to, at) France (on, at, in) holiday.

4. I'm sorry ... shouting ... you yesterday, (for, about, at, on)

5. They didn't reply to (our, ours) letters. We waited for (their, there, theirs) answer.

6. I wasn't feeling hungry, so I didn't eat (something, anything).

7. He has got no financial problems. He earns and spends (many, much) money.

8. This evening I'm going out with (some, any) friends of (my, mine).

9. – Which bus do I have to catch?

– (Some, any) bus. They all go to the center.

10. I know (anything, nothing) about it and she doesn't know anything about it (too, either).

11. This is (difficult) problem which I've ever solved.

12. I'm sure you could do it (good) than me.

13. In my opinion The Nutcracker is (good) ballet I've ever seen.

14. Do you remember (happy) day in your life?

15. The (much) you read, the (little) you forget.

16. Some women don't cut their ... and wear ... long all their lives.

a) hair

b) hairs

c) them

d) it

17. Didn't you see that the boots you were buying ... a pair?

a) isn't

b) aren't



15. Somebody is walking behind us. I think that we (follow).
16. My friend said that he (be going) to learn to drive.
17. She told me that she (give up) her job soon.
18. I thought that your brother already (graduate) from university.
19. He said that he (want) to go on holiday to Italy but he couldn't afford it.
20. She asks me if I (hear) from Helen lately.

### Test 46

1. I looked for my passport but I ... find it anywhere.
2. Though money ... buy your happiness, at least it helps you to leave in comfort.
3. – Must I read the whole book by tomorrow?  
– No, you ... . One chapter is enough.
4. It ... be cold tonight. Put on your coat.
5. I ... stay here till Monday but I couldn't do it (can/can't, must (not), needn't, may (not), be (to))
6. He is (good) chess player in our country.
7. This is (difficult) problem which I've ever faced with.
8. The first edition of the dictionary was (good) than the new one.
9. It is not so (hot) today as it was yesterday.
10. The older she gets (wise) she is.
11. After leaving school it is very difficult for young people to find (a, the, -) job.
12. I was very busy so I couldn't watch the news on ... television but I heard it on ... radio, (the, a, -)
13. When ... Titanic was crossing ... Atlantic she struck ... iceberg, (a/an, the, -)
14. (A, the, -) hotel we stayed at was situated not far from the sea.
15. Soon he saw ... light in ... distance and understood that he was on ... right track, (the, a, -)
16. Have you been to (some, any) interesting exhibitions lately?

17. Somebody was making such a noise in the next room that I could hear (something, anything, nothing) on my TV-set.

18. – Is this (your, yours) book?

– Yes, it's (my, mine).

19. Jane's sister has ... family of her own. She has ... husband and two children, ... son and ... daughter. ... children are ... twins.

20. – My brother is 16. He goes to ... school. He is in ... 10<sup>th</sup> form.

– He is ... hard-working, clever boy.

### Test 47

1. Tom ... drive but he hasn't got a car.

2. My grandfather was a very clever man. He ... speak five languages.

3. When you come to Chernivtsi again, you ... come and see us.

4. Jim gave me a letter to post. I ... remember to post it.

5. "You ... finish this work later", the teacher said to the pupils.

6. ... I have one of these cakes?

7. Which is (high) mountain in the world?

8. In my opinion The Swan Lake is (good) ballet I ever (see).

9. The (much) you read, the (little) you forget.

10. I think you could do it (good) than me, but you (not, do) anything at all.

11. This is (easy) problem which I have ever sold.

12. Don't hurry to the cloak-room (at, in, by) the end of the performance.

13. Don't cross the street, stop (at, by, in) the traffic lights.

14. Do exercises (on, in, at) page 10, ... ?

15. – Have you ever been (to, at, in) London?

– I'm going (at, to, in) London in a week.

16. (On, in, at) my working days I don't go (to, in, at) the theatre, I like to stay (at, in, -) home (in, on, at) the evening.

17. We like (our, ours) new flat very much, it's much (good) than our old one.

18. – Have you got (many, much, little) friends here?

– Alex is (good) friend of (my, mine).

19. – I don't see (anybody, nobody) at the bus stop.  
– The last bus already (leave).
20. Have you read (anything, something) by Shakespeare?

### Test 48

1. I would advise you to arrive (at, in, into) the airport two hours before the flight (leave).
2. I think he may succeed only if he (show) how to do it.
3. I'm afraid I (can, have to, may) inform you that your application for funding (turn down).
4. She has only just recovered from the operation and still (find) it difficult to move about.
5. I promise I (do) everything I can to help you find (a, the, -) flat, although I suggest that you also advertise in the local newspaper.
6. Scientists (discover) that, all over the world, millions of frogs and toads died.
7. Timson (make) 13 films and I think her latest is (good). I'm sure it will win a prize.
8. Bill (represent) his country (on, at, for) many occasions, but (force) to retire after an injury.
9. Since Mr. Hassan (become) President, both taxes and unemployment (increase).
10. When I was young, I never (bother) too (much, many, far) about my appearance.
11. This novel (translate) from Spanish (in, on, into) Ukrainian not long ago.
12. My brother has got a lot of stamps in his collection but I have (few, little, less) in (my, mine).
13. I already (translate) the article when my boss (phone) me and asked if the translation was finished.
14. The accident looked (serious, seriously), but fortunately nobody (injure).
15. You (ought to, must, can) trust your daughter more. You (need not, should not, may not) treat her like a child.
16. – (Must, may, can) I really do this translation today?  
– No, you (mustn't, needn't, may not). You (need,

may/must) do it tomorrow if you like.

17. The boy (try) already to do it several times without any results.

18. In a week the government (announce) a new programme to help (a/an, the, -) unemployed.

19. Our library has received a lot of new books this week. By the end of next week, they (register) and we (can, will be able to, must) borrow them for reading.

20. He never helps me. Perhaps he (help) me if I (ask) him about it but I never do it.

### Test 49

1. I know she has sent us two letters this month, but we (receive) (neither, either, none) of them.

2. ... you always (can, must, have to) pay (much, many, a lot of) when a policeman (stop) you?

3. I was foolish (enough, yet, still) to go out for a walk (in, under, through) that heavy rain. But now let's wait here until it (stop).

4. By 1733 European settlers (occupy) 13 colonies along (a, the, -) Atlantic Coast of (a, the, -) North America.

5. Thomas Jefferson (draft) the Declaration of Independence, which (adopt) on July 4, 1776.

6. (-, the, a) reason why people went to Hollywood to make films was (a, -, the) sun. There (is, are, was) 350 days of sun every year.

7. As all the films (make) by sunlight at that time (the, a, -) West Coast was a much (good) place to work.

8. After seventy years they still (make) films in Hollywood and people watch them all over the world.

9. Liza Minnelli (spend) (many, more, most of, much) her childhood in Hollywood visiting her mother's or father's film set at the studios.

10. The light was switched on (with, by, on) the car phone just now.

11. It is difficult for (the, a, -) disabled people to do some jobs, and employers (could, must, may) discriminate against them.

12. Recycled paper can (use) to make birthday cards and cereal boxes as well as hundreds of (other, others, the others) things.

13. We could start buying recycled products which help to conserve (the, a, -) natural resources.

14. (Although, however, as) it is a well-known fact that recycling (help) to preserve (a, the, -) environment, some people ignore it.

15. Animals which (keep) in zoos well (care) for and protected; on the other hand, they (force) to live in unnatural surroundings.

16. (A, the, -) people in the neighborhood (complain) due to the fact that the traffic in the area is terrible.

17. You (can, are to, should) make a note of your appointment in your diary in case you forget it.

18. Many young people decide to stay in (a, the, -) youth hostels when travelling because it is much (cheap) than staying in hotels.

19. Working out (for, at, on) charity (can, must, should) be extremely rewarding, yet not many people decide to volunteer.

20. I think he is rich. If he (be) a poor man, he (not, stay) at the Savoy when he is in London.

### **Test 50**

1. Although many laws (pass) to protect the rights of disabled people and ensure that they (treat) equally, they still face many problems in their lives.

2. Despite (a, the, -) bad weather the pilot (could, was able to, might) land the plane.

3. While it is good to have your own opinion, you (must, can, may) be prepared to listen to what (other, others, another) people say.

4. When travelling through different time zones, passengers (may, might, should) feel tired and experience jetlag.

5. He (arrest) for drink-driving by the police, who then took him (at, in, to) the police station.

6. (A, the, -) customs officials (try) to improve their methods of catching people who smuggle illegal goods.



7. The jury (are, was) sure to convict him – there (is, are, were) so (much, many, a lot) evidence against him.

8. If people realized how (much, many, a lot) their cars pollute the atmosphere, they would use (a, the, -) public transport more often.

9. The conservation of natural resources is very important if humans (are to, must, can) survive.

10. (A, the, -) tourism brings money (in, to, into) the country (which, what, that) can be put to the country's good use.

11. He is not selling the paintings at present. He (not, care) how much money he (offer).

12. I (look forward) to the concert for ages, then on the big day it poured!

13. I think music (must not, could not, should not) be a necessary part of the school curriculum.

14. I think it's important for (everyone, each, every) to be able to speak (other, another, the other) language apart from their native one.

15. (A, the, -) computers can't replace teachers, because pupils need them to guide their learning.

16. Peace and quiet (be) lovely now and then, but activity, excitement and human company are also important parts of our lives.

17. My favourite way of travelling is by train because I (can, must, may) relax and watch (a, the, -) scenery outside.

18. To stop pollution, I think we (should, must, are to) encourage industries to use (clean) methods of production than those they (use) now.

19. We (try) to educate the public (of, about, on) the importance of recycling, (since, after, because of) recycling (help) save trees and (other, another, the other) natural resources.

20. – Why don't you come to work in your car?  
– If I (have) a car, I (bring) it to work.

## Test 51

1. Economics only recently (recognize) as (a, the, -) scientific study.

2. As there was no demand for their products, the company (force) to close.

3. My uncle (not, care) (of, about, for) losing money. He just (want) to sell the car as soon as possible.

4. The invention of (a, the, an) aeroplane was a major break through in travel in the 20<sup>th</sup> century.

5. Mountain climbing is an (exciting, excited) sport; however, it can be very dangerous.

6. Understanding (others, another, the other) point of view does not mean automatically accepting it.

7. There is a far (exciting) atmosphere in a cinema, but it's (expensive) than watching a video at home.

8. The (surrounding, surroundings) at home (is, are) more comfortable than they are at the cinema, but being in a cinema (help) create a mood that (help) you to get really involved in a film, because of the big screen and the sound system.

9. In future computers widely (use) to do homework assignments (such, so, just) as writing essays.

10. Computers (cannot, must not, may not) replace the teachers, because pupils need (their, they, them) to guide their learning.

11. She (not, seem) to care about her appearance at all, but she always looks (nice, nicely, well).

12. I told him that he (can, couldn't, mustn't, may) hope to catch a big fish (with, by, on) a small rod like this.

13. We should try to help reduce (a, the, -) air pollution (by, with, at) using public transport or bicycles instead of private cars.

14. Recycled glass can (mix) with asphalt or cement and used to make new roads.

15. – What you (do)?

– I'm writing to apply (to, for, at) the job (advertised, advertising) in this week's newspaper.

16. I'm sorry (for, at, about) your recent misfortune. Please let me know if there is (anything, something, some) I can do to help.

17. Meat is ... important food because it is ... major source of protein, B vitamins and ... essential minerals, (a, the, -, an)

18. Both tea and coffee (can, must, should) interrupt sleep and relaxation if they (drink) at night.

19. I hope that the music festival (attend) by many people, fireworks (set) off by the party organizers if the weather doesn't spoil everything.

20. I can't find the necessary flat. If the flats clearly (number), it (be) less difficult to find anyone.

### Test 52

1. Red, white and blue flags (hung) by the people and banners (raise) all over the town as everyone is waiting anxiously for the big parade which (take) place on the 4<sup>th</sup> of July every year.

2. (On, in, at) the day of the event the sound of drums (can, must, may) be heard as the marching band comes along first, followed by the Boy Scouts and Girl Scouts.

3. The clothes worn by (a, the, -) people today (be) very different to (that, those, this) worn at the beginning of the century.

4. Trousers regularly (wear) by (woman, women) nowadays, whereas then it would have been quite (shocking, shocked).

5. Traffic accidents often (cause) by dangerous driving or poor visibility.

6. Ann told me she (work) hard in the lab for five hours the previous day.

7. Dealing with (a, the, -) environmental problems after they (become) serious is not very practical.

8. The policeman threatened to arrest the driver if he (not, answer) his questions,

9. Smog (damage) the ancient monument which now (need) to be restored.

10. Although they never (play) baseball before they had (an, the, a, -) enjoyable game.

11. Traffic accidents could (avoid) by driving at lower speed and more (careful, carefully) and by raising public awareness of the danger of drinking and driving.

12. Cindy said she (be) in a hurry. Nobody knew she (leave) in 10 minutes.

13. Robert said that he (not, have to) water the plants then because it (rain) the whole week.

14. Look! Mr. Thomas looks very smart today. He (wear) a new jacket which (suit) him very well.

15. The process of evolution (be) very hard for some creatures. (Along, among, between) with many other species, dinosaurs were unable to adopt to the changing environment and, as a result, (die) out.

16. When there are fewer than a hundred of species left, they (consider) to be almost extinct.

17. We (try) to increase people's awareness (of, in, at) environmental problems.

18. I want to warn you that if you (not, have) locks on your windows, the burglar will break in when you (be) away next time.

19. Humans are, of course, the biggest threat to many creatures and now that their secret places (discover), they have nowhere left to go.

20. All the telephonists speak English. If they (not, know) English, they (not, understand) half of the callers.

### **Test 53**

1. I'd like to see (much, the most, more) languages included in the school curriculum.

2. I think it is important for everyone to be able to speak (other, another, the other) language apart from their native one especially in today's world where (communication, conversation) between countries is necessary.

3. Some people claim that owning a home is far (practical) than renting one, but there are some negative points to consider.

4. Exercising (keep) you fit and healthy; furthermore it helps you feel (young) than you (be).

5. These days going to the gym (become) a daily part of (a, the, -) life, but although it (may, should, will be unable to) keep you fit, it can also be dangerous.

6. Airport workers (be) (on, at, for) strike for weeks now; nevertheless, few flights (cancel).

7. Recycled car headlights, which (make) of plastic can be used to make windows which are (difficult) to break than normal glass ones.

8. In the past physical torture (use) to make prisoners tell (a, the, -) truth.

9. In future solar energy (use) instead of petrol; therefore, transport (become) more environmentally friendly.

10. The (old) she gets the (experienced) she becomes.

11. My mother earns (little) money than father, but I earn (little) of all, though my manager promised that I (have) some prospects for promotion soon.

12. Students (not, need) to rely on the teacher so much when they are working on a computer.

13. I hoped my friend (become) (a, the, -) writer when he (graduate) from University.

14. Everybody knows he is very good (at, in, on) inventing stories.

15. In today's world (a, the, -) children need all the skills they (can, have to, may) get in order to find (a, the, -) successful career in their future life.

16. Firstly, you should know that we (meet) at 6 a.m. at the railway station.

17. The train has broken, so we (wait) on the platform for one hour already.

18. Their flat (burgle) before they returned from their trip to (a, the, -) Mediterranean Sea. Everything (take).

19. Harry (apply) for several posts and still (wait) for the reply.

20. I haven't got any house. If I (have) a house I couldn't use, I (sell) it at once.

### **Test 54**

1. I don't recall having seen you before. Are you sure we (meet)?

2. Sally earns a lot of money; her new job is much (good) paid than the old one.

3. We went to (a, the, -) Gladiator to see a new film because we (read) very good reviews. Next Saturday we (go) to Hyde Park, if it (not, rain).

4. I watched a documentary on TV last night. It was all about the problems (threatening, threatened) the environment. I (shock) to find out how little I (know) about globe warming or acid rains.

5. Nature delicately (balance) and the extinction of one species (may, must, should) have a serious effect on (other, others, the others).

6. It is the fault of mankind that so many species (endanger), so it's our responsibility to protect those while we still can.

7. (Famous) sporting event in the world, the Olympic Games, began in Greece in 776 BC.

8. Medieval sports were not as organized as events in ancient times: at fairs or festivals men (would, were used to) lift heavy stones and women (would, be used to) run races.

9. I'm sure he is not aware (at, in, of) the harm he (do) for us.

10. The old lady (could, was able to, must) identify the robber who (attack) her the previous day.

11. I'm sure that in this time of technology advances, we (find) already some way to solve the world's ecological problems.

12. Many people feel (happy) when they are with friends than when they are on their own.

13. Certain sports teams (support) by fans all over the world and individual athletes (see) as celebrities.

14. During the 18th and 19th centuries national organizations were formed which made sure that the rules (follow) and arranged regular sport competitions.

15. When I was a child, I (used to, was used to) love my dad's stories about Africa. He (work) there for many years before I was born.

16. This dish (make) (from, at, on) a recipe given to me by my grandfather who was (a, an, the, -) excellent cook.

17. My idea of an ideal holiday (change) a lot in the past few years. Nowadays, I'd much rather go away in spring when (most, most of, more) places (not, fill) with tourists.

18. I have just spoken to three women, (neither, none, either) of (whom, who, them) speaks Spanish.

19. We (invite) some friends for dinner tonight. Would you like to join (to, at, in, -) us?

20. She has been waiting for him for ten years already. If she (not, love) him, she (not, wait) so long.

### Test 55

1. If children learn ... foreign language in ... school they will be able to spend pleasant holidays abroad communicating with the local people, (a, the, -)

2. Travelling abroad (become) now much (easy) and (cheap) than ever before.

3. Learning foreign languages ... be confusing for a child, as children ... find it difficult to learn new words and to keep the foreign language separate from their own, (may, could, should, can)

4. We must stop the hunting of wild animals and (a, the, -) destruction of forests before it is too (late, lately).

5. I hope that one day everyone (be) part of the world movement to save the Earth.

6. Sports (change) a lot over the years, but they still provide entertainment (for, to, at) many people.

7. I'll never forget the impression New York made on me the first time I (see) it. Of course I knew much about the famous city from the cinema and the book I (read).

8. I understand that it is (easy) said than done, but you must try to include regular exercises in your daily routines as (a, the, -) form of protection against heart attacks.

9. (Shall, will, should) we go and watch the carnival procession, where the local people usually (dress) in their traditional clothes?

10. I believed he (involved) in that scandal, though he has never told me (anything, something, everything) about it since then.

11. I (wait) for the number 6 when I noticed an old man started to cross the road in front of the bus.

12. There was a terrible noise, but luckily, no one (injure). Two cars seriously (damage).

13. A pan of oil which (leave) unattended on the cooker yesterday could start a fire. For this reason, you (can, should, may) never leave one unattended while you (cook).

14. Speeding (cause) car accidents, that's why people should not drive too fast and they should always (wear) seat-belts.

15. Last week two tourists were miraculously saved from almost certain death by friendly dolphin while they (swim) in the sea near (a, the, -) Australian city of Darwin.

16. Chocolate contains mild stimulants which (help) us concentrate and make us feel well.

17. Nowadays, with all the problems in the world, we should enjoy ourselves (some, any, many) way we can, but always within reason.

18. Fish (be) a big part of my diet as it is very healthy and high in protein. Now I eat (many) apples, grapes and pears than before and (little) red meat, cheese and butter.

19. (At, in) the beginning of the century men's clothes (be) similar to the formal suits worn today, but casual clothing such as jeans or sweat-shirts (not, know) then.

20. The only thing I haven't got is a balcony. If I (have) a balcony, I (grow) plants in pots.

### **Test 56**

1. (A, the, -) lit cigarette thrown (out of, from, off) a car (can, may, is to) start a fire in a forest.

2. The police stated that the robbers probably (enter) the bank shortly after midnight.

3. The police investigation showed the robbers were professionals as they (manage) not only to switch off the alarm system, but the security cameras (to, as well, either).

4. Chocolate not only tastes (delicious/deliriously), it is also rich (in, at, with) iron, magnesium and potassium.

5. Melinda told us she (have) a birthday party at her house the following day. She said that she (wait) for us at 6 p.m.

6. Bill said he couldn't believe what (happen) the day before.

7. Mrs. Jacobs told me her daughter (revise) for her exams all day. By the end of this week she (pass) all her exams.



8. The coach threatened that he (drop) Bob from the team if he (miss) training again.

9. A pop concert was held in our city not long ago to raise money for (a, the, -) poor.

10. No one in our class is as (good) at languages as my friend. If he (not, enter) the Linguistic University it will be one of (great) disappointments in his life.

11. – (Which, what) would you rather be – a lawyer or a customs officer?

– I (not, decide) yet.

12.1 (am used to, used to) living in the country. I think it's less expensive and much (comfortable) than to live in big cities.

13. When the satellite (launch) next time, scientists (can, be able to, have to, may) investigate the rings around (a, the, -) Saturn in more detail than ever before.

14. Despite yesterday's snowfalls, we (could, be able to, must, might) drive home (little) than an hour.

15. Road accidents have become very common nowadays. They usually (cause) by people who drive dangerously.

16. Grandmother said that she felt very dizzy because she (forget) to take her medication that morning.

17. Soho used to be considered one of (dirty) and (dangerous) places in London, but it was cleaned up in the early 1980s. Since then it (become) a meeting place.

18. Down by the river, the old warehouses (transform) into galleries, shops and clubs; the pubs also (restore) to their original Victorian beauty.

19. – Where is exactly Soho?

– Between Oxford Street and (a, the, -) Charing Cross Road. Today it is one of the most bohemian (area, areas) in London as great changes (take) place here of late.

20. – What would you do if you (see) a tiger walking across Hyde Park?

– I (climb) a tree.

– That's (not, be) any use. The tiger (climb) after you.

### Test 57

1. No sooner Mr. Smith (leave) the office (than, then, that) the telephone rang. There wasn't (somebody, anybody, nobody) there to answer the call.

2. In 1959 Don Jose, (a, the, -) wealthy Cuban landowner, emigrated to Mexico, where the agricultural reform (begin) a few months earlier.

3. Don Jose (make) his fortune in growing sugar cane, and he brought his experience to his new home in the United States where he moved again in 1965.

4. The population (grow) from 35 million in 1950 (to, at, by) 42 million today.

5. John (play) football for ten years already. He (play) for the national team in 20 matches.

6. Do you like these oranges? They are (delicious) oranges I ever (eat).

7. We (own) the car for 6 months before we discovered it (steal).

8. Crime (rise) to such an extend that it (become) (a, the, -) serious political issue.

9. – (How, what) is your cat called?

– Tom. It's the most beautiful pet I ever (have).

10. When the new road (build), I will be able to drive to work in under half an hour. Now I (can, have to, may) spend much more time.

11. For centuries the most inquisitive minds (try) to discover (a, the, -) secrets of (a, the, -) nature.

12. One (can, may, must) see a drop in morals because of (a, the, -) loss of hope that anything can (change) in life for the (good).

13. (A, the, -) history of our land (know) glorious and tragic days in the past, but only recently the Belarusian people (give) a chance to learn some facts of their history and historical figures.

14. (A/an, the, -) ancient scholars (accuse) of being commanded by the Devil for their incredible power of (knowledge, knowledges).

15. As a rule (some, any) totalitarian regime (spoil) the minds and hearts of people (from, since, off) brave and freedomloving to

cautious and obedient and (many, much, few) people begin to feel helpless and hopeless.

16. I expected about ten guests, but there were much (many, more, the most) people there. It appeared that all of (they, them, their) (invite) by my father.

17. (The, a, -) tendency to make new products available to and affordable for everybody is one obvious reason why average Americans usually (support) American business.

18. By 1850, the (America, Americans) already (establish) state-supported colleges and universities in many states.

19. The tourists arrived (at, to, in) the hotel and (show) (at, in, to) their rooms.

20. – What time of the year do you think it is in this picture? Summer?

– No, it must be winter. If it (be) summer the people (not, sit) round that big fire.

### Test 58

1. My mother said that if I (take) a warm bath just before I (go) to bed, I (feel) much better soon.

2. The experiment (carry) out by a group of scientists some years ago, but its results (not, announce) yet.

3. We (translate) the article for two hours already and (not, finish) it yet. We (continue) translating it tomorrow.

4. He (be) in (-, a, the) prison for two years already. During this time, he (become) interested in politics.

5. If someone (ring) while I (be) out, could you say that I (come) back by 5 p.m.?

6. A new theatre (build) in our city now. They say it (complete) in three months.

7. I just (meet) two strangers on my way to work. One of them (greet) me, but (another, the other, other) (not, do) it.

8. She (not, leave) Kamianets-Podilsky since she (return) from abroad last year.

9. My grandmother (come) to see us next week. I'm sure she (bring) (a, the, -) nice present for my birthday.

10. I'm certain he won't say (a, the, -) word about (a/an, the, -)

incident. But if he (do), I'll deny (some, any, every) knowledge of it.

11. If you don't mind the report (discuss) after we (have) coffee during the break.

12. Ask Alice if she (take) part in the discussion next Saturday. If she (do), we (wait) for her in the reading-hall at 2 o'clock.

13. She (study) German for a year, but she can't speak it yet. She (think) that German is (difficult) than English.

14. He didn't earn (much, many, little) money and (live) in (a, the, -) small house somewhere on the (outskirt, outskirts).

15. You'll feel (better, the best, best) after you (take) this medicine.

16. My parents asked me when my guests (come) the next day and if I (be) going to cook the Sunday dinner.

17. (A/an, the, -) most of the (a/an, the, -) stories that (a/an, the, -) people tell about (a/an, the, -) Irish aren't true.

18. I took a quick look at the picture and (be) quite certain I (see) (a/an, the, -) woman before.

19. They (drive) in (a/an, the, -) car (of, since, for) a few hours before they came (at, to, before) the crossroads.

20. If I (be) you, I (ask) a lawyer for some advice.

### **Test 59**

1. (The, a, -) tea, which (grow) in India and China, (be) the national drink (of, off, at) Britain.

2. Mrs. Green (wait) for the doctor for half an hour. When he (examine) the boy, he said, "(The, a, -) child must stay in (a, the, -) bed (as, just, until) he (get) (good)".

3. Hijackers (still, hold) twenty passengers in a plane at (a, the, -) Manchester Airport.

4. The hostages (sit) in the plane without (a, the, -) food or water for two days already.

5. As you (can, must, may) see from the letter, I (change) my address and live in the suburbs now.

6. Living in the country is (expensive) than in (a, the, -) big city nowadays.

7. I decided to change from (a, the, -) central London to the suburbs because it (become) so expensive to live there.

8. Members of (the, a, -) British Parliament (pay) salaries since 1911.

9. (The, a, -) hereditary principle still operates in Great Britain and the Crown (pass) on to the sovereign's (older, elder, eldest) son.

10. If (many, a few, few, any) news comes in while I (be) away, let me know.

11. Henri Nestle, who was Swiss, (develop) the process of making (a, the, -) milk chocolate.

12. This week the police (arrest) a couple in (the, -, a) Switzerland, where they (try) to sell chocolate secrets.

13. I think that people (be, only) (interested, interesting) in news which (happen) near them or which (affect) them (economical/economically).

14. The word chocolate, which (come) from (the, a, -) Aztec language, is (a, the, -) only Aztec word in (the, a, -) English.

15. (The, -, an) Incas (discover) popcorn. They (live) in (-, the, a) South America in (a, the, -) fifteenth century.

16. People who live in (the, a, -) Netherlands (call) (the, a, -) Dutch.

17. The policeman asked me if the car (park, parking, parked) near the office (belong) to me.

18. I'm staying there until he (return) from his holidays. Then I (go) (on, in, at) holiday to Scotland.

19. Remember that even if you (have) the right qualification, you (may, could, should) have to fill in lots of application forms before you (ask) to attend an interview.

20. – You are working slowly.

– If I (have) a calculator, I (work) this out a lot quicker.

### **Test 60**

1. Fishing always (be) an important industry, especially in the east of England.

2. There (be) (little, much, few, a few) heavy industry in London, but there is a wide range of light industry in Greater London.

3. (A, the, -) Welsh literature is one of (old) in Europe.
4. The UK (inhabit) by the English, the Scots, the Welsh and the Irish who constitute (a, the, -) British nation.
5. Welshmen living in England often (call) by the nickname ‘Taffy’.
6. Great Britain (not, have) a written constitution, so there are (not, no, none) constitutional provisions for education.
7. Schools in England (support) from public funds paid (to, for, at) the local educational authorities.
8. One (can, must, can’t) hardly say that high quality secondary education (provide) for all in Britain.
9. Many people tend to talk too (much, many, a lot of), some are in the habit of talking to (them, themselves, himself).
10. Oxford and Cambridge often (call) collectively Oxbridge, and they (consider) the intellectual centres in Europe.
11. The North of Ireland is still part of (a, the, -) UK, while the Republic of Ireland, in the south, (be) an independent state since 1921.
12. The Republic of Ireland (have) three and a half million inhabitants and two official languages, English and Gaelic (speak) in the country.
13. It is well-known that twins are (close) to each other than most brothers and sisters – after all, they probably spend far (much) time with each (other, another, the other).
14. Before the Revolution 1776 the Americans already (open) nine colleges in the colonies, most of them (late, later, lately) became universities.
15. By 1850 the Americans already (establish) state-supported colleges and universities in many states.
16. In so-called “Golden Age”, all decisions (make) by citizens collectively; even military leaders (elect) and crimes (try) by juries of between 101 and 1001 citizens.
17. (A, the, -) Nile is (long) river in the world at 6,741 kilometres slightly (long) than (a, the, -) Amazon, which is (a, the, -) second (long) river at 6,440 kilometres.
18. Being attractive is like being rich – it (can, must, might) help you find happiness, but it (not, make) always you happy.

19. He (not, pass) his English exam yet, but he (prepare) for it now.
20. It's a pity I have no typewriter. If I (have) a typewriter, I (type) myself.

### Test 61

1. Alex (play) chess for five years before he (take part) in the chess tournament for the first time in his life and won the prize.
2. Dogs that (train) to lead (the, a, -) blind (must, can, may, should) be loyal, intelligent and calm.
3. Jim (used to, would) drink tea in the morning, but now he (prefer) coffee.
4. My younger brother is still a teenager. He always (get) into trouble. It (irritate) me greatly.
5. Could you fill (on, in, out) this form, please and sign it (in, under, at) the bottom?
6. If I (not, know) what the word (mean), I usually look it (out, over, up) in the dictionary.
7. The prominent people of England (bury) in (Westminster Abbey, St. Paul's Cathedral, the Tower of London) for centuries.
8. The film was (a, the, -) success (as, so, though) the cast (select) very carefully.
9. (not, come) into the room, ... ? The floor (paint).
10. What the matter (to, with, of) you? You look so (nervous/nervously). You (must, can, should) have received some bad news.
11. (A, the, -) music is (the, a, -) universal language of (-, a, the) world.
12. I am sorry, but I (not, have) (any, some, no) time to prepare for my lesson today. I (do) everything by the next lesson.
13. Some people think that Ukrainian is much (difficult) than (the, a, -) English language.
14. There was a nasty accident at this crossroads. A bus overturned and (a few, few, a lot) passengers (injure) badly.
15. I think that people (should, are to, must) always (tell, speak, say) the truth.

16. – How the legislative branch of power (call) in the UK?  
 – (Congress, Parliament, the Government).
17. – Let's discuss this problem now, ... ?  
 – Sorry, but I (must, can, may) leave now.
18. I was hungry and tired, but (the, a, -) dinner smelt so (good, well, nicely) that I (couldn't, mustn't, shouldn't) refuse my friend's invitation to dine with him.
19. Let me know if you (hear) any (far) information, ... ? (Any, some, a few) news (be) useful for us in this situation now.
20. I don't know his address. If I (know) his address, I (give) it to you.

### Test 62

1. I'll be grateful (to, with; on) him if he (come) in the evening to fix my TV-set.
2. Will you (make, do) me a favour and open (a/an, the, -) window to let in (a/an, the, -) fresh air.
3. The teacher said that even if I (make, do) any mistakes, I (not, give) a chance to correct them.
4. Some people spend a lot of money (for, on, with) clothes, but my clothes (are, is) not very expensive as I (not, earn) (much, many).
5. I don't have my car today because it (repair). It (be) ready in two days.
6. Some years ago we (work) for (a/an, the, -) big company in London. (A/an, the, -) company (employ) over 3,000 people at that time.
7. You (mustn't, needn't, ought not) drive so fast, there is a special limit here. If there (be) a policeman, he (may, will be able, ought) fine you.
8. Would you please, give (he, him, his) this note the moment he (arrive)?
9. She was only 25, but she (teach) at the University for three years already.
10. I don't think the weather (change) for the (good). But if it (do), we (go) (on, to, for) an excursion tomorrow.



11. By the time Helen returned from holiday her husband (finish) decorating the flat.

12. When I entered the room, the table already (lay) and the flowers (put) into the vase.

13. If there were (much, more, few) (woman/women) in politics, (a/an, the, -) world would be (less, fewer, more) peaceful and (good).

14. We arrived (at, in, for, to) the station exactly at 2 o'clock and the train left (on, in, at) time.

15. You (cannot, need not, should not) ask a woman her age. It's not polite. She (must, may, should) get offended.

16. I want to know if the prices (rise) again (by, on, in) the beginning of a new year.

17. I'm waiting when there (be) a fall in house price, but I (not, notice) it yet.

18. I wonder if I (be able) to read newspapers when I (learn) a thousand English words.

19. Ask your brother if he (go) (to, in, at) the concert tomorrow and when he (return) home.

20. More tourists (come) to this country if it (have) a better climate.

### **Test 63**

1. Our firm (inform) today that the negotiations with the representatives of one of the foreign companies working in our city (take place) in a week.

2. I asked my aunt if she (be able) to get tickets (to, at, in) the Theatre when we (arrive) in Chernivtsi next time.

3. None of them knew when the results (announce). They (wait) for it.

4. I wonder if (somebody, anybody) (come) to the station to meet us.

5. She asked the clerk at the enquiry-office if she (have) to change when she (go) by train and if the train (arrive) (on, in, at) time.

6. The Vatican City is (small) country in (a, the, -) world with an area (of, in, at) only 0,44 square kilometres, and a population of about 1,000.

7. The world's (old) city is Jericho, in (the, a, -) Middle East, which (date) back to about 8 000 B.C. It (destroy) many times in its history, one such story (describe) in the Bible, but it always (rebuild).

8. Before the Revolution 1776 the Americans already (open) nine colleges, most of them later (become) universities.

9. By 1850 a system of free public schools (open) to all and (pay) for by public taxes in (a, the, -) United States. By (the, a, -) same year the Americans already (establish) state-supported colleges and universities in many states.

10. It is well-known that (the, -, a) twins are (close) to each other than most brothers and sisters – after all, they probably spend (more, less, little) time with each other.

11. My sister (be ill) for two weeks already. She (catch) a cold when she (go) (on, to, at) business, and nobody (know) when she (recover).

12. There is no bus; we (can, must, have) to go (on, by, with) (foot, feet) not to be late (for, at, on) the first lesson.

13. If it rains (fewer, least, less) next summer, (much, more, little) tourists (come) to the seaside on holiday and they (leave) more money here.

14. The examination papers (check) at the moment. They (check) by 2 o'clock. You (must, may, had to) wait if you want.

15. My father said that he (want) to go on holiday to the lake district and he already (buy) a new rod for fishing.

16. This is the first time that his paintings (exhibit) by the gallery.

17. I had a headache so I (take) (few, many, little) interest in the conversation.

18. We (must, can, may) send a telegram to congratulate them (for, with, on) their wedding which (take) place in a week.

19. We were rather worried, as we (sit) and waiting for Tom for an hour already, but he (not come). It was difficult to believe he (lose) his way.

20. I don't like my job. If I (have) a million pounds, I (give).

### Test 64

1. – (A/an, the, -) sooner you leave this country, the sooner you will get to (a/an, the, -) Japan and find (a/an, the, -) job there.

– (Easy) said than done.

2. If you put on this funny hat, you (laugh) at. You'd better take it (of, off, on).

3. In (more, much, most) English hotels breakfast (include) in (a/an, the, -) price of the room.

4. I was sure that my train (leave) at 2 o'clock and was disappointed when I arrived and (learn) that it just (leave).

5. (A/an, the, -) Browns bought (a/an, the, -) new car after they (sell) (a/an, the, -) old one.

6. – I hope you'll have (a/an, the, -) good time and (a/an, the, -) fine weather.

– I wish you (a/an, the, -) same.

7. We shall wait for (their, there, them) (at, in, for) Bill's (until, for, since) they (call).

8. I know she (send) two letters this month, but we (receive) (neither, either, any) of them.

9. Do (a/an, the, -) people have to pay (many, a lot of, much) when (a/an, the, -) policeman (stop) them?

10. Let's wait here until it (stop) raining. It's foolish to go out (to, for, at) a walk (in, under, through) this cold rain.

11. (In, at, on) the beginning of the 20<sup>th</sup> century there was (a/an, the, -) big farm (near, nearby) Los Angeles in California called the Hollywood Ranch.

12. (Few, a few, a little) years later Hollywood was one of the (famous) places in (a/an, the, -) world and every family (know) the names of its film stars.

13. (A/an, the, -) reason why people went to Hollywood to (make, do) films was (a/an, the, -) sun, as there (is, are, was) 350 days of sun every year there.

14. As all the films (made) by sunlight at that time, the West Coast was a much (good) place to work, besides there were mountains and sea and desert not far from Hollywood. The actors (not, have to) travel far to make any sort of films.

15. In a week (a/an, the, -) government (announce) (a/an, the, -) new program to help (a/an, the, -) unemployed.

16. Our library (receive) already a lot of new books. By the end of next week they (register) and then we (can, must, will be able to) borrow them for reading.

17. The boy (try) already to fix this shelf several times without (some, any, little) results. I think he may succeed only if he (show) how to do it.

18. You (ought, must, can) to trust your daughter more. You (need, should, may) not treat her like (a/an, the, -) child.

19. Susan already (translate) the article when her boss (phone) her and asked if the translation (finish).

20. He doesn't know anything. If only anybody (tell) him everything, he not (come) here tomorrow.

### Test 65

1. My brother has got (a lot, a lot of, much) stamps in his collection but I have (few, little, a little) in (my, mine, our).

2. The article (publish) in tomorrow's newspaper. I'll bring you the paper if I (be able) to buy it.

3. The accident looked (serious, seriously), but fortunately (somebody, nobody, anybody) (injure).

4. – Where did you buy (this, these, that) trousers?

– I bought (it, them, that) in the (near) department store some days ago. They still (sell) (they, them, it). I just (be) there.

5. – Oh, Kate! I'm glad to see you. I (not, see) you for ages. You look (nice, nicely) and (happy, happily) today.

– I feel much (good) than yesterday. I (work) hard this term and by the end of next week I (pass) all my exams, then I (go) on holiday.

6. I asked my teacher if we (be able) to read (a/an, the, -) English books in (a/an, the, -) original soon.

7. I hope you (inform) us when the documents (sing) (with, by) the boss.

8. The secretary (know) when the president (take) the final decision (at, by, on) this issue?

9. I want to know if the latest model of refrigerators you are going to produce (be) of higher quality (than, then) the previous one.

10. He asked the manager if they (settle) the price problem (by, in, through) the end of next month.

11. She didn't even ask me if I (help) her to do (these, this) translation, and I didn't know when I (have) spare time to do it.

12. The girl asked her mother when she (buy) her (the other, another) parrot, as their old one (fly) away.

13. The manager asked (a/an, the, -) secretary if she (be able to) arrange everything herself for the reception of the foreign delegation.

14. My friend wanted to know if I (buy) a flat in a new district or in (a/an, the, -) centre of the city. But as I (not, save up) for any of them yet, I told him (something, nothing, few) about my plans.

15. The guide asked the tourists if they (want) to see the sights of (a/an, the, -) Tower when they (arrive) (to, in, at) London.

16. (The, a, -) North of Ireland (be) still part of (a, the, -) UK, while (the, a, -) Republic of Ireland, in the south, (be) an independent state since 1921.

17. The Republic of Ireland (have) three and a half million inhabitants and two official languages, (the, a, -) English and Gaelic (use) in the country.

18. I (can't, mustn't, may not) believe I (be) in London for two months now. Time (pass) far too quickly. So much (happen) since I last (write) to you.

19. She (go) to the evening party when suddenly she (realize) that somebody (steal) her purse.

20. What dry weather! If we (have) more rain, our crop (grow) faster.

## Test 66

1. The woman's (foot, feet) hurt. She (walk) all morning, but she (not, reach) her destination yet.
2. The Toylors (buy) a sailing boat and (spend) their holiday in the lake district. They (leave) tomorrow.
3. The police finally (arrest) Mark Duncan. He (try) to leave the country when he (catch).
4. – Why she (wrap) her hair in a towel?  
– She just (wash) (it, them) as she (go) to the concert tonight.
5. My flat (break) into this week. Nobody (know) who (do) it.
6. The new hospital (open) by (a, the, -) Queen (on, at, in) May 15th. Everything (prepare) for this great occasion now.
7. (A, the, -) “Mona Lisa” (paint) by Leonardo da Vinci.
8. If I (find) your passport, I (telephone) you at once.
9. Scenes of violence on (a, the, -) television (can, must, may) have a negative effect on children.
10. (A, the, -) people often ignore the fact that air pollution (can, might, must) cause so many health problems.
11. You (can, must, may) be very careful not to break (this, these, that) glasses.
12. (A, the, -) invention of personal computers was one of (great) achievements of 20<sup>th</sup> century.
13. One of (famous) buildings in the world is (a, the, -) White House, (which, what, that) is the official home of the US President.
14. ... car is ... means of transport. ... cars are ... means of transport, (a, the, -)
15. ... scientists do a lot of research in order to find ... cures for various diseases, (a, the, -)
16. Many people were worried (about, in, at) the reports they (see) on television.
17. Having a barbecue is a great way to socialize (to, with, about) our new neighbours.
18. – Why you (buy) so (many, much, few) wool?  
– I'm going to knit (a, the, -) jumper.
19. Someone is calling my name, ... ?
20. They live far from us. If they (live) on a bus route, I (go) and see them more often.

## Test 67

1. Bill (present) a dog when he (be) twelve years old. He (have) the dog for four years already. I wonder how old (is Bill, Bill is)?

2. The time (decide). They (move) into their new house next week.

3. – I wonder where (Jane is, is Jane)?

– She (give) (-, a, the) baby a bath (at, in, for) the moment.

4. – Why is Tom so busy?

– He (look for) a new job these days. He (find) anything?

– Not yet.

5. “You constantly (interrupt) me when I (talk). Stop doing it or I (punish) you”, my mother (used to, was used to) say but never (do) it.

6 (A, the, -) new law on smoking (pass) by the government recently.

7. These pancakes (make) by Grandma today. They usually (make) (of, with, by) eggs, flour and milk.

8. He (reach) a lot in his life. Not long ago he (present) (with, by, of) a medal.

9. Jane (told, said) me that she (move) to Cornwall (the, a, -) following year.

10. They spent all their money on computer games, so they (must, had to, could) walk all the way back home.

11. When Jane had measles, she (have to, must, could) stay at home for two weeks.

12. (The, a, -) old in the village are upset about the new road.

13. They (change) the building to make (easy) for (a, the, -) disabled to get around.

14. Ann's mother gave her a (gold, golden) ring (for, to, on) her birthday.

15. A lot of money (be) spent on ... equipment every year, but ... information collected is invaluable, (a, the, -)

16. ... gold is more expensive than ... silver, (a, the, -)

17. Someone broke (in, into, to) our house and (steal) our video camera.

18. Would you like (some, any, many) lemonade?

19. I found (some, any, a few) money (in, on, at) the street the other day.

20. They sell so much alcohol nowadays. If they (ban) the sale of alcohol at football matches, there (may) be less violence.

### Test 68

1. More and more species (become) extinct nowadays. Nothing serious (undertake) yet to stop this process.

2. Yesterday I (took, made) twenty pictures, but today – only fifteen. I may intensify my work, if we (go) for a walk.

3. Dan (can't, mustn't, may not) speak to you now. He (do) it in a few minutes, when he (be) free.

4. The police discovered vital evidence which (lead) to (-, a, the) arrest of the thief.

5. – We (see) a terrible fire yesterday.

– What the fire (cause) (by, with, of)

6. Something (happen). An hour ago he (see) running doll the stairs.

7. The Academy Awards Presentation first (organize) in 1925 and since then it (hold) every year.

8. Mathematics (be) my favourite subject at school, but I think physics (be) (interesting) subject.

9. I've had (few, a few, much) problems, but I'm going to keep on trying until I (succeed).

10. You (mustn't, can't, may not) hold up secrets if there's something I (can, ought, must) to know.

11. Making a cake (not, require) much intelligence. All you (cart, have to, must) do is follow the instruction in the book.

12. The weather is fine and we (lie) on the (gold, golden) sand since morning.

13. I just (come) from the supermarket and I (try) on a (silk, silky) blouse, I (buy) there.

14. ... jury is ready to give ... verdict. ... jury are staying at ... park Hotel, (a, the, -)

15. – What did you see on your tour to ... London?

– Buckingham Palace and ... Houses of Parliament, ... Tate Gallery and ... Tower of London, ... Hyde Park, ... Westminster



Abbey, ... British Museum and other sights, (a, the, -)

16. (A, the, -) French are very friendly people, aren't they?

17. If you have a fever, there is definitely something wrong (with, to, about) you.

18. Marco Polo made a journey (though, along, into) Africa and wrote a book describing what he (pioneer).

19. She gave me (some, any, many) advice, which helped me make the right decision.

20. I don't know French. If I (know) the language, I (can) tell you what it means.

### Test 69

1. Let's sit and watch the sun go (down, up, away) from your balcony, ... we?

2. By the end of June, I (work) here for six months. I (get) some experience already and I like it here.

3. He always (offer) his assistance when he (see) someone in trouble.

4. He is completely ignorant (for, about, of) British history, but he (try) to read as much as possible about the country.

5. – You (finish) your homework yet?

– No, but it (finish) by eight o'clock.

6. – Who (water) your plants when you (be) away?

– They (water) by my neighbour.

7. – What (a, the, -) lovely dress you (wear) today!

– Yes. It (buy) for me by my husband lately.

8. – Where is your car?

– At the garage. It (repair). They (do) it by the end of the week.

9. The teacher told the pupils that (the, a, -) water (freeze) at 0°C.

10. Joan (can't, mustn't, shouldn't) go on holiday this year, but she (intend) to save up so that she can manage travelling around (a, the, -) Europe next summer.

11. You (should, can, may) wear a life jacket when you go canoeing.

12. The tourists (walk) up the (stone, stony) path leading to the lake.

13. While Vera (tidy) her grandmother's house, she (come) across an old (wooden, wood) chest.

14. The girl found an old doll with (gold, golden) hair wrapped in (silk, silky) paper.

15. – Which station are you meeting your friend (at, on, in)?

– (A, the, -) Waterloo Station. It's (a, the, -) big place, but I hope I (find) him (easy, easily).

16. (A, the, -) life will be very different in (a, the, -) future.

17. As soon as he saw what (happen), he switched (of, on, off) the electricity.

18. – Let me help you, ... ?

– It's very kind (of, about, with) you to offer us (you, your, yours) help.

19. – We have passed the last exam today. Let's have a party, ... ?

– It's a good idea.

20. – You have never offered me any help.

– I (offer) to help if I (think), I'd be any use.

### Test 70

1. This restaurant (regard) as one of (good) in our city, though it is much (expensive) than the others.

2. – I just (make) some coffee. Would you like (some, any)?

– No, thanks. I (not, have) coffee at all.

3. The news (announce) at 9 o'clock last night, but nobody (want) to believe (it, them) even now.

4. Now the police (suspect) him of committing a robbery.

5. – You (have) to have this report ready?

– Well, it must (hand) by Tuesday.

6. – Who (make) dinner tonight?

– It (make) by Simon. He promised to do it.

7. The voting for the Academy Awards (conduct) secretly and the results (not, reveal) to anyone until the envelope (open) on stage in front of the audience.

8. The news (be) very encouraging, ... it?

9. It's late. You (should, could, might) go home as soon as possible.

10. "If you want to recover, you (must, can, may) follow a healthy diet", the doctor said to the patient.

11. "If you want to be slender, you (can, may, ought to) do sports", my friend said to me.

12. The doll was beautiful and the girl (never, see) it before in this house.

13. The girl sat down on the cold (stone, stony) floor to examine the doll more (careful, carefully).

14. ... life of mayfly is extremely short, (the, a/an, -)

15. All ... people should have ... freedom of speech, (the, a/an, -)

16. ... breakfast is ... most important meal of ... day. (the, a/an, -)

17. I (try) to fix the engine all morning, but finally (could, might, had to) admit my defeat.

18. We were just (at, about, off) leaving the house when Sue called.

19. The driver blamed (his, himself, hers) for the accident.

20. Why don't you have your car serviced regularly? If you (have) your car serviced regularly, you (not, have) so much trouble with it.

# **Translation**

## Test 1

1. Тринадцять – це щасливе число для мене. – А я боюся цього числа, хоча знаю, що це лише забобони.

2. У багатих і бідних різні проблеми. Багатим важко зрозуміти бідних.

3. Тут часто йде дощ, чи не так? – Раз на місяць. Я не люблю дощову погоду.

4. У кожній родині є свої секрети. Кому ти можеш довірити свої?

5. Останнім часом в моєму житті мало змін. Нема про що говорити. – Відсутність новин - це теж хороша новина.

6. Я нудьгував по тобі, так як ми не бачилися цілу вічність. Де ти була весь цей час?

7. Зарплата моєї сестри не дуже висока. Вона хоче знайти іншу роботу.

8. Фрукти корисні для здоров'я. Сьогодні на десерт фрукти і морозиво.

9. Ви знову застудилися. Бажаю вам швидкого одужання.

10. Всі хочуть здобути вищу освіту, чи не так? – Ви маєте рацію.

11. Мені здається, я хворий, правда? – Так, ти повинен залишитися вдома. Також не виходь на вулицю сьогодні, добре? Тобі б краще запросити лікаря додому.

12. Щовечора цей чоловік зі своєю собакою гуляє в парку недалеко від нашого будинку. – Чоловіка з собакою бачать тут і щоранку.

13. Чому ви кричите на мене? Що трапилося? Я нічого поганого не зробив.

14. Подивися! Йде сильний сніг. Давай залишимося вдома, добре?

15. “Мій хлопчик, ти сидиш за комп'ютером цілий день. Ти зіпсуєш зір і тобі доведеться носити окуляри”, – зазвичай говорила мама синові, коли він навчався у школі.

16. Наближається зима. Птахи полетіли в теплі країни, природа готується до довгого зимового сну.

17. Мій друг працює у бібліотеці з 9 години ранку. Він все ще пише курсову роботу. Я вже захистив курсову роботу і готуюся до останнього іспиту.

18. Коли він їде до Західної Європи? – Він ще не вирішив. Все залежить від вас.

19. Мати і батько – це єдині люди, яких я коли-небудь любив. Я знаю, що вони ніколи не підведуть і не зрадять мене.

20. Хто зробив такий прекрасний переклад сонетів Шекспіра на українську мову?

21. Чому ти не сказав, що у нас немає хліба? Я б купив буханку хліба по дорозі додому.

22. Ми б не запізнилися на потяг, якби не користувалися застарілим розкладом.

## Test 2

1. Моя старша сестра живе в Києві. Вона на п'ять років старша за мене.

2. Ви чули останні новини сьогодні? – Так. Сьогоднішні новини дуже важливі для мене. Вони допоможуть мені у вирішенні деяких питань.

3. Твоя машина набагато зручніша моєї. Чим швидше продам свою машину, тим краще для мене.

4. Мені не потрібні ніякі наступні пояснення, я більше тобі не вірю.

5. У нашій групі дванадцять студентів. Ніхто з нас не вміє водити машину. Я вперше керував машиною сьогодні.

6. Їх запросили на цю зустріч, і вони обіцяли прийти зі своїм учителем. Зустріч повинна розпочатися через годину.

7. Багато було сказано про це, але нічого не було зроблено. Нема кого звинувачувати.

8. По телевізору повідомлялося, що перша станція метро відкрилася у Лондоні в 1860 році. Лондонське метро є найстарішим у світі.

9. Всі готові допомогти їй, чи не так? – Так. Але вона відмовилася від будь-якої допомоги.

10. Яка жахлива погода! Якщо погода не зміниться, ми не залишимося тут. Час би нам повернутися додому.

11. Не бреш мені, добре? Хіба ти не знаєш, що він виїхав за кордон і не повернеться сюди? Якби він був тут, давно б подзвонив нам.

12. Хто грає на піаніно у вашій родині? – Ніхто. Моя молодша сестра вчиться грати на піаніно тільки два місяці.

13. Анна – одна зі студенток моєї мами. Вона найкраща студентка в групі.

14. Ви не та людина, яка може зробити будь-кого щасливим. Я маю рацію, чи не так?

15. Я ніколи не був в Нідерландах і Південній Америці, але я двічі відвідав Китай і Філіппіни.

16. Мені дали хорошу пораду, але я не зміг скористатися нею і був покараний.

17. Відомості, які ви мені дали, не точні. Ви підвели мене. У мене багато неприємностей зараз.

18. Ми часто думаємо про минуле і мріємо про майбутнє. Майбутнє здається нам щасливішим минулого.

19. Не заходь у кімнату. Угоду зараз підписують. Такі документи тут підписуються вперше.

20. Олена сказала, що їй приснився дивний сон. Її очі були червоними. Я зрозуміла, що вона плакала.

21. Якби у мене було більше вільного часу, я б відвідав всі музеї Лондона. – Тобі треба було б багато часу на це.

22. Чому ти не запросив його на день народження? Він би прийшов, якби ти сказав йому про це.

### Test 3

1. Під час сесії я нікуди не ходив і навіть не дивився телевізор. Я багато займався і здав всі іспити успішно.

2. Книга виявилася набагато цікавішою, ніж я очікував. Це найцікавіша книга, яку я прочитав останнім часом.

3. Ми обговорювали новини, які щойно отримали. Це для нас дуже важливі відомості.

4. Тільки-но я прийшов додому, як подзвонив друг. Він сказав мені, що повернувся з Англії вчора.

5. Вона була вдячна своїм батькам. Вони так багато зробили для неї.

6. Ми дочекали більше години, до того як прибув автобус.

7. Якщо не буде світити сонце, птахи не будуть співати, і світ буде нудним, млявим місцем для життя.

8. Допомогти вам? – Відкрийте вікно і закрийте двері, будь ласка. У кімнаті душно.

9. Він отримає хорошу роботу, якщо успішно здасть всі іспити. Але я не впевнений, що він зможе це зробити.

10. Я можу сказати тобі, що наша сім'я буде робити напередодні Нового року: батько буде готувати індичку з яблуками, мама буде пекти пиріг, а я буду прикрашати ялинку.

11. Нас запросили взяти участь у зустрічі з іноземними студентами. Там будуть обговорювати багато цікавих питань. Ми повинні бути там о 3 годині.

12. Коли я прийшов, ця проблема все ще обговорювалася. Жодного рішення не було прийнято. Нам довелося чекати, коли його оголосять.

13. Мене зупинила поліція, тому що я їхав занадто швидко. Я повинен був сплатити штраф.

14. Ми думали, що анкети все ще заповнюються, але вони вже були заповнені і лежали на столі. Там не було тільки моєї анкети.

15. Не слід керувати машиною, поки тобі не виповниться 18 років. – Я не збираюся це робити.

16. Наш будинок ремонтують уже півроку, і ніхто не знає, коли закінчиться ремонт.

17. Поліція не думає, що злочин було скоєно цією людиною. Підозрюють когось ще.

18. Вона сказала, що у неї страшенно болить голова на цьому тижні. Я думаю, що у неї грип.

19. Вона сподівається, що її нову статтю надрукують до кінця тижня. Дві її статті вже опубліковані в цьому журналі.

20. Ми не думали, що вони приїдуть так швидко. Кімната не була підготовлена до їх приїзду.



21. Хлопчик не зміг відповісти на запитання вчителя. Якби він слухав його уважно, він би все зрозумів.

22. Ніч була дуже холодна. Якби ти не закрив вікно, ми б всі тут застудилися. У мене висока температура і болить горло. Боюся, що в мене ангіна. – Не хвилюйся, за лікарем вже послали.

# **Phrases to Be Used**

## USEFUL PHRASES FOR WRITING ESSAYS

### *Introduction*

- first of all
- to begin with
- in order to decide whether ... or not
- to outline the main points
- firstly, secondly, thirdly, finally / eventually

### *Stating your opinion*

- As I see it,
- It seems to me that ...
- I would also say that ...
- I am convinced that ...
- One of the drawbacks of ... is ...
- However, one of the benefits is that ...

### *Presenting arguments*

- Another objection is that ...
- However, it should not be forgotten that ...
- According to ...
- on the one hand ... on the other hand
- to consider the advantages and disadvantages
- arguments for and against
- to discuss the pros and cons
- in theory ... in reality
- both ... and ...
- not only ... but also
- anyway / at any rate / in any case
- in fact / actually / as a matter of fact
- up to a point
- so to speak
- by no means / not at all

### ***Describing causes***

- One factor which has led to ... is ...
- One of the factors which has brought this about is ...
- The problem often stems from ...
- One consequence of ... is ...

### ***Stating the view of Another Person on a Subject or Topic***

- Smith's approach can be described as follows ...
- Smith argues / asserts / claims / points out that ...
- The authors views can be stated as follows ...
- The opinion of Smith is that ...
- Smith has suggested that ...
- According to Smith, ...

### ***Personal point of view***

- In my opinion, ...
- In my eyes, ...
- To my mind, ...
- As far as I am concerned, ...
- Speaking personally, ...
- From my point of view, ...
- As for me / As to me, ...
- My view / opinion / belief / impression / conviction is that ...
- I hold the view that ...
- I would say that ...
- It seems to me that ...
- I am of the opinion that ...
- My impression is that ...
- I am under the impression that ...
- It is my impression that ...
- I have the feeling that ...
- My own feeling on the subject is that ...
- I have no doubt that ...
- I am sure / I am certain that ...

- I think / consider / find / feel / believe / suppose / presume / assume that ...
- I hold the opinion that ... (I form / adopt an opinion.)
- I dare say that ...
- I guess that ...
- I bet that ...
- I gather that ...
- It goes without saying that ...

### ***Agreement***

- I agree with you / him ...
- I share your view.
- I think so.
- I really think so.
- (The author / the narrator / the protagonist / etc.) is right
- He is quite right / absolutely right
- He may be right.
- I have no objection.
- I approve of it.
- I have come to the same conclusion
- I hold the same opinion.
- We are of one mind / of the same mind on that question.
- I am at one with him on that point.
- It is true.
- That is right.
- That's just it!
- Fair enough!
- Quite so!
- Just so!
- Yes of course!

### ***Disagreement***

- I don't agree.
- I disagree.
- I don't think so.

- You are / he is wrong.
- I think otherwise.
- I don't think that's quite right.
- I don't agree with you/him.
- I don't agree with what you say.
- I am afraid that is not quite true.
- I take a different view.
- I don't share his/her/your view.
- This argument does not hold water.
- Not at all!
- Nonsense!
- Rubbish!
- He's off his head!

### ***Concluding***

- All in all it seems to me that ...
- The obvious conclusion to be drawn is that ...
- All things considered, ...
- finally
- last but not least
- in conclusion / to conclude
- we can draw the conclusion
- to sum up / to summarize we can say
- all in all
- in short / in brief / briefly
- all things considered
- I find it difficult to reach a conclusion but I'm tempted to

say

## USEFUL PHRASES AND SENTENCES FOR ACADEMIC WRITING AND RESEARCH PAPER WRITING

### Academic Phrases for Writing Introduction Section of a Research Paper

#### *General introduction:*

Research on \_\_ has a long tradition  
For decades, one of the most popular ideas in \_\_ literature is the idea that \_\_  
Recent theoretical developments have revealed that \_\_  
A common strategy used to study \_\_ is to \_\_  
This research constitutes a relatively new area which has emerged from \_\_  
These approaches have been influential in the field because of \_\_  
In the past several decades, \_\_ have played an important role in \_\_  
There are growing appeals for \_\_  
This is the field of study that deals with \_\_  
Most of the theories of \_\_ are however focused on explaining \_\_  
There are three major theoretical and conceptual frameworks for \_\_  
The field has gradually broadened as \_\_  
This field of study is sometimes referred as \_\_  
This has been widely adopted in the field of \_\_  
This thesis considers the field of \_\_ as the main subject of its study  
One of the major topics to be investigated in this field is \_\_  
This is now a mature field which is now being spun out into commercial applications \_\_  
This field is maturing, with a wealth of well-understood methods and algorithms \_\_  
This field closely follows the paradigm of \_\_  
The field has met with great success in many problems \_\_  
The field only really took off in the late \_\_ as it became more accessible to \_\_  
This is not particularly new and has been used for many years in the field of \_\_  
This field closely follows the paradigm of \_\_  
Widely considered to be a good way to \_\_

This has been widely adopted in the field of \_\_\_

This is more widely used at the time of \_\_\_

This phenomenon has been widely observed

A common technique is to \_\_\_

This is a technique common in \_\_\_

There are several common kinds of \_\_\_

***Problem definition:***

This seems to be a common problem in \_\_\_

This leads to myriad problems in \_\_\_

The main problem is that \_\_\_

There is a further problem with \_\_\_

One primary problem with \_\_\_ is that \_\_\_

The methods are not without their problems as will be discussed in \_\_\_

The foremost problems are the facts that \_\_\_

This makes up for the problem of \_\_\_

This seems to be a common problem in \_\_\_

This is a complex problem and to simplify it requires \_\_\_

A challenging problem which arises in this domain is \_\_\_

These problems are difficult to handle \_\_\_

This is typically a complex problem \_\_\_

A well-known problem with \_\_\_ is that it does not take into account the \_\_\_

One of the problems is that it considers only the \_\_\_

The key problem with this technique is \_\_\_

It is usually an ill-posed problem in the case of \_\_\_

This problem is well-posed and does not require to impose \_\_\_

This appears as a more straightforward problem compared to the \_\_\_

This turns out to be even more problematic because \_\_\_

The problem with such an implementation is that \_\_\_

This poses some problems when carrying out the \_\_\_

This problem has attracted more attention in the field of \_\_\_

This is a basic chicken-and-egg problem because \_\_\_

Unfortunately, this approach results in problems related to \_\_\_

These constraints make the problem difficult to \_\_\_

Most of the research in this field is aimed at solving this problem.



This remains an open problem in the area.  
This problem has received substantial interest.  
These examples highlight the problem that \_\_\_  
The main practical problem that confronts us is \_\_\_

***Gaps in literature:***

There is no previous research using \_\_\_ approach.  
As far as we know, no previous research has investigated \_\_\_  
There has been less previous evidence for \_\_\_  
Other studies have failed to \_\_\_  
To our knowledge, no study has yielded \_\_\_  
No study to date has examined \_\_\_  
Only a few studies have shown \_\_\_  
However, \_\_\_ has rarely been studied directly.  
Moreover, few studies have focused on \_\_\_  
In particular no study, to our knowledge, has considered \_\_\_

***Problems solution:***

One way to overcome these problems is to \_\_\_  
There are many alternative methods are available for solving these problems.  
In order to rectify the problem of \_\_\_  
A solution to this problem is proposed in \_\_\_  
One approach to solve this problem involves the use of \_\_\_  
An alternative approach to the problem is \_\_\_  
This can be applied to solve these problems.  
A number of works have shown that this problem can be overcome by using \_\_\_  
A large number of alternative approaches have been developed over the last few decades to \_  
To overcome this problem, in the next section we demonstrate \_\_\_  
One way to overcome this problem is to \_\_\_  
To overcome this problem, some approaches have been made \_\_\_  
One way of recovering from this problem could be to \_\_\_  
This has been proposed to surmount the problems caused by \_\_\_  
A different approach to the traditional problem is given in \_\_\_  
A whole range of different approaches to the problem are available.

These techniques have potential to solve contemporary problems in \_\_  
We should tailor specific solutions to specific problems \_\_  
The standard solution to the problem is based on \_\_  
The solution proposed here addresses only the problem of \_\_  
There are techniques that have been developed to solve this problem \_\_  
This problem is usually overcome by \_\_  
There have been several attempts to solve the problem \_\_  
There exist many methods for dealing with this problem \_\_  
Broadly speaking, the problem can be addressed by \_\_  
One of the simplest ways of tackling this problem is \_\_  
This problem has been largely studied and many viable solutions  
have been found.  
In general, this problem can be tackled in two different ways.  
Other approaches have been shown to cope with the problem more  
efficiently.  
We will review the main approaches to solve this problem.  
Recently, a more general solution has been proposed for this  
problem.  
Both these works provide a solution to the problem.  
Recent methods focus on overcoming the problems by proposing  
different schemes for \_\_  
This strategy is not uncommon in this kind of problems.  
We can apply our algorithm to solve this difficult problem.  
This is how the problem can be tackled \_\_  
We have developed this generic method to solve a variety of  
problems.  
We will now demonstrate our method on some specific problems.  
Here we solve several problems simultaneously.  
We have undergone a rethinking of the problem by \_\_  
A possible solution to the problem at hand is \_\_  
It is clear that the problem could be easily tackled by \_\_

***Study motivation:***

It is of interest to know whether \_\_ still hold true.  
It would be of special interest to \_\_  
We therefore analyzed \_\_ and investigated whether \_\_  
For this study, it was of interest to investigate \_\_

We investigated whether \_\_\_ can be partly explained by \_\_\_  
To examine the impact of \_\_\_, we tested \_\_\_  
We have investigated the effect of \_\_\_  
We characterize different aspects of \_\_\_  
One way to investigate \_\_\_ was to \_\_\_  
A new approach is therefore needed for \_\_\_  
To illuminate this uncharted area, we examined \_\_\_

***Aims & objectives:***

The aim is to develop more sophisticated methods for \_\_\_  
The aim of this work is to develop \_\_\_  
The aims in this chapter are twofold: First \_\_\_, Second \_\_\_  
For our first goal, we focus on two problems \_\_\_  
The aim here is to investigate \_\_\_  
The overall goal of this work was to \_\_\_  
This project aims to develop an overarching framework to \_\_\_  
The aim of the experiment is to compare \_\_\_  
The ultimate goal is to produce a \_\_\_  
The overall goal of this thesis was to pursue \_\_\_  
After defining the problem we explain the goals of the thesis.  
With this aim in mind, in this paper we present a new method for \_\_\_  
Our research aims at finding a solution for this challenging problem  
of \_\_\_  
There is no overall goal, apart from \_\_\_  
We examine some previous work and propose a new method for \_\_\_  
There are too many simultaneous goals making it difficult to \_\_\_  
One of the major aims of this work was to create \_\_\_  
The main objective is to investigate methods for improving \_\_\_  
The objectives can be restated in the light of \_\_\_  
The objective is to devise and implement a system for \_\_\_  
The objectives were partially met by developing a method to \_\_\_  
The objective is to demonstrate the feasibility of \_\_\_  
One of the objectives is to improve the \_\_\_

***Significance and advantages of your work:***

This thesis documents several key contributions made to the fields of \_\_

This thesis has made a number of significant contributions to the field of \_\_

The contributions made here have wide applicability.

The contributions made should be of wide interest.

The first main contribution proposed in this field is a \_\_

The contributions of this work are presented as follows: \_\_

The main achievements, including contributions to the field can be summarized as follows: \_

We summarize the main contributions of this thesis.

The key contribution of this work is the solution it provides \_\_

It has numerous advantages as explained here \_\_

It has significant benefits in terms of \_\_

There is a clear advantage in following the methods of \_\_

This has particular advantages over other \_\_

All of these advantages make it particularly valuable in \_\_

One of the primary benefits of this algorithm is \_\_

This gives a significant advantage because \_\_

These point out the advantages and practicability of \_\_

One of the key benefits of the algorithm is \_\_

The main advantage compared to previous method is \_\_

This present some practical advantages.

The main advantage is the simplified pattern.

One practical advantage of the method is that it can be used in \_\_

The advantage becomes all the more significant when \_\_

In comparison with other techniques, this method has the advantage of \_\_

The most important advantage of this method is that it can perform very well in \_\_

It yielded significant speed advantages when \_\_

The benefit of using the \_\_ is expected to \_\_

The main advantage is that we are able to \_\_

To give some idea of the benefits of this method \_\_

The additional advantage of using this method is that it results in \_\_

This is an important advantage of this algorithm \_\_  
These are the main advantages of this method.

## **Academic Phrases for Writing Methods Section of a Research Paper**

### ***Experimental setup:***

This experimental design was employed because \_\_  
In the course of the experiment, \_\_ played an important role.  
The experiments were performed with \_\_  
This was experimentally investigated by \_\_  
Most experiments have been carried out with \_\_  
The main focus of the experiments was to calculate \_\_  
Prior to each experiment \_\_  
The experiments are completely based on \_\_  
In our preliminary experiments we estimated that \_\_  
In this experiment, we introduced a \_\_  
Methods were based on previous experiments \_\_  
This proceeds in two stages: \_\_  
After a series of experiments it was found that \_\_  
Therefore, in this experiment we define goals as \_\_  
In this experiment, we introduced a \_\_  
We consider the setup generic, however, \_\_  
This was designed to acquire approximately \_\_  
These were designed in such a way that \_\_  
This experimental design was employed because \_\_  
This was specifically designed for \_\_  
This was designed to acquire approximately \_\_

### ***Data collection:***

There were \_\_ participants in this sample.  
Participants first provided informed consent about \_\_  
We performed additional data collection with \_\_  
For this study, we analyzed the data collected from \_\_  
The data are less clear-cut than \_\_  
Data were collected and maintained by \_\_  
For this purpose, we employ survey data collected from \_\_

The application employs data obtained from \_\_  
The analyzed data included: \_\_  
The procedures of handling the data followed the suggestions of \_\_  
Subsequently, \_\_ were then used to elicit further data.  
The experimental data on \_\_ is very scarce.  
The data in this work consists of \_\_  
Survey data were collected from \_\_  
This study used different data collection methods such as \_\_  
The quality can be enhanced by providing additional data for \_\_  
Such data are prone to \_\_  
We utilize secondary data from \_\_  
The data was divided into \_\_  
Participants in the first data collection were \_\_  
The sample was heterogeneous with respect to \_\_  
The sample size in this study was not considered large enough for \_\_  
We cannot deny the presence of some sample selection biases  
because \_\_  
The sample of respondents included \_\_  
The researchers pooled samples to \_\_  
The sample strategy was the same as for \_\_

### ***Data analysis:***

However, there are trends in our data to suggest that \_\_  
The trend values were then subjected to \_\_  
We analysed data as a function of \_\_  
We used an established technique, namely \_\_, to analyse \_\_  
This showed a judgement error of \_\_  
To investigate this statistically, we calculated \_\_  
A \_\_ test was used to determine the significance of data  
Our data show that there is \_\_  
Our data suggest that \_\_ which may be based partly on \_\_  
Data also revealed a significant \_\_  
Our data also address the \_\_  
Data were analyzed and correlated with \_\_  
The data are presented in Table \_\_  
However, according to our data \_\_  
We undertake the empirical analysis using data collected in \_\_

The data is analyzed from different points of view such as \_\_  
The data reveals significant differences in \_\_  
Thus, the data supports the premise that \_\_  
Results provides a good fit to the data \_\_  
We compared the results with the original data in ways \_\_  
The evaluation of the data is shown in \_\_  
We explicitly accounted for \_\_  
Missing values were replaced using \_\_  
This analysis was confined to \_\_  
The evaluation of the data presented in this work leads to \_\_

***Statistical testing:***

We explored these effects statistically by \_\_  
Statistical analyses was performed by using the \_\_ applying a  
significance level of \_\_  
The results were statistically significant when compared using \_\_  
This was normally distributed throughout the study population.  
This distribution resulted in \_\_  
Significant differences in the \_\_ remained.  
This was the only parameter that had a statistically significant  
correlation with \_\_  
We used \_\_ statistics to report \_\_  
This had a statistically significant impact on \_\_  
The correlation between \_\_ and \_\_ is positive and statistically  
significant at \_\_  
We calculate \_\_ statistic to test the null hypothesis that \_\_  
As shown in Table \_\_ are statistically significant at all levels.  
We can clearly see that the estimated values are positive and  
statistically significant at \_\_  
This revealed no statistical differences on \_\_  
The test for \_\_ found no significant differences.  
Our results show a statistically significant improvement in \_\_  
All differences in performance were statistically significant in \_\_  
The method achieves a statistically significant improvement  
compared to \_\_  
In order to obtain statistically representative \_\_ it is required to \_\_  
To investigate this statistically, we calculated \_\_

Descriptive statistics were calculated for all variables used in the study using \_\_\_

The significance testing was based on \_\_\_

All statistical analyses were performed using \_\_\_

***Assumptions:***

Such a potentially unrealistic assumption arises from the fact that \_\_\_

Based on these assumptions, hypotheses were developed: \_\_\_

Based on these assumptions, \_\_\_ have been treated as \_\_\_

This is based on assumptions that \_\_\_

These assumptions are generally accepted these days \_\_\_

The fundamental assumptions of the models are: \_\_\_

This assumption is supported by the fact that \_\_\_

Under certain assumptions, \_\_\_ can be construed as \_\_\_

These assumptions result in \_\_\_

This assumption might be addressed in future studies by \_\_\_

This compilation of research assumptions should result in \_\_\_

These assumptions have been disproved by \_\_\_

According to \_\_\_ assumption, the study reports faithfully \_\_\_

***Remit of the experiment:***

For the current work, it is sufficient to point out that \_\_\_

Because we were interested in \_\_\_, we considered only \_\_\_

This was sufficient to \_\_\_

This is sufficiently generic to be adapted to other \_\_\_

This is generally sufficient to produce good results.

Still, results might be sufficient, especially in \_\_\_

This was not possible due to insufficient observations.

After a series of experiments \_\_\_ was considered as sufficient.

It has been proven that \_\_\_ must be sufficient to \_\_\_

This was not sensitive enough to \_\_\_

This study cannot be considered large enough for \_\_\_

This is simpler and usually sufficient to \_\_\_

It turns out that it is sufficiently accurate for \_\_\_

There is in fact sufficient information present in \_\_\_

This is considered sufficiently unique for \_\_\_

This is enough to get a sufficiently accurate solution.



## Academic Phrases for Writing Literature Review Section of a Research Paper

### *Previous literature:*

The literature review shows that \_\_  
Previous research showed \_\_  
Seminal contributions have been made by \_\_  
A series of recent studies has indicated that \_\_  
Several theories have been proposed to \_\_, some focusing on \_\_,  
others on \_\_  
There has been numerous studies to investigate \_\_  
This has been used in several studies to assess \_\_  
Previous studies have shown \_\_  
Several studies suggest that \_\_  
This has also been explored in prior studies by \_\_  
Prior research suggests that \_\_  
Previous studies have emphasized \_\_  
The majority of prior research has applied \_\_  
Most early studies as well as current work focus on \_\_  
For instance, the following studies were conducted on \_\_  
Studies of \_\_are well documented, it is also well acknowledged  
that \_\_  
A number of authors have recognized \_\_  
Some authors have also suggested that \_\_  
Some authors have driven the further development of \_\_  
This has been discussed by a great number of authors in literature.  
For example, research has provided evidence for \_\_  
The authors bring some information about the background of the  
problem, \_\_  
As has been previously reported in the literature, \_\_  
A large number of existing studies in the broader literature have  
examined \_\_  
The literature review shows that \_\_  
There exists a considerable body of literature on \_\_  
In short, the literature pertaining to \_\_ strongly suggests that \_\_  
Over time, an extensive literature has developed on \_\_  
This section presents a review of recent literature on \_\_

This paper begins with a short review of the literature regarding the \_\_  
Several methods are reported in the literature to address this issue.  
There is a wide choice of \_\_ available in the literature.  
This section reviews the literature related to \_\_  
It was reported in literature that \_\_  
A recent study by \_\_ concluded that \_\_  
In the light of reported \_\_ it is conceivable that \_\_  
The method introduced by \_\_ has the advantage that \_\_  
One method employed by \_\_ is \_\_  
A more comprehensive description can be found in \_\_  
For example, recent research suggests that \_\_  
This was successfully established as described by \_\_  
The author employed a \_\_ methodology which prescribes the use of \_\_

***Limitations of previous research:***

A number of questions regarding \_\_ remain to be addressed.  
A closer look to the literature on \_\_, however, reveals a number of gaps and shortcomings.  
This question has previously never been addressed because \_\_  
Most studies have relied on \_\_  
Previous studies by \_\_ cannot be considered as conclusive because \_\_  
Previous studies have almost exclusively focused on \_\_  
This has been previously assessed only to a very limited extent because \_\_  
In the present studies \_\_ were constrained to \_\_  
In previous studies were limited to \_\_  
Although results appear consistent with prior research, they appear inconsistent with \_\_  
These are previously unstudied because \_\_  
As far as we know, no previous research has investigated \_\_  
Moreover, although research has illuminated \_\_ no study to date has examined \_\_  
Despite decades of research, this continues to be debated among \_\_

This section points out some of the problems encountered in the extant research.  
Although there are many studies, the research in \_\_ remains limited.  
However, the existing research has many problems in representing \_\_  
The literature on \_\_ is less consistent  
Historically, there has been a great deal of confusion in the literature regarding \_\_  
This approach remains briefly addressed in the literature.  
These are rarely analyzed in the literature as \_\_  
There are key questions and notions that are still not discussed in the literature \_\_  
This is not clearly presented in the literature because \_\_  
This paper addresses the need for \_\_, so far lacking in the scientific literature.  
To fill this literature gap, this paper identifies \_\_  
Only a few works in literature demonstrate \_\_  
Although studies have been conducted by many authors, this problem is still insufficiently explored.  
To our knowledge, no prior studies have examined \_\_  
However, the existing research has many problems in \_\_  
Therefore, important issue in the literature is \_\_  
However, we argue that previous literature suffers from certain weaknesses: \_\_  
Previous research can only be considered a first step towards a more profound understanding of \_\_  
The previous studies reveal that \_\_ are usually the most problematic to \_\_

***Research questions:***

More specific research questions will be introduced and investigated in \_\_  
A further question is whether \_\_  
Finally, another promising line of research would be \_\_  
The study addresses several further questions on \_\_  
Some of the interesting questions in this context are \_\_  
In order to address the questions outlined above, we report here \_\_

These questions are of central interest as much recent research in \_\_  
Furthermore, \_\_ is arguably an important question to be addressed.  
The question now is how \_\_ can be used to explain \_\_  
Study addresses the research question \_\_  
In order to properly address this question, we \_\_  
An important question associated with \_\_ is \_\_  
A critical open question is whether \_\_  
A still unsolved question is whether \_\_  
This remains an open question as \_\_  
This question has previously never been addressed because \_\_  
This study offers a test of \_\_ research question  
Study addresses the research question \_\_  
Even in general \_\_ research strategies is needed to explain \_\_  
The researcher should be interested here in \_\_  
Many questions remain unanswered \_\_  
There are some potentially open questions about the validity of \_\_  
The question that then naturally arises is \_\_  
The question then becomes how best to define \_\_  
This was an important question to study as \_\_

***Research to be explored:***

A more systematic and theoretical analysis is required for \_\_  
As the authors note earlier, more work is necessary to \_\_  
Additional studies to understand more completely the key tenets of \_\_  
\_\_ are required.  
The unexpected findings signal the need for additional studies to  
understand more about \_\_  
This paper addresses \_\_, so far lacking in the scientific literature.  
A new approach is therefore needed for \_\_  
One of the tough challenges for all researchers in this domain is \_\_

**Academic Phrases for Writing Results & Discussion  
Sections of a Research Paper**

***Findings:***

From the short review above, key findings emerge: \_\_  
We describe the results of \_\_, which show \_\_

This suggests that \_\_  
We showed that \_\_  
Our findings on \_\_ at least hint that \_\_  
This is an important finding in the understanding of the \_\_  
The present study confirmed the findings about \_\_  
Another promising finding was that \_\_  
Our results demonstrated that \_\_  
This result highlights that little is known about the \_\_  
A further novel finding is that \_\_  
Together, the present findings confirm \_\_  
The implications of these findings are discussed in \_\_  
The results demonstrate two things. First, \_\_. Second, \_\_  
The results of the experiment found clear support for the \_\_  
This analysis found evidence for \_\_  
Planned comparisons revealed that \_\_  
Our results casts a new light on \_\_  
This section summarises the findings and contributions made.  
It performs well, giving good results.  
This gives clearly better results than \_\_  
The results confirm that this a good choice for \_\_  
From the results, it is clear that \_\_  
In this section, we will illustrate some experimental results.  
This delivers significantly better results due to \_\_  
The result now provides evidence to \_\_  
It leads to good results, even if the improvement is negligible.  
This yields increasingly good results on data.  
The result of this analysis is then compared with the \_\_  
The applicability of these new results are then tested on \_\_  
This is important to correctly interpret the results.  
The results are substantially better than \_\_  
The results lead to similar conclusion where \_\_  
Superior results are seen for \_\_  
From these results it is clear that \_\_  
Extensive results carried out show that this method improves \_\_  
We obtain good results with this simple method.  
However, even better results are achieved when using our  
algorithm.

It is worth discussing these interesting facts revealed by the results of \_\_

Overall, our method was the one that obtained the most robust results.

Slightly superior results are achieved with our algorithm.

The result is equal to or better than a result that is currently accepted.

### ***Comparison with prior studies:***

The results demonstrated in this chapter match state of the art methods.

Here we compare the results of the proposed method with those of the traditional methods.

These results go beyond previous reports, showing that \_\_

In line with previous studies \_\_

This result ties well with previous studies wherein \_\_

Contrary to the findings of \_\_ we did not find \_\_

They have demonstrated that \_\_

Others have shown that \_\_ improves \_\_

By comparing the results from \_\_, we hope to determine \_\_

However, in line with the ideas of \_\_, it can be concluded that \_\_

When comparing our results to those of older studies, it must be pointed out that \_\_

We have verified that using \_\_ produces similar results

Overall these findings are in accordance with findings reported by \_\_

Even though we did not replicate the previously reported \_\_, our results suggest that \_\_

A similar conclusion was reached by \_\_

However, when comparing our results to those of older studies, it must be pointed out \_\_

This is consistent with what has been found in previous \_\_

A similar pattern of results was obtained in \_\_

The findings are directly in line with previous findings

These basic findings are consistent with research showing that \_\_

Other results were broadly in line with \_\_

***Limitations of your work:***

Because of the lack of \_\_ we decided to not investigate \_\_  
One concern about the findings of \_\_ was that \_\_  
Because of this potential limitation, we treat \_\_  
The limitations of the present studies naturally include \_\_  
Regarding the limitations of \_\_, it could be argued that \_\_  
Another limitation of this \_\_  
This limitation is apparent in many \_\_  
Another limitation in \_\_ involves the issue of \_\_  
The main limitation is the lack of \_\_  
One limitation is found in this case.  
One limitation of these methods however is that they \_\_  
It presents some limitations such as \_\_  
Although widely accepted, it suffers from some limitations due  
to \_\_  
An apparent limitation of the method is \_\_  
There are several limitations to this approach.  
One limitation of our implementation is that it is \_\_  
A major source of limitation is due to \_\_  
The approach utilized suffers from the limitation that \_\_  
The limitations are becoming clear \_\_  
It suffers from the same limitations associated with a \_\_

***Casual arguments:***

A popular explanation of \_\_ is that \_\_  
It is by now generally accepted that \_\_  
A popular explanation is that \_\_  
As it is not generally agreed that \_\_  
These are very small and difficult to observe.  
It is important to highlight the fact that \_\_  
It is notable that \_\_  
An important question associated with \_\_ is \_\_  
This did not impair the \_\_  
This is important because there is \_\_  
This implies that \_\_ is associated with \_\_  
This is indicative for lack of \_\_  
This will not be biased by \_\_

There were also some important differences in \_\_  
It is interesting to note that, \_\_  
It is unlikely that \_\_  
This may alter or improve aspects of \_\_  
In contrast, this makes it possible to \_\_  
This is particularly important when investigating \_\_  
This has been used to successfully account for \_\_  
This introduces a possible confound in \_\_  
This was included to verify that \_\_

### ***Speculations:***

However, we acknowledge that there are considerable discussions among researchers as to \_\_  
We speculate that this might be due to \_\_  
There are reasons to doubt this explanation of \_\_  
It remains unclear to which degree \_\_ are attributed to \_\_  
However, \_\_ does seem to improve \_\_  
This does seem to depend on \_\_  
It is important to note, that the present evidence relies on \_\_  
The results show that \_\_ does not seem to impact the \_\_  
However, the extent to which it is possible to \_\_ is unknown  
Alternatively, it could simply mean that \_\_  
It is difficult to explain such results within the context of \_\_  
It is unclear whether this is a suitable for \_\_  
This appears to be a case of \_\_  
From this standpoint, \_\_ can be considered as \_\_  
To date, \_\_ remain unknown  
Under certain assumptions, this can be construed as \_\_  
Because of this potential limitation, we treat \_\_  
In addition, several questions remain unanswered.  
At this stage of understanding, we believe \_\_  
Therefore, it remains unclear whether \_\_  
This may explain why \_\_

### ***Deductive Arguments:***

A difference between these \_\_ can only be attributable to \_\_  
Nonetheless, we believe that it is well justified to \_\_



This may raise concerns about \_\_\_ which can be addressed by \_\_\_  
As discussed, this is due to the fact that \_\_\_  
Results demonstrate that this is not necessarily true.  
These findings support the notion that \_\_\_ is not influenced by \_\_\_  
This may be the reason why we did not find \_\_\_  
In order to test whether this is equivalent across \_\_\_, we \_\_\_  
Therefore, \_\_\_ can be considered to be equivalent for \_\_\_

## **Academic Phrases for Writing Conclusion Section of a Research Paper**

### *Overall summary*

The paper concludes by arguing \_\_\_  
On this basis, we conclude that \_\_\_  
The authors concluded that \_\_\_ is not confined to \_\_\_  
This allows the conclusion that \_\_\_  
The findings of this study can be understood as \_\_\_  
This may be considered a promising aspect of \_\_\_  
This may be considered a further validation of \_\_\_  
Remaining issues are subject of \_\_\_  
In summary, this paper argued that \_\_\_  
This aspect of the research suggested that \_\_\_  
In conclusion, \_\_\_ seems to improve \_\_\_  
In summary, this paper argued that \_\_\_  
In conclusion, it would appear that \_\_\_  
The analysis leads to the following conclusions: \_\_\_  
It is difficult to arrive at any conclusions with regard to \_\_\_  
The main conclusion that can be drawn is that \_\_\_  
The present findings confirm \_\_\_  
As we have argued elsewhere \_\_\_ may be considered a promising  
aspect of \_\_\_  
Ideally, these findings should be replicated in a study where \_\_\_  
By using \_\_\_ we tested the hypothesis that \_\_\_  
In conclusion, \_\_\_ seems to improve \_\_\_  
Broadly translated our findings indicate that \_\_\_  
This is an important finding in the understanding of the \_\_\_

More generally, these basic findings are consistent with research showing that \_\_  
In addition, these findings provide additional information about \_\_  
Despite the limitations these are valuable in light of \_\_  
Overall, our results demonstrate a strong effect of \_\_  
Nevertheless, we found \_\_  
To our knowledge, this is the first report of \_\_  
Our results on \_\_ are broadly consistent with \_\_  
The broad implication of the present research is that \_\_  
This conclusion follows from the fact that \_\_  
Collectively, our results appear consistent with \_\_  
Importantly, our results provide evidence for \_\_  
Results provide a basis for \_\_  
This experiment adds to a growing corpus of research showing \_\_  
Our data indicate that \_\_; a result that casts a new light on \_\_  
These findings provide a potential mechanism for \_\_  
We have shown that \_\_  
Our data suggest that we still have a long way to go to \_\_

***Future work:***

Future research should consider the potential effects of \_\_ more carefully, for example \_\_  
This assumption might be addressed in future studies.  
Future research on \_\_ might extend the explanations of \_\_  
This is very much the key component in future attempts to overcome \_\_  
In future work, investigating \_\_ might prove important.  
This is desirable for future work.  
Future investigations are necessary to validate the kinds of conclusions that can be drawn from this study.  
Future studies could fruitfully explore this issue further by \_\_  
Future research is needed to delimitate \_\_  
It will be important that future research investigate \_\_  
It is a question of future research to investigate \_\_  
We believe that apart from looking for \_\_, future research should look for \_\_  
Regardless, future research could continue to explore \_\_

This is an issue for future research to explore.  
Future studies could investigate the association between \_\_  
Future studies should aim to replicate results in a larger \_\_  
Future research should be devoted to the development of \_\_  
This may constitute the object of future studies.  
Future research could examine \_\_  
Interesting research questions for future research that can be derived  
from \_\_  
In future research, more research is needed to apply and test \_\_  
This is an interesting topic for future work.  
Future research should further develop and confirm these initial  
findings by \_\_  
Future research should certainly further test whether \_\_  
As also recommended above, future research should \_\_  
Future research should examine strategically \_\_  
Future research might apply \_\_  
In addition, \_\_ might prove an important area for future research.  
A number of recommendations for future research are given.  
Therefore, future research should be conducted in more realistic  
settings to \_\_  
Further research on \_\_ issue is warranted.  
Further work is certainly required to disentangle these complexities  
in \_\_  
Looking forward, further attempts could prove quite beneficial to  
the literature.  
Further research is needed to confirm this novel finding.  
These result warrant further investigation via \_\_  
This provides a good starting point for discussion and further  
research.  
Further studies should investigate \_\_  
The possibility of \_\_ warrants further investigation.

*(From: <https://www.ref-n-write.com/trial/category/academic-phrases-vocabulary/>)*

## BUSINESS EMAIL PHRASES

### *Opening Business Email Phrases*

- Dear Sir
- Dear Madam
- Dear Mr. Anderson
- Dear Miss Anderson
- Dear Mrs Anderson
- Dear Sir / Madam
- Dear Sirs

### *Reasons for Writing Your Business Email /Letter*

- Thanks for your email ...
- I am writing in reply to your letter of 21 Juny ...
- I am writing to inform you that ...
- I am writing to ask for further information about ...
- I am writing with regard to ...
- We are writing to you regarding ...
- I am writing in connection with ...
- I am writing to you on behalf of ...
- With reference to our telephone conversation on Monday,

I would like to ...

### *Make a Request in a Business Email / Letter*

- I would appreciate if you could ...
- Would you mind if...
- I would be grateful if you could...
- Would you please send me...
- We are interested in receiving...
- We would be grateful if...
- We would appreciate it if you could send us more

information about...

- Could you please let me know if you can.....
- I would also like to know .....
- Please, let me know.....

### ***Business Email Phrases for Giving Information***

- I am glad to inform you that ....
- We regret to inform you that....
- Should you need any further information ...
- We are happy to let you know ...
- I would be delighted to ...

### ***Apologising in Business Letters***

- We apologise for the inconvenience.
  - Please accept my sincere apologies.
  - Please accept our apologies for the delay.
  - I apologise for the delay in replying.
  - Please let us know what we can do to compensate you for
- ...
- I am afraid I will not be able to attend the meeting.

### ***Complaining Phrases***

- I am writing to complain about ...
  - I am writing to express my dissatisfaction with ...
  - I regret to say that ...
  - I would like to receive a full compensation for the damages.
- I am writing to complain about ...

### ***Phrases for closing an email***

- Yours faithfully, /when you start with Dear Sir/ Madam,/
- Yours sincerely, /when you start with the name e.g. Dear Ms Anderson/

- Respectfully yours,
- Kind/Best regards,

### ***Expressions for thanking***

- Thank you for your help. / time / assistance / support
- I really appreciate the help. / time / assistance / support you've given me.
- Thank you once more for your help in this matter.

### ***Expressions with a future focus***

- I look forward to hearing from you soon / meeting you next Tuesday.
- I look forward to seeing you soon.
- I'm looking forward to your reply.
- We hope that we may continue to rely on your valued custom.
- We look forward to a successful working relationship in the future.
- Please advise as necessary.
- I would appreciate your immediate attention to this matter.

### ***Expressions for showing them you want to help***

- If I can be of assistance, please do not hesitate to contact me.
- If you require any further information, feel free to contact me.
- If you require any further information, let me know.
- Please feel free to contact me if you need any further information.
- Please let me know if you have any questions.
- I hope the above is useful to you.
- Should you need any further information, please do not hesitate to contact me.
- Please contact me if there are any problems.
- Let me know if you need anything else
- Drop me a line if I can do anything else for you.

*(From: <https://www.businessphrases.net/business-email-phrases/>)*

## GIVING PRESENTATIONS – EXPRESSIONS AND INTRODUCTORY PHRASES

### Introduction

#### *Welcoming and greeting the audience*

- Hello, everyone. I'd like, first of all, to thank the organizers of this meeting for inviting me here today.
- Good morning everyone and welcome to my presentation. First of all, let me thank you all for coming here today.
- Good morning, ladies and gentlemen. It's an honor to have the opportunity to address such a distinguished audience.
- Hallo/Hi everyone. Thanks for coming.

#### *Introducing yourself (name, position, responsibilities)*

- Let me introduce myself. I'm Jan Novak from Masaryk University in Brno, Czech Republic...
- Let me start by saying just a few words about my own background. I'm a PhD student of Geography at Masaryk, University in Brno, Czech Republic.
- For those of you who don't know me already, my name's ... and I'm responsible for...

#### *Saying what your topic/title/subject is*

- What I'd like to present to you today is...
- As you can see on the screen, our topic today is...
- The subject/focus/topic/title of my presentation/talk/speech is...
- In this talk, I/we would like to concentrate on...
- In my presentation I would like to report on...
- I'm here today to present...

#### *Explaining why your topic is relevant for your audience*

- Today's topic is of particular interest to those of you who...
- My talk is particularly relevant to those of you who...
- By the end of this talk you will be familiar with...

### ***Stating your purpose/objective***

- The purpose/objective/aim of this presentation is to...
- Today I'd like to give you an overview of...
- I'd like to update you on/inform you about/put you in the picture about/give you the background to/present the results of my research...
  - During the next 20 minutes we'll be...
  - This talk is designed to act as a springboard for discussion.
    - This morning I'm going to be talking to you about/ telling you about/ showing you how to deal with/ taking a look at the recent development in/ reporting on the results of the study we carried out...
    - What I'm going to do/What I intend to do is describe to you/show you/tell you about...

### ***Presenting the outline/organization/structure of your presentation***

- I've divided my presentation into three main parts.
- In my presentation I'll focus on three major issues.
- We thought it would be useful to divide our talk into three main sections.
  - We can break this area down into the following fields:...
  - The subject can be looked at under the following headings:...
    - We have organized this talk in the following way:...
    - This presentation is structured as follows:...
    - This talk will cover two current theories on the topic of...

### ***Sequencing***

- My first point concerns...
- I'll begin/start off by... Then I'll move on to...  
Then/Next/After that, I'll be looking at...
  - First/First of all, I'd like to give you an overview of...
  - Secondly/Then/Next, I'll focus on...
  - Thirdly/And then, we'll consider...



- Finally/Lastly/Last of all, I'll deal with...
- So, I'll begin by filling you in on the background to/ bringing you up-to-date on/ giving you an overview of the history of/ making a few observations about/ outlining...
- And then, I'll go on to highlight what I see as the main points of/ put the situation into some kind of perspective/discuss in more depth the implications of/ take you through/make detailed recommendations regarding...
  - One thing I'll be dealing with is the issue of...
  - I'll end with...
  - And finally, I'd like to address the problem of/to raise briefly the issue of...

### ***Timing***

- This should only last 20 minutes.
- My presentation will take about 20 minutes
- It will take about 20 minutes to cover these issues.

### ***Handouts***

- Does everybody have a handout/brochure/copy of the report? Please take one and pass them on.
- I'll be handing out copies of the slides at the end of my talk.
- I can email the PowerPoint presentation to anybody who wants it.
- Don't worry about taking notes. I've put all the important statistics on a handout for you.

### ***Questions***

- If you have any questions, feel free to interrupt me at any time.
- Please interrupt me, if there is something which needs clarifying. Otherwise, there'll be time for discussion at the end.
  - If you have any questions you'd like to ask, I'll be happy to answer them.
  - If you don't mind, we'll leave questions till the end.
  - There will be time for questions after my presentation.

### ***Effective Openings***

To make an effective presentation, it is important to get your audience interested in the first three minutes of your presentation. You need to hook your audience and cause them to pay attention to you. There are three ways to make an effective opening:

1. Give your listeners a problem to think about.
2. Give them some amazing facts.
3. Give them a story or some personal experience.

#### ***A problem***

- Suppose your company lost 30% of its customer base over a three-month period because a competitor introduced a new product with some new exciting features. How would you respond to this situation?

- How many of you have ever had trouble remembering words? Just about everyone, right? Well, imagine a small machine that can read your mind. When you think of a Chinese word or phrase, the machine will wirelessly transfer the correct English word or phrase to your mind. Do you think that's possible?

#### ***Amazing facts***

- According to a new study, the virus causing the bird flu sweeping Asia actually started in China over one year ago. An ineffective vaccine was given to chickens. Thinking the chickens were healthy, chicken farmers exported their chickens throughout Asia for a year without knowing that many of them carried the bird flu virus.

- Statistics show that 1 in every 4 Americans have appeared on television and 85% of couples who lose a child (through an accident or a health problem) get divorced.

#### ***A story***

- You may have heard about the 16-year-old girl from Russia who has the ability to "see" broken bones or other medical problems inside people's bodies without the help of any instrument.

- Have you ever been in a situation where you wanted to change some personal habit or some physical characteristic? I remember when I was 40 years old and still weighed 50 kg and

wanted to gain weight. A psychic (fortune-teller) told me to talk to the cells in my body before every meal and ask them to hold on to my food longer after I ate. I did it for six months and it turned out that at the end of six months I had gained 6 kg – the first weight I had gained since high school. (This is a true story.)

***Problem technique***

- Suppose ... . How would you ... ?
- Have you ever wondered why it is that ... ? You have? Well, if I could show you ... would you be interested?
- How many of you have ever ... ? Do you think that's possible?

***Amazing facts technique***

- Did you know that ... ?
- According to a new study ... .
- Statistics show that ... .
- I read somewhere the other day that ... .

***Story/anecdote technique***

- You may have heard about ... .
- Have you ever been in a situation where ... ? I remember when ... . It turned out that ... .

## THE MIDDLE/MAIN PART OF THE PRESENTATION (SIGNPOSTING)

### *Saying what is coming*

- In this part of my presentation, I'd like to talk about ...
- So, let me first give you a brief overview ...

### *Indicating the end of a section*

- This brings me to the end of my first point.
- So much for point two.
- So, that's the background on ...
- That's all I wanted to say about ...

### *Summarizing a point*

- Before I move on, I'd like to recap the main points.
- Let me briefly summarize the main issues.
- I'd like to summarize what I've said so far ...

### *Moving to the next point*

- This leads directly to my next point.
- This brings us to the next question.
- Let's now move on to/turn to ...
- Let's now take a look at ...
- Okay, let me now turn to the issue of ...

### *Going back*

- As I said/mentioned earlier, ...
- Let me come back to what I said before ...
- Let's go back to what we were discussing earlier.
- As I've already explained, ...
- As I pointed out in the first section, ...
- Can I now go back to the question I posed at the beginning?

### *Adding ideas*

- In addition to this, I'd like to say that....
- Moreover/Furthermore, there are other interesting facts we should take a look at.

### ***Elaborating a point***

- I'd like to look at this in a bit more detail.
- Can I develop this point a bit further?
- Let me elaborate on this point.
- Let's look at this problem in a bit more detail...

### ***Explaining terminology***

- ... occupational hazards, that is to say dangers which apply to certain job.
- ... occupational hazards, in other words dangers which apply to certain jobs.
- What I mean by occupational hazards is dangers which apply to certain jobs
- ... occupational hazards. To put that another way, dangers which apply to certain job.

### ***Rhetorical questions***

- What conclusion can we draw from this?
- So, what does this mean?
- So, where do we go from here?

### ***Indicators – they prepare the audience for introducing a new point or just provide pauses before continuing***

- Okay/Right/Right then/Good/Now/Now then/Well now/Well then...

### ***Interacting with the audience***

- Is everyone still with me?
- Are you all following me so far?

## **DESCRIBING VISUALS**

### ***Introducing a visual***

- Let's now look at the next slide which shows ...
- Now, let's look at/let's have a look at/take a look at/I'd like you to look at ...
- To illustrate this, let's have a closer look at ...
- The chart on the following slide shows ...

- The problem is illustrated in the next bar chart ...
- As you can see here, ...

### ***Explaining a visual***

- First, let me quickly explain the graph.
- As the graph/table shows/indicates ...
- I'd like us to focus our attention on the significance of this figure here.
  - From Table 1 we can see / conclude / show / estimate / calculate / infer that ...
  - The chart compares ...
  - You can see here the development over the past five years.

### ***Highlighting information***

- I'd like to stress/highlight/emphasize the following points.
- I'd also like to draw your attention to the upper half of the chart.
- If you look at it more closely, you'll notice there are several surprising developments.
  - I'd like to point out one or two interesting details.
  - I'd like you to think about the significance of this figure here.
- I'd like to focus your attention on the underlying trend here.
  - Whichever the reasons for this/Whichever way you look at it/However you try to explain it, the underlying trend is obvious.
  - The interesting/significant/important thing about.... is....

### ***Describing trends***

- Sales increased/shot up/grew/rose by...
- Sales declined/reduced/decreased/dropped/fell by...
- Sales increased/ decreased slightly/ slowly/ gradually/ steadily/ markedly/ dramatically/ steeply/ sharply/ rapidly/ suddenly.
- There was a sudden increase/decrease in ...

- In 2010, we saw a moderate fall.
- This was followed by a gradual decline.
- The increase reached a peak/levelled off...

### *Saying numbers*

- 500 five hundred
- 1,500 one thousand five hundred
- 350,421 three hundred and fifty thousand, four hundred and twenty-one
  - 211,050,780 two hundred and eleven million, fifty thousand, seven hundred and eighty
  - 10.6 ten-point six
  - 8.735 eight point seven three five
  - 0.009 zero point oh oh nine
  - -5°C five degrees below zero Celsius
  - $\frac{1}{2}$  one-half; a half
  - $\frac{2}{3}$  two-thirds
  - $\frac{7}{8}$  seven-eighths
  - km/h kilometers per hour

## CONCLUSION

### *Indicating the end of your presentation*

- I'm now approaching/nearing the end of my presentation.
- Well, this brings me to the end of my presentation/talk.
- That covers just about everything I wanted to say about ...
- As a final point, I'd like to ...
- Finally, I'd like to highlight one key issue.
- That completes my presentation.

### *Summarizing points*

- Let me just run over/through the key points again.
- To conclude/In conclusion, I'd like to ...
- In short/In a word/In a nutshell/In brief/To sum up/To summarize, it is generally/widely accepted/argued/ held/believed that...

- First we looked at... and we saw that ... . Then we considered ... and we argued ... .
- I'll briefly summarize the main issues.
- Therefore/Thus/On this basis/Given this, it can be concluded/deduced/inferred that ...
- From the table/ figures/ data/ results/ information, it can be seen/ concluded/ shown/ estimated/ calculated that ...

### ***Making recommendations***

- We'd suggest ...
- We therefore strongly recommend that ...
- In my opinion, we should ...
- Based on the figures we have, I'm quite certain that ...

### ***Close***

- Thank you for your attention.
  - Before I stop/finish, let me just say ...
  - Thank you for listening.
  - I hope you will have gained an insight into ...
  - Unless anyone has anything else to add, I think that's it.
- Thanks for coming.

### ***Inviting questions***

- Are there any questions?
- If you have any questions, I'd be pleased to answer them.
- We just have time for a few questions.
- And now I'll be happy to answer any questions you may have.

## **EFFECTIVE CONCLUSIONS**

### ***Using questions***

- After all, isn't that why we're here?
- Let me just finish with a question: If we don't do it, won't somebody else?



- So, do we really want to miss this opportunity to get ahead of our competitors?

***Quoting a well-known person***

- To quote a well-known scientist, ...
- As... once said, ...
- To put it in the words of ... , ...
- I'd just like to finish with something former US president Bill Clinton once said: 'You can put wings on a pig, but you don't make it an eagle'.

***Referring back to the beginning***

- Remember what I said at the beginning of my talk today?  
Well, ...
- Let me just go back to the story I told you earlier.  
Remember, ...
- Let me go back to the story I told at the start of my talk. Remember, the sales meeting in Vienna with the disappointed Japanese businessmen? So, this just shows you that knowing your entire product range is the key to success.

***Calling the audience to action***

- So that's the plan. Now let's go and put it into practice!
- So now it's your turn.
- Now let's make a real effort to achieve this goal!

**DEALING WITH QUESTIONS**

***Clarifying questions***

- I'm afraid I didn't quite catch that.
- I'm sorry; could you repeat your question, please?
- I'm sorry, but I missed that. Could you say that again, please?
- I'm sorry, but I don't quite follow/understand/see what you mean. Could you just explain that some please?
- So, if I understood you correctly, you would like to know whether...

- If I could just rephrase your question. You'd like to know...
- Let me just check that I have understood your question. You're asking...

***Checking whether the questioner is satisfied***

- Does that answer your question?
- Is that clear/OK/clearer now?
- Can we go on?
- Is that the kind of information you were looking for?

***Responses to good questions***

- Good point.
- I'm glad you asked that/brought that up.
- That's a very good question.
- That's actually a question I frequently get asked.
- That's interesting.

***Admitting you don't know***

- Sorry, I don't know that off the top of my head.
- I'm afraid I'm not in a position to answer that question at the moment.
  - I'm afraid I don't know the answer to your question, but I'll try to find out for you.
  - Interesting question. What do you think?
  - Sorry, that's not my field. But I'm sure Peter Bolt from Sales Department could answer your question.
  - I'm afraid I don't have that information with me.

***Responses to irrelevant questions***

- Well, I think that goes beyond the scope of my expertise/presentation.
  - To be honest, I think that raises a different issue.
  - That's not really my field.
  - I'm afraid I don't see the connection.

### ***Negative responses to questions***

- Not quite.
- Not necessarily.
- Not as a rule.
- Hopefully not.
- I don't think/believe so.

### ***Hedging – not saying yes or no.***

- It depends.
- On the whole, yes.
- Not if we can help it.
- To some extent.

### ***Postponing questions***

- If you don't mind, I'll deal with/come back to this point later in my presentation.
- Can we get back to this point a bit later?
- Would you mind waiting until the question and answer session at the end?
- Perhaps we could go over this after the presentation.
- I'd prefer to answer your question in the course of my presentation.

### ***Closing discussion time***

- I think we have time for one more question...
- If there are no other questions, I'll finish there. Thank you very much.
- So if there are no further questions, I guess...

*(From: <http://sam-ritchie.com/engpresentation.htm>)*

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