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English for Postgraduate Students

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English for Postgraduate Students: Навчальний посібник.

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Із досвіду роботи в магістрантських групах слід відмітити, що при навчанні іноземній мові професійного спрямування необхідно звернути особливу увагу на інтерференційний вплив мов при вивченні, наприклад, граматичної системи мови, а також на допустимість та доцільність багатопланового використання переносу при перекладі.

Розроблені заняття сприятимуть розвитку навичок оглядового, інформаційного та глибокого читання літератури з фаху, містять ефективну систему комплексних вправ, спрямованих на розвиток граматичних навичок магістрантів. Система тестових завдань поглибить знання магістрантів з практичної граматики сучасної англійської мови.

PRE-UNIT REMARKS

Before taking qualifying examinations for the Candidate degree in English postgraduates enter a period of consolidation and expansion of their knowledge. They have to take intensive practice in understanding, reading, speaking and translation. These language skills are regarded as the main purpose for postgraduates to enable them to sit for this examination at the end of the given course. Special attention in this work is focused on singling out some practical tasks necessary for them to receive most of training in classrooms and a certain amount of extra work at home. The units and items listed below are concerned particularly with scientific texts, clippings and renderings, grammatical constructions and their messages.

UNIT I

To present a valid and useful arrangement of material in English grammar for postgraduates we suggest to do some unit tests. This means that they will help to decide whether a group meets further requirements for the work of this kind or "*a corkscrew operation*".

A Use the joining words in brackets and give your own way of translation:

1. "Let's ... drop the subject for a while," he said with irritation. He was pale and angry (simply, because).
2. He splashed ... his face ... his neck with icy water (both, and).
3. The police searched everywhere. The missing boy could not be found (although, neither, nor).
4. There is the box of matches on the table. The child shouldn't play with it. It is rather dangerous (in spite of the fact that, because).
5. She turned to the window, threw it open. She asked whether he was cold. She asked if he could catch cold (and, or).
6. Boxing is ... exciting ... any other pastime, but not ... popular ... judo among children (as, so).
7. There was obviously no hope ... he knew how they had found the man. It was a hard business (until, insidiously, but).

8. He was ... selfish to do anyone a good turn. Nobody asked him to do any favour (too, that's why).

B Give the correct form of the verbs in brackets and render the story:

The mummy of an Egyptian woman who (die) in 800 B.C. just (have) an operation. As there (be) strange marks on the X-ray plates taken of the mummy, doctors (try) to find out whether the woman (die) of a rare disease. The only way to do this (be) to operate. The operation, which (last) for over four hours, (prove) to be very difficult. The doctors (remove) a section of mummy and (send) it to a laboratory. They also (find) something which the X-ray plates not (show). The doctors not (decide) yet how the woman (die). They (fear) that the mummy would fall to pieces when they (cut) it open, but fortunately, thing not (happen). The mummy successfully (survive) the operation.

C Choose the correct words in I lie following sentences:

1. The dishes were (clear, clean).
2. Your remarks are not (clear, clean).
3. Do you often (wash up, wash)?
4. He often (wash up, wash) his hands.
5. Don't lose your (temper, mood).
6. Are you in high (mood, temper)?
7. I don't want to be involved in this unpleasant (matter, affair).
8. What's the (affair, matter)?
9. He gave her the keys as (usually, usual).
10. She divided this apple (among, between) the two of you.

D Choose the correct words in brackets:

1. George looked at Elizabeth Paston. A slender figure in red silk: black, glossy hair drawn back from a high ... forehead; large, very ... indelible eyes (intellectual, intelligent).
2. She was really quite ... in the world except for invalid aunt Bridlington. Yet no thing stirred; except for the ... figure beyond the herd (alone, lone).
3. He was working very ... He could ... believe what he had heard (hard, hardly).

4. West Mallion was one of the ... houses of Sussex. He gave the reasons to use some ... facts (historic, historical).

5. Give the ... translation of the sentence. In the ... sense it means the following. His ... works were bound in old-fashioned calf (literary, literal, literate).

UNIT II

It contains tests dealing with the most important and recurrent grammatical forms and elements in different environment and distribution.

A The Present Indefinite Tense versus The Past Indefinite Tense

Mind: they are used to express recurrent customary actions, actions characterizing a subject, with verbs not admitting of the continuous form; to express a future action in adverbial clauses of time and condition (the Present Indefinite Tense), a planned future action (the Present Indefinite Tense), a succession of past actions (the Past Indefinite Tense).

I. Put the verb in brackets into one of the above mentioned tenses and explain their meaning:

1. Our college instructor (deliver) lectures in French last year.
2. He usually (get up) at 7 o'clock. Then he (dress) and (wash).
3. The Thames (flow) through London.
4. You (hear) any noise in the street now?
5. Smith (eye) the man suspiciously, (take) a chair – the hard one – then (look) pointedly at his wrist watch.
6. If you (have a chance) you'll ring me up.
7. The train (start) tomorrow.
8. They (take) English lessons last year.

B The Present Continuous Tense versus The Past Continuous Tense

Note: they are used to express an action in its progress, to express an action going on at a definite moment (in the present or past), when the process of an action is underlined, to express a planned future action (the Present Continuous).

II. Use the proper tense form, explain its meaning and translate the sentences:

1. Don't go out. It (rain).
2. We (sit) for exams from 9 till 12 o'clock yesterday.
3. When I entered the room I noticed that he (read).
4. He (wait) for you now.
5. He didn't know the answer. Bart (stare) into blankness.
6. Peter (look) after the phone now.

C The Present Perfect Tense versus the Past Perfect Tense

Mind: the Present Perfect Tense is used to express an action which took place before the present moment, when it is important to emphasize the present result of the action and to express an action which began before the present moment and continued up to it. The Past Perfect Tense expresses an action completed in the past or an action which began in the past and continued up to that moment.

III. Comment on the use of tenses which you must choose:

1. They already (translate) this extract.
2. The mountains and valleys on which she (gaze) for so long were remote and strange.
3. She had impressed him and he wondered why he never (see) her around.
4. They (work) hard this week.
5. I just (read) the magazine.
6. He (know) her since their childhood.
7. She (finish) packing by three o'clock.
8. I met Strickland before I (to be) a fortnight in Paris.

D The Present Perfect Continuous Tense versus the Past Perfect Continuous Tense

Remember: the Present Perfect Continuous Tense expresses an action which began in the past, has been going on up to the present and is either still continuing or just finished.

The Past Perfect Continuous expresses an action, which began before a definite moment in the past, continued up to it and was (was not) going on at that past moment.

IV. Translate and comment on the use of tenses:

1. It has been snowing since Sunday.
2. He said that she had been delivering the lecture since 2 o'clock.
3. The film has been running for a month.
4. He had been working here for twenty minutes when he came.
5. We knew you had been studying here for two months.
6. They have been translating the article since 6 o'clock.

E The Future Indefinite, the Future-in-the Past Indefinite, the Future Continuous and the Future Perfect Tenses

Learn: the Future Indefinite expresses a single, a permanent or a recurrent action in the future. The Future-in-the Past Indefinite denotes the same actions with regard to the past. The Future Continuous expresses an action going on at a definite moment or during a definite period of time in the future. The Future Perfect Tense indicates an action completed before a definite future moment. Practice the exercises:

V. Translate the following sentences, explaining the usage of tenses:

1. Don't ring her up at 12 o'clock. She will be writing the composition then.
2. We'll have finished all the housework by 6 o'clock this afternoon.
3. I shall be in Kyiv tomorrow morning.
4. I said that we wouldn't discuss it over the telephone.

F Consult grammar charts dealing with the Passive Voice, complexes with the Infinitive, the Gerund and the Participle

VI. Read the text for obtaining its information:

Some plays are so successful that they run for years on end. In many ways, this is unfortunate for the poor actors who are required to go on repeating the same lines night after night. One would expect them to know their parts by heart and never have cause to falter. Yet this is not always the case.

A famous actor in a highly successful play was once cast in the role of an aristocrat who had been imprisoned in the Bastille for twenty years. In the last act, a gaoler would always come on to stage with a letter which he would hand to the prisoner. Even though the noble was expected to read the letter at each performance, he always insisted that it should be written out in full.

One night, the gaoler decided to play a joke on his colleague to find out if, after so many performances, he had managed to learn the contents of the letter by heart. The curtain went up on the final act of the play and revealed the aristocrat sitting alone behind bars in his dark cell. Just then, the gaoler appeared with the precious letter in his hands. He entered the cell and presented the letter to the aristocrat. But the copy he gave him had not been written out in full as usual. It was simply a blank sheet of paper. The gaoler looked eagerly, anxious to see if his fellow-actor had at last learnt his lines. The noble stared at the blank sheet of paper for a few seconds. Then, squinting his eyes, he said:

"The light is dim. Read the Idler to me". And he promptly handed the sheet of paper to the gaoler. Finding that he could not remember a word of the letter either, the gaoler replied: *"The light is indeed dim, sir. I must get my glasses"*. With this, he hurried off the stage. Much to the aristocrat's amusement, the gaoler returned a few moments later with a pair of glasses and the usual copy of the letter which he proceeded to read to the prisoner.

1. Find out in the text sentences with non-finite forms of the verb and translate them into Ukrainian.
2. Answer the following:
 - a Why do many actors seem to be unfortunate in successful plays?
 - b What are they required to do?
 - c Do you often expect their knowing their parts by heart and never having cause to falter?
 - d In which act of the play was the aristocrat given a letter to read?
 - e Was the gaoler anxious to see if his fellow-actor had at last learnt his lines?
 - f How did the noble respond to the gaoler on his finding the blank sheet of paper?

g What was the gaoler's way out?

3. Choose the one answer which you think is correct in the following:

What did the aristocrat always expect to receive from the gaoler?

- A. A blank sheet of paper;
- B. A pair of glasses;
- C. A letter written out in full;
- D. A letter not written out in full.

Agree or disagree with the above mentioned answers. Use the introductory phrases: *"But you are not right"*, *"I'm afraid you're wrong"*, *"That's not right"*, *"You must be wrong"*, etc.). *"I'm afraid you're mistaken"*, *"You seem to be quite wrong"*, *"I can't agree with you"*, etc.

I was known	to be a good scientist, to be interested in
I saw him	nuclear research, to deliver lectures, to master
She made us	the language, to open the meeting of the
You didn't let him	learned society, to hold a conference, to sit for
They help us	an exam, to preside at the meeting
I advise you	

4. Make up sentences, matching the suggested parts in all possible ways;

5. Answer the following questions. Substitute adverbial clauses by participle phrases and translate them.

Pattern: When I continued my experiments I got reliable results. Continuing my experiments I got reliable results.

a As soon as the symposium is over we'll discuss his article.

b When I finish my work I shall submit my paper.

c When the president had addressed the congress everybody became silent.

d If the interpreters provide translations of articles the research group will fulfill its plans.

e As soon as the number of participants has been registered the main speakers began the congress.

6. Confirm the statements below. Consult the charts on the Passive Voice.

Model: To my mind the majority of the participants were involved in the discussion, because it touched the range of their research.

a As far as I'm concerned most of those attending the congress were specialists in linguistics.

b I believe that both simultaneous and successive sessions will be devoted to the problem of French literature.

c As far as I am informed the opening of the session is concerned with present-day problems.

d In my opinion, the discussion has been rather productive.

e As far as I know the research at our Institute is carried on by research teams.

7. Translate the following sentences and define non-finite forms of the verb:

a We know of his starting an important investigation.

b We can't help speaking about the achievements of our scientists.

c The articles to be translated by the students are on your table.

d The scientists seem to have been working on the problem of pragmatics.

e They heard of the experiments being made last week.

f Your having been sent to New York was known to everybody.

g We expected him to master English.

h His having made such a mistake shows that he can't speak English fluently.

i They were the last to translate the text.

j Working hard the inventor carried out an important research.

k I heard her playing the flute.

8. Retell the poems briefly in your own words, avoid rhyming. Then learn them by heart.

Under Our Tree

Solveig Paulson Russel

Under our tree in the summertime
It's good to lie in the grass,
And see the sky held up by the tree,
And feel the small winds pass

Over the tips of the tallest weeds;
And watch ants scurry and go
Through forests of moss on business
That only the insects know.
It's good to lie still where no one can see
The world of the grass,
and the ants, and me.

Perfection Needs No Addition

William Shakespeare

To gild refined gold, to paint the lily,
To throw a perfume on the violet,
To smooth the ice, or add another hue
Unto the rainbow, or with taper-light
To seek the beauteous eye of heaven to garnish,
Is wasteful and ridiculous excess.

I Hear America Singing

Walt Whitman

I hear America singing, the varied carols I hear,
The carpenter singing his as he measures his plank or beam,
The mason singing his as he makes ready for work, or leaves
off work,
The boatman singing what belongs to him in his boat, the
deckhand singing on the steamboat deck,
The shoemaker singing as he sits on his bench, the hatter
singing as he stands.
The delicious singing of the mother, or of the girl sewing or
washing,
Each singing what belongs to him or her and to none else,
At night the party of young fellows, robust, friendly,
Singing with open mouths their strong melodious songs.

Mrs. Vanderbilt

Paul McCartney

You never think of worrying
What's the use of worrying
When your bus has left the stop
You'd better drop your hurrying.
What's the use of hurrying
Leave me alone Mrs. Vanderbilt
I've got plenty of the time of my own
Just what's the use of worrying
What's the use of hurrying
What's the use of anything
Ho Hey Ho
Ho Hey Ho.

UNIT III

The unit presents some texts in speciality for postgraduates.

Text A. *Lomonosov*

The great Russian scientist, outstanding poet and enlightener, Lomonosov, was born in the village of Denisovka (now Lomonosovo), far off in the North, on November 19, 1711. He was very young when he easily mastered reading and writing. The boy longed for knowledge, he longed to master science. The longing was so great that at the age of 19 he left his father's home and started on foot for Moscow in spite of the long distance and the cold winter.

He experienced great want and countless hardships during his student years both in Moscow and later on in Germany where he had been sent to complete his education. Studying at the academy, he got only 3 copecks a day, that scholarship being his only means of living.

He mastered natural science as well as history, philosophy and engineering. In addition to the Russian language, he had a good knowledge of foreign languages, namely German, French, Greek and last but not least, Latin which was

the international language of science at that time. At the age of 35 Lomonosov was already an experienced professor and an academician.

It is quite impossible to name a scientific problem he did not turn his attention to. Nevertheless, theory alone left him dissatisfied. He knew by experience that it was useless and unreliable if it did not find practical application and could not, therefore, serve the good of his people and his country. He always tried to find practical application for the phenomena studied.

Lomonosov possessed an unusual capacity for work. His scientific activity lasted but 25 years, but in these 25 years he carried out extraordinary amount of useful, educational work in various fields of scientific and cultural life. He carried on scientific research in natural science and made numerous reports on the results of his achievements. He lectured to students and translated the works of various foreign scientists into Russian for he wanted to educate *"our own Newtons"*. For this very purpose he founded Moscow University and wrote his odes as well as numerous books on the Russian language and literature, on physics and so on.

For many years the great scientist carried on systematic laboratory-experimental work both in physics and chemistry for, according to him, without observation and experiment there could be no progress in science. In this connection, one might ask: *"Do you know our country?"* One more question: *"Who built the first glass-making factory in Russia?"* It was Lomonosov, of course!

As a materialist, Lomonosov studied properties of bodies on the basis of the molecular and atomic theory. He developed the kinetic theory of gases, the molecular kinetic theory of heat and first discovered the law of conservation of matter and momentum. He also found that light, heat and electricity are different forms of motion. As a result, many of his discoveries became invaluable contribution to world science.

From the very first to the last days of his life he struggled alone for Russian science and enlightenment of the Russian people.

Pre-text exercises

1. Translate the words paying attention to the suffixes and prefixes:

outstanding, enlightener, reading, knowledge, longing, countless, hardships, scholarship, engineering, experienced, useless, achievements, possibility, sunny, discovery, enlightenment.

2. Learn to recognize the international words:

history, philosophy, professor, academician, phenomenon, activity, cultural, university, experiment, chemistry, systematic, progress.

3. Read and translate the given text. Get prepared to answer questions on its contents.

Text-exercises

1. Form sentences using the following words:

last – to last; very – the very; heat – to heat; only – the only; want – to want; water – to water; master – to master.

2. Translate the following sentences paying attention to the words in bold type.

a I like to read but I have little time for it.

b My friend speaks of nothing else but his investigation.

c As for the power spent in producing lightning flashes it is but 1/10,000 of the power got by mankind from the sun.

d The Fahrenheit scale is used in England, but it is not used in our country.

e We know that a thermometer is used for measuring temperature differences.

f I was sent for the doctor.

g These students studied English for 2 years.

h Russian scientists and inventors work for this country.

i Our professor left for Kiev for he is going to work there for three weeks.

j It is necessary for me to be at home at 6 o'clock.

k The scientist has been observing a new phenomenon for a long time.

l We need much electricity for it is used both in our flats and in industry..

3. Translate into Ukrainian:

last but not the least; least of all; not in the least; he has not the least idea about it; this is the least he can do; read one page at least.

4. Give as many nouns as possible with the following suffixes:

-or, -er, -ist, -ship, -lion, -ment, -ness.

5. For the adjectives given in (a) find suitable nouns in (b).

a) 1. natural; 2. famous; 3. electric; 4. useful; 5. long; 6. cold; 7. foreign;

8. scientific; 9. industrial; 10. molecular; 11. dark; 12. physical

b) 1. way; 2. language; 3. application; 4. property; 5. theory; 6. furnace;

7. sciences; 8. cloud; 9. work; 10. activity; 11. winter; 12. scientist.

6. Form nouns from the following verbs:

to enlighten, to know, to educate, to transform, to master, to apply, to achieve,

to observe, to generate, to protect, to require, to develop, to experience.

7. Form questions for the following answers.

a In the village of Denisovka.

b On November 19, 1711.

c At the age of 19.

d Yes, I do.

e No, he didn't.

f At the age of 35.

g On the basis of molecular and atomic theory.

h He discovered the law of conservation of matter and momentum.

8. Retell the text.

TEXT B *Arthur Mizener. The Love song of J.D. Salinger*

Some time ago I gave a lecture in the Middle West, on Scott Fitzgerald, before about as intelligent an undergraduate audience as you are likely to find. When I finished, the first question from the floor was about J.D. Salinger. This humbling non sequitur is too familiar to be any surprise, for Salinger is probably the most avidly read author of any serious pretensions in his generation. There are good reasons why both of subject matter and of technique – it is, within these limitations, the most interesting fiction that has come along for some time.

Salinger has been writing since he was fifteen and is evidently a dedicated – not to say obsessed – writer, but the relatively small amount of work he has

produced in a career of nearly twenty years suggests that he has a hard time of emotional collapse and even violent death. One of the sharpest implications of his work, in short, is that perceptive people have difficulty remaining operative, or even surviving, in our world, a great deal of his most brilliant wit, like so much of James Thurber's, is close to desperation. There are good and even historical reasons in American culture for this state of mind, as I shall try to suggest, but they make the difficulty Salinger himself apparently faces no less disturbing to contemplate.

His immediate appeal is that he speaks our language, or, to be exact, makes a kind of poetry out of the raw materials of our speech. His ear picks up with stunning exactness the speech of many kinds of people: of the brutally conventional speech – *"But my gosh. Honestly! I just can't stand to see somebody get away with absolute murder. It makes my blood boil"*, of the earnestly ignorant – *"They got their pores open the whole time. That's their nature, for Chrissake. See what I mean?"*, of the army – *"This here's officers' quarters, Mac."* His people are wholly present, in devastating dramatic immediacy, in everything they say.

What is more, Salinger uses with great skill the very American device of conveying meaning by describing object, gesture, action.

From Salinger J.D. Critical and Personal Portrait.

Comprehensive tasks

1. Give the Ukrainian equivalents of the following conjunctive and prepositional phrases and make up sentences with them:

as intelligent an undergraduate audience as you are likely to find, too familiar to be any surprise, both ... and, not to say, in short, a great deal of, to be exact, a kind of poetry, that is, as in the case, apart from, but for, due to, either ... or, ever since, for short, in addition to, in case, instead of, it stands to reason, neither ... nor, as for.

2. Learn to enrich your vocabulary:

to give a lecture, an undergraduate audience, the most avidly read author, subject matter, technique, fiction, a dedicated writer, a certain amount of work, sharp implications of work, brilliant wit, state of mind, immediate appeal, raw materials of our speech, great skill, to convey meaning, to describe the object.

3. Read and translate the text.

4. Answer the following questions based on the subject content of the text.

a What audience attended lecture on Scott Fitzgerald?

b What's the author's attitude to Salinger's works?

c Can you account for the reasons of Salinger's fiction being the most interesting?

d What limitations of his work are mentioned by Arthur Mizener?

e When had Salinger a hard time writing?

f Give your own interpretation of the words: one of the sharpest implications of his work is that perceptive people have difficulty remaining operative, or even surviving in our world.

g What language does Salinger usually speak?

5. Translate the following, paying attention to both, both ... and.

a They made some experiments; they were both interesting and useful.

b Both scientists studied this problem.

c Both of us will work in the Institute laboratory tomorrow.

d Both Lomonosov and Rihman were great scientists; both of them studied atmospheric electricity.

e Both these devices were constructed in Moscow.

f Electricity is used both in industry and in everyday life.

g Many scientists and inventors, both Ukrainian and foreign, have greatly contributed to the development and practical application of many discoveries.

h Both the students and the postgraduates went on studying the properties of that new substance.

6. Answer the following questions, paying attention to the notes:

a No article is used before nouns denoting a branch of knowledge (philology, philosophy, linguistics, history, archaeology, etc.)

- b** He gives lectures in chemistry. He gives lectures on chemistry of proteins.
- A** What lectures do you deliver at your Institute?
- B** What examination are you going to take this spring?
- C** What courses of lectures do you attend as a postgraduate?
- D** In what field do you carry on research?
- E** Have you any interest in Philology as a science?
- F** Who works as a secretary of scientific council at your Institute?
- G** How often are seminars in English held at your Institute?
- H** What do you usually do if you encounter some difficulties in solving problems?
- I** Are you interested in history?
- J** In what field do you continue your research?
7. Give a short summary of the text.

Text C UKRAINIAN NAMES IN WORLD SCIENCE

Words and expressions for the text comprehension:

blessed land	— благословенна земля;
to go down in history	— увійти в історію;
well-being	— добробут;
from time immemorial	— з незапам'ятних часів;
pave the way (into)	— прокладати шлях (в, до);
to stay away	— залишатися;
mode of life	— спосіб життя;
spare no efforts	— не шкодувати зусиль;
scientific exploit	— науковий подвиг;
to advance	— рухатись вперед;
to benefit	— мати користь, вигоду, да- вати користь.

Rich is Ukraine in talented people, men of genius, devoted heart and soul to their native land. Scientists and inventors, engineers and architects, singers and composers, writers and poets did their best to raise national science, culture, art to

the highest world standards. They did it in and out of this country, within its borders and far away – in many parts of the whole wide world.

The sons and daughters of this blessed land made an endless row of contributions to other people's civilizations, stimulating their growth, enriching their spiritual world, raising their life standards and well-being. The Ukrainian people's cultural and economic ties with other nations went down in history for many centuries, they existed from time immemorial, growing, developing, strengthening, now on the upsurge, now on the down-grade.

Yuri Kotermak – named Drohobych after his native land, – a well-known astronomer, philosopher and medicos, Rector of Bologna University in the 15th century, was one of the first to pave the way into world science.

Historical events, tragic, dramatic, unforeseen and unfavourable for the gifted people's descendants made many Ukrainians either leave their Homeland, or stay away in other countries. Absorbing other nations' culture and science, language and mode of life, Ukraine's intellectuals spared no effort to advance the peoples who sheltered them, gave them a chance to display their best natural qualities, let them contribute to the realm of knowledge and wisdom. America and Canada, Great Britain and Australia, Germany and France, Italy, as well as many other countries of East and West benefited and continue to benefit from Ukraine's descendants, from their strength of mind and intellect. Within their native land and outside its borders Ukrainian men of genius have been restlessly making contributions to world science.

To mention but a few we shall remember the names of Stepan Tymoshenko in the USA whose works "*Strength of Materials*" and "*The History of the Strength of Materials*" have become textbooks for the generations of students, Ivan Puluy in Austro-Hungary and Czechoslovakia whose inventions preceded those of Wilhelm Roentgen, as well as many others.

There were such Ukrainians in our land whose discoveries paved the way into outer space, whose inventions promoted the further steps in space exploration: – a hero of the 1812 War General Olexandr Zassyadko, a freedom fighter, member

of Narodna Volya (People's Will) Mykola Kybalchych, Kostyantyn Tsiolkovsky whose ancestor was Severyn Nalyvaiko.

Quite a special place belongs to the man of dramatic fate Yuri Kondratyuk (Olexandr Shargey) whose scientific exploit was duly appreciated by Academician Boris Rauschenbach. A man of tragic circumstances himself Rauschenbach wrote that it was Kondratyuk who suggested the idea of creating a base round the Moon and not on the Earth, to ensure the rocket starts for the Moon. Kondratyuk's idea was later realized in the Appollo flight programme many years after the author had been killed in action at the front.

Among other brilliant scientists who were working in this field and who gained breath-taking results were Serhiy Korolyov, a constructor of cosmic systems, Academician Arkhyp Lyulka, a turbojet engines constructor, Lieutenant-General Mykola Dukhov, one of the creators of the atomic bomb.

Very near cosmic research stands another flying branch of scientific investigation – aviation and its affiliated domain hydro navigation. Most famous names here are Fedir Tereshchenko who constructed a monoplane with parameters far surpassing the existing models (as far back as 1913) and Dmytro Hryhorovych, a graduate of the Kyiv Polytechnic Institute, who constructed a seaplane (airplane rising from and alighting on water) for the first time in aerial navigation.

And it was in Ukraine that such gigantic airplanes were brought into being and use, as Antey, Ruslan, Mriya (Dream). Quite unexpected is the turn at recent times to the long-forgotten kind of aviation – airships (dirigible balloons). Super-light (deltaplanes) and wingless aviation attracts Ukrainian plane-constructors' positive attitude and serious attention owing to such characteristic features of airships as practically unlimited weight-lifting ability, distance and time of flight, vertical start and landing. Today airships are built in such industrially developed countries as the USA, Canada, Great Britain, Germany, China and many others.

Among other illustrious personalities in Ukrainian science, Volodymyr Vernadsky's name deserves a special reverence for his indomitable scientific

courage, for his ability to foresee the development of human knowledge, for his efforts to foretell the future of mankind and its ways of progress.

The above mentioned names are only a few stars in the constellation of genius representing Ukrainian science in the world.

Vocabulary notes

devoted heart and soul	— відданий (усім) серцем і душею;
within its borders	— усередині, у межах (країни);
now on the upsurge,	— то на піднесенні, то в занепаді;
now on the down-grade	
medicos (lat. <i>doctor</i>)	— лікар;
Czechoslovakia	— Чехословаччина;
(now independent Czech and Slovak States)	
breath-taking results	— гідні подиву результати;
were brought into being	— були створені.

Exercises

1. Name the structure (composition) of the following word-combinations and translate them into Ukrainian:

world standards, world science, life standards, space exploration, scientific exploit, aerial navigation, long-forgotten type, breath-taking results, freedom fighter.

2. Determine which of the following words and word-combinations are terms. Translate them into Ukrainian:

men of genius, native land, inventor, architect, composer, science, astronomer, historical event, strength of materials, discovery, space exploration, scientific exploit, rocket, aviation, hydronavigation, monoplane, dirigible, human knowledge.

3. Write out of the text and memorize the names of professions (specialities).

4. Read the text carefully, find the sentences with Participle I in different functions and translate them into Ukrainian.
5. Make a summary of the text and discuss it.

UNIT IV

The unit involves training exercises in English Tenses

THE PRESENT INDEFINITE TENSE

EXERCISE 1. Comment on the use of the Present Indefinite.

1. The people of Argentina and those of Peru both speak Spanish.
2. The Thames flows through London.
3. We drink tea from tea-cups.
4. Water boils at 100 degrees Celsius.
5. She prefers coffee to tea.
6. They get grants in time.
7. That suits me perfectly.
8. Barking dogs seldom bite.
9. Do you hear any noise in the street?
10. Roger and Michael are of the same height.
11. That night Romeo sees Juliet alone on her balcony (in the synopsis of the play).
12. The tram leaves at 10 tomorrow.
13. I shall go there provided you consent,
14. I pronounce you husband and wife (at a wedding ceremony).

EXERCISE 2. Express the opinion of your friend (cousin).

Model: – I think I always opt for the ease of a package holiday. – My friend thinks he always opts for the ease of a package holiday.

1. I work hard and always keep late hours.
2. We have lace curtains on the windows.
3. They are pleased with their pupils.
4. Buses go there every ten minutes.

5. In autumn we wear raincoats.
6. My relatives get up at dawn.
7. What do you take if you have a headache?
8. We always call on our neighbours.
9. My parents like hard-boiled eggs.
10. The children are in for a treat! They are often short of time.
12. Pat and Peter agree with him on the proposal,

EXERCISE 3. Make up sentences using the following model.

Model: Andrea (not drink) tea. Andrea doesn't drink tea.

1. She (not have) a cold bath every day.
2. The film by Stephen Spielberg (not be) a great hit.
3. Some adults behave just like children when they (not get) their own way.
4. Jim (not walk) about the city on his days-off.
5. The last train (not leave) at midnight.
6. We (not want) to see the sights of this city.

EXERCISE 4. Work in pairs. Agree or disagree with the following, using introductory phrases (“I'm afraid”, “That's not, right”, “You must be wrong”, etc). Ground your arguments.

Pattern: – She reads aloud every day.

– I'm afraid, she doesn't read aloud every day. Far from it...

1. She makes the beds, does the room, cooks breakfast, sets the table, serves the breakfast, and washes up.
2. All full-time students come to the Institute in time.
3. It takes him half an hour to get to the Lyceum.
4. Bill always looks up new words in the dictionary.
5. Sometimes the teacher lets his class off homework as he feels in a good mood.
6. When she eats much, she gains weight.

EXERCISE 5. Ask questions using the Present Indefinite.

1. Nobody ever looks for this stuff nowadays.
2. They enjoy watching ITN.

3. Helen earns her living by teaching.
4. They eat borsch for dinner.
5. It often thaws in March.
6. She gives lectures to the undergraduate audience.
7. We travel widely across the USA.
8. The situation is rather urgent. It calls for attention.

EXERCISE 6. Put the verb in brackets into the Present Indefinite.

1. He (speak) and (read) and (write) French and Finnish well.
2. Some of the people (be) very friendly to him; others (be) unfriendly.
3. She (come) from France, she (speak) French, she (be) French, a Parisian.
4. ... he (like) to read books from cover to cover?
5. Open the windows. The room (be) terribly stuffy.
6. The document (set out) the main principles of our policy in the matter.
7. My sister (take after) my mother.
8. Anything that he (say) (not be) worth listening.
9. We (understand) everything the teacher (say).
10. I(declare) the meeting open.
11. The early bird (catch) the worm.

EXERCISE 7. Put the verb in brackets in an appropriate tense form to express future.

1. He will call on him if he (have) time.
2. I am not sure if he (make) a report at the conference.
3. Do you know when the sessions (finish) their work?
4. Can you open the meeting till I (collect) the papers?
5. I am informed that he (be late).

EXERCISE 8. Translate the sentences into English.

1. Він студент першого курсу.
2. Він проводить канікули в горах щороку.
3. За декілька хвилин поїзд вирушить із Москви до Одеси.
4. Вчитель задоволений відповідями учнів.

5. Студент сердиться на свого партнера через те, що він завжди запізнюється на уроки.
6. Скільки часу ви витрачаєте на дорогу додому?
7. Як правило, на дорогу додому я витрачаю близько двадцяти хвилин.
8. Роман має великий успіх.
9. Він ніколи не наслідує його. Він завжди приходить вчасно.
10. Чому тобі подобається слухати англійські аутентичні тексти?

EXERCISE 9. Describe how you straighten up (do) your room.

EXERCISE 10. Write about the day-to-day activities of the department you study at.

EXERCISE 11. Describe a bachelor's week-end.

THE PRESENT CONTINUOUS TENSE

EXERCISE 12. Comment on the use of the Present Continuous.

1. Look! Tears are flowing slowly down her cheeks. What is she crying for?
2. Why are you writing a play here, in this town?
3. She is constantly grumbling.
4. My parents are coming back tomorrow.
5. When are you seeing them off?
6. He is constantly going to the place of his work by car.
7. "The thing to do", she said, "is to pay no attention to him. He is just being silly."
8. Jane is having a bath now.
9. My hands are itching. I must go and wash the suds off.
10. People are always blaming their circumstances for what they are.
11. Oh, the English! They're always thinking of tea.

EXERCISE 13. Put the verb in brackets into the Present Continuous or the Present Indefinite.

1. – What... you (do) now? – I (have) dinner.
2. In autumn it often (rain),
3. Let's have some hot drinks, it (get) chilly.
4. In summer the sun (shine) brightly.

5. It is a lovely day. The sun (shine) brightly.
6. The teacher (be) angry with the student because he (not listen to) him attentively now.
7. – I (say), girls, what you (talk) about?
 – About the holidays. Rose (leave for) Kyiv tomorrow.
 – Really? And you?
 – I (stay) at home.
8. Hello, Ann (speak). Why you (not answer)? I (ask) you again: ... you (hear) me or not? Oh, that (be) fine. So, I (come) to your place tonight.
9. The Leonovs (have) a rest in Ukraine in a small town next month.
10. ... you (pronounce) the sound /m / or the sound /n/ ?
11. We (have) much work to do every day, so we (have) little spare time.
12. He usually (speak) so quickly that I (not understand) him.
13. He always (drink) coffee in the morning, but today he (drink) tea.
14. ... you (understand) what the lecturer (say)?

EXERCISE 14. Find out activities or occupation of the mentioned people.

Pattern: St. 1: I'm doing history.

St. 2: Then, it's you who always gives a bit of advice to my friend. You are a student of the history faculty, aren't you?

1. She's reading for her finals,
2. I'm taking care of the sick.
3. His niece is baby-sitting.
4. Mary is preparing for her entrance exams.
5. John is well read on Computer science.
6. She is playing the piano in the Carnegie Hall now.

EXERCISE 15. Translate into English.

1. – Чим ти зараз пишеш у зошиті?
 – Я пишу олівцем.
2. – Чому ти ще дома?

– Я чекаю на свого друга. Завтра о четвертій годині ми поїдемо поїздом до Києва.

– Що ти хочеш цим сказати? /На що ти натякаєш?/

– Я все-таки хочу вступити до цього вузу.

3. – У мене короткозорість, і я ношу окуляри. Ви бачите де-небудь мої окуляри?

– Ні. Я їх шукаю.

4. Ви проведете їх на автобусну зупинку?

5. Він звичайно так швидко говорить, що я його не розумію.

6. Ви розумієте, що говорить лектор?

7. Я збираюсь купити /куплю/ їм цю книгу.

8. – Мені не подобаються незграбні та ліниві чоловіки.

– Так, він щось на зразок їх. Вія постійно добирається на роботу лише машиною.

THE PAST INDEFINITE AND THE PAST CONTINUOUS TENSES

EXERCISE 15. Put the verb in brackets into the Past Indefinite. Comment on the use of the Past Indefinite.

1. The doctor always (leave) the hospital at midnight.
2. The lecturer was speaking up and I (hear) him well.
3. I (be) the coach of the girls' tennis team last year.
4. Nick (enjoy) the house-warming party last Sunday.
5. I (take up) a very important position in Germany.
6. He (shut) the window, (draw) the curtains, (switch) off the light and (go) upstairs.
7. When you (read) it?
8. Probably she (know) that, whatever happened, he would not give her away.
9. He (talk) with acute intensity.
10. Barbara (use) to lounge about the garden.

EXERCISE 17. Put the verb in brackets into the Past Continuous. Comment on the use of the Past Continuous.

1. Dinny (wait) for her answer.
2. So, that fellow Jolyon was in Paris. – What he (do) there?
3. Nelly knew her mother (complain) constantly.
4. At the end of a fortnight she wired that she (return).
5. While he (read) he felt a roguish look.
6. At nine o'clock he (have) a bath.

EXERCISE 18. Follow the given model:

She /water the plants / post the letters.

She watered the plants, but didn't post the letters.

1. I /type the reports / buy the stamps.
2. He /go to the movies / watch TV.
3. Pete /smoke in the coffee room / smoke in the studio.
4. I /meet Barbara last night / speak to her on the phone.
5. She /buy the red dress / buy the blue trousers or T-shirts.

EXERCISE 19. Complete the dialogue, involving the words from the suggestion box, using the Past Continuous or the –ing form.

Meeting,	riding	playing,
going,	watching,	drinking,
taking,	listening,	sitting, running,

- ... you - television last night?
- No. I prefer - to the radio. (Continue the dialogue).
- What about sport? Do you like - tennis?
- No, I prefer - at home and - coffee with my friends. (Continue the dialogue).
- Oh, that's boring! Yesterday I felt like a million bucks!
I - out,- my friends in cafes,- in the park,- photographs in town, - my motorbike
... (Continue the dialogue).

EXERCISE 20. Put the verb in brackets into the Past Indefinite and the Past Continuous.

1. Yesterday, as I (walk) down Regent Street, I (meet) George, an old friend of mine. He (recognize) me at once, though I (wear) a scarf round my face as I (suffer) from toothache.

2. He (tell) me how sorry he (be) to see me in such a poor way, and (add): "I (come) to see you a fortnight ago but unfortunately I couldn't find time to get round you." All the time he (say) this, I (try) to remember something I (want) to tell him.
3. Eventually I (remember) and (say) to him: "Just before I (come) out, I (receive) a letter from Smith, in which he (say) that he (hope) you would call on him soon. He last (see) you at Bob's birthday party but you (talk) so cheerfully with Tom that he (not dare) to interrupt!"
4. Just then I (see) another friend of mine: he (wave) to me from the other side of the road. I (say) good-bye to George and (start) to cross the road.

By D. Clarke and M. Mackenzie

EXERCISE 21. Translate the sentences into English.

1. Вона підійшла до вікна і подивилась на вулицю. Все ще йшов сильний дощ.
2. Він поглянув на будинок з того місця, де стояв.
3. Він підбіг до воріт, де стояла Анна.
4. Я поглянула на Дженні, яка все ще тремтіла від холоду.
5. Ми саме говорили про нього, коли раптом він увійшов.
6. Вони прийшли саме тоді, коли я працювала в саду.
7. Вчора о 6 годиш вечора я чекала на Тома на вокзалі. Поїзд відходив о 6.15. Що ви робили в цей час?
8. Яку пісню ви співали, коли ми прийшли?
9. Багаття яскраво горіло, коли підійшли мої товариші.
10. Коли я приїхав, Олена, на жаль, саме виходила.
11. Він раптом зрозумів, що їде не в той бік.
12. Ви були дуже зайняті, коли я бачив вас два дні тому. Що ви поробляли?
13. – Де мій капелюх? Де я його залишив?
– Чому ви його шукаєте внизу?
– Очевидно, я залишив його тут, коли я його зняв.

14. Коли я зайшов, вони сиділи у вітальні. Старший брат розв'язував кросворд, мама в'язала, решта читали. Мама усміхнулась мені й сказала: "Заходь, будь ласка, і сідай."
15. Коли він прокинувся, його дружина сиділа біля вікна. Вона щось читала.
16. – З ким ви розмовляли по телефону, коли я увійшла?
– Я розмовляла з татом.
17. До них підійшов якийсь чоловік, коли вони переходили вулицю, і запитав дорогу до Рассел сквер.
18. Я робила уроки, коли він прийшов.

THE FUTURE INDEFINITE, THE FUTURE CONTINUOUS AND THE FUTURE PERFECT TENSES

EXERCISE 22. Put the verb in brackets into the Future Indefinite. Comment on the use of the Future Indefinite.

1. Jim (get) a new job soon.
2. I (help) you as often as possible.
3. He (remember) this day all his life.
4. The age pension (keep) me in bread.
5. She (help) you with your homework as soon as she does her own.
6. I hope he (come) back, he (smile) at me and (stay).

EXERCISE 23. Put the verb in brackets into the Future Continuous and comment on its use.

1. I (speak) in five minutes.
2. Don't disturb her at 9 o'clock. She (write) her test then.
3. I (wait) for you when you come.
4. They (have) English classes now.

EXERCISE 24. Put the verb in brackets into the Future Perfect and comment on its use.

1. I (finish) reading by tomorrow morning.
2. They (not read) the book by that time.
3. When I do come again, I hope you (improve) your English.

4. We've got a few days in this city; we are leaving on Monday, but I'm sure that we (see) all sights by then.

EXERCISE 25. Write down Madam Kingston's prophecy:

This (be) a difficult year for you. You (go) on a ship to a new country. You (work) in a hospital. You (meet) a beautiful doctor. You (fall) in love with her. But she (not love) you. You never (forget) her. At the end of the year you (be) happy, because you (win) a lot of money.

EXERCISE 26. Complete the sentences. Think of all possible variants for the holidays.

If we go	to the sea-side	I'll have a chance	to swim in the sea
	to the mountains	We'll be able	to lie in the sun
	hiking	You'll have	to get a sun-tan
			to get sunburnt
			to go skiing/skating
			to have a good time
			to sleep in a tent
			to cook by the fire
			to carry a rucksack

EXERCISE 27. Make up dialogues.

Your mother is afraid you'll catch a cold. Tell her what clothes you'll put on depending on the weather.

M. What will you put on

if it's cold and rainy?

if it's chilly and foggy?

if it's windy and cloudy?

if it's warm and sunny?

if it's frosty and slippery?

etc.

B. If it's cold and rainy

I'll take off... and

put on ...

a rain coat a shirt

an overcoat a suit

a fur coat trousers

a fur hat a jacket

a cap	a pullover
woolsocks	a cardigan
gloves	a sweater
mittens	a blouse
a scarf	a skirt
rubber boots	a dress
warm shoes	a bathing suit
sandals	
high (low) heel shoes	

EXERCISE 28. Put the verb in brackets into the Present Indefinite, the Future Indefinite and the Future Continuous.

1. When I (get) home, my dog (sit) at the door waiting for me.
2. Don't ask her anything. Next thing she (tell) you she is right.
3. When we (arrive) it probably (rain).
4. At this time tomorrow the boys of our group (play) football.
5. – I (call) for her at eight.
– No, don't: she still (have) breakfast then.
6. – We (come) at 5 o'clock.
– Good, I (wait) for you.

EXERCISE 29. Follow the model:

- Will you set about the work on Monday?
 - But I'll have set about the work by Monday.
1. Can they leave for Kharkiv at 10 sharp? (by 10 o'clock).
 2. Will you learn the poem by heart tomorrow? (by that time).
 3. Will they get up at midnight⁹ (by midnight).
 4. Will he catch up with the exercise next week? (by next week).
 5. Shall we visit him at 2 o'clock? (by then).

EXERCISE 30. Put the verb in brackets into the Present Indefinite, the Future Indefinite and the Future Perfect.

1. I (suppose) when I (come) back in two years' time they (pull) down all these old houses.
2. – Your face (be) dirty, Tom.
– All right, I (wash) it.
3. – You have just missed the last train.
– Never mind, I (walk).
4. When we (take) our exams we (have) a holiday.
5. – You (know) the way to the Bolshoi Theatre?
– No. – Then I (show) you.
6. By the time you (finish) cooking they (do) their work.
7. – May I use your phone to ring for a taxi?
– Oh, there is no need for that; my son (drive) you home.
8. By the time he (come) they (go).
9. I still (be) here next summer but Tom (leave).
10. I hope it (stop) snowing by tomorrow morning.
11. If you (think) it over you (see) I am right.
12. – I'm going to Hyde Park to hear the people making speeches.
– You (be) late. By the time you (get) there they (finish) their speeches and everybody (go) home.

EXERCISE 31. Translate the sentences into English, using the Future Indefinite, the Present Indefinite.

1. Цікаво, коли вони повернуться.
2. Ви відразу впізнаєте Тома, щойно побачите його.
3. Якщо ви зустрінете Олену і Миколу, попросіть їх поспішити.
4. Вона буде у захваті, коли вас там зустріне.
5. Якщо ви читатимете при поганому освітленні, ви зіпсуєте зір.
6. Я повідомлю йому цю новину, щойно він прийде сюди.
7. Стійте, поки не з'явиться зелене світло.
8. Я не пам'ятаю, коли вони повернуться.
9. Якщо він запізниться, ми підемо без нього.

EXERCISE 32. Translate the sentences into English.

1. Йди, малюк, додому, бо батьки будуть хвилюватись.
2. Ми сьогодні йдемо в кіно. Ви будете сидіти поряд зі мною.
3. Нам потрібно повернутись о 10 годині. Неля буде чекати нас у бібліотеці.
4. – Ви будете обідати зі мною в понеділок?
– Я б хотіла, але боюсь, що саме тоді буду складати іспити.
5. – Що діти будуть робити, коли ми прийдемо додому?
– Думаю, вони будуть гратись.
6. – Я не так добре себе почуваю, щоб піти на вокзал зустріти Джона. Я його зустріну. Скажи, як його впізнати.
– На ньому буде синій костюм і чорна кепка.

THE PRESENT PERFECT TENSE, THE PRESENT PERFECT CONTINUOUS TENSE

EXERCISE 33. Rearrange the jumbled words to make up a sentence.

1. Britain, he, been, to, has, this, Great, year.
2. Never, she, been, London, to, has.
3. I, interesting, have, a, book, very, read, today.
4. A, sent, have, telegram, they, him, to, week, this.
5. We, to, just, have. White, spoken, Mr., the, book, about.

EXERCISE 34. Comment on the use of the Present Perfect and the Present Perfect Continuous.

1. Joan Bakewell has just got a ticket for a plane to Australia.
2. Do you realize that we've been waiting for you for exactly an hour?"
3. Come on! Tell us the truth. Where have you been? What have you been doing?
4. – How long have you been living here?
– I've known the city since my childhood.
5. – How long have you known each other?
– Well, honestly...
– Since when have you been working together?
– As a matter of fact...

6. I've been to the cinema this week.
7. What's all this fuss about? Have you booked your ticket yet?
8. – It's a pretty room, isn't it?
– I've slept in it for fifteen years.
9. When you have had your tea, we'll see about it.

EXERCISE 35. Put the verb in brackets into the Present Perfect or the Present Perfect Continuous.

1. I pride myself on the fact that I (read) three books this month.
2. I (work) hard for two months.
3. You'll be familiar with every article he (write) already.
4. He (write) books since 1980.
5. I (do) my homework for two hours and I (not finish) it yet.
6. Something (happen) to Jack, I (wait) for him long and he (not come) yet.

EXERCISE 36. Answer the questions.

Model: Have you done your homework yet? Not yet. I'm still doing it.

1. Has Tony prepared his things for the trip yet? (Not yet...)
2. Have you read the text yet?
3. Has Pat ironed his shirts yet?
4. Has Pete pressed his suit yet?
5. Have you written exercise five yet?

EXERCISE 37. Answer the questions.

1. Have you seen your friend today?
When did you see him?
What were you talking about?
2. Have you seen the film?
Where did you see it?
Did you like it?
3. Have you been abroad?
When and where did you go?
What places did you see?

4. Have you been to the theatre today?

What play did you see?

Did you like it?

5. Have you listened to the tape?

When and where did you listen to it?

Did you like the stories you listened to?

EXERCISE 38. Put the verb in brackets into the Present Indefinite and the Present Perfect.

1. I (see) the snow (stop).

2. Ann (want) to see you. You (not be) here for ages!

3. – What (be) your name?

– My name always (be) Brighton.

4. – You (read) this book? – Yes. – What you (think) of it?

5. I (not be) to a zoo before.

It (be) a nice feeling to go somewhere you never (be) before.

6. – You (know) Eliza?

– Yes.

– How long you (know) her?

– I (know) her for 10 years.

7. There (be) a lot of things I (want) to do for a long time and I (not do) them.

8. You (realize) we (know) each other for quite a period of time now? And this (be) the first occasion you (ask) me to come out with you.

9. – You (know) the girl who just (leave) the shop?

– Yes, that (be) Ann Smith.

– She (be) a customer of yours?

– Not exactly. She (be) here several times, but she never (buy) anything.

EXERCISE 39. Put the verb in brackets into the Present Perfect and the Past Indefinite.

1. – You ever (be) to the Tretyakov Gallery?

– Yes, I (be) there several times.

- Yes, I (be) there a few days ago.
2. – You (be) to the Royal Opera House lately?
- Yes, I ...
- Yes, I (go) there last Sunday.
3. – He (speak) to you about his plans recently?
- No, he...
- No, he (go) to Glasgow last week and (not arrive) yet.
4. – You (see) Tom this morning?
- Yes, I ...
- No, I (not see) him since last Monday,
5. – You (be) here before?
- Yes, I...
- Yes, I (be) here last year.
6. – You (be) to the theatre this week?
- Yes, I... I (go) to the Bolshoi Theatre yesterday.
7. – You (see) his new bag?
- No, I (not see) it yet.
- No. I (see) him on Friday, but I (not see) his bag.
8. – You ever (show) him this book?
- Yes, I ...
- Yes, I (show) it to him a few days ago.
9. – He (write) anything to you about his expedition⁰
- Yes, he ...
- Yes, he (send) me two letters from the Urals.
10. – You ever (play) football?
- Yes, I (play) when I (be) a schoolboy.
- Yes, I ...
11. – Where Ann (be)?
- I (not see) her today.

12. – I (buy) this hat in Fleet street.
– How much you (pay) for it?
– I (pay) 12 dollars.
13. – Where you (find) the fountain pen?
– I (find) it on your writing-table.
– Why you (not leave) it there?
14. – I (lose) my black gloves. You (not see) them anywhere?
– No, I am afraid, I ... When you last (wear) them?
– I (wear) them at the theatre last night.
– Perhaps, you (leave) them at the theatre.
15. – He (leave) the house at 8.
– Where he (go)?
– I (not see) where he (go).
16. – You (hear) him speak on the radio last night?
– Yes, I ...
17. – You (be) here long?
– Yes, I (be) here for two months.
– You (come) to see John?
– Yes, I (not see) him since last summer.
18. – You (have) dinner⁹
– Yes, we (have) dinner at 3 o'clock.
– What you (eat)?
– We (eat) soup, meat and ice-cream.
19. – How long you (know) Pete?
– I (know) him for 15 years.
– What he (do) before he (come) here?
– He (study) at the University.
20. – Where you (be)?
– I (be) to the dentist.
– He (take) out your tooth?

– Yes, he ...

– It (hurt)?

– Yes, horribly.

EXERCISE 40. Translate into English. Practise the use of the Present Perfect.

1. Рада вас бачити! Я так багато про вас чула від батька.

2. Я завершила роботу. Погляньте на неї, будь ласка .

3. – Ви читали сьогодні газети? – Звичайно.

4. – Ви принесли мені ще книгу?

– Ні, я прийшов за вашою порадою.

5. Я ще не говорив із Джоном про це. Я не бачив його зі вчорашнього дня.

6. – Чи відвідував вас Боб нещодавно?

– Так, він приходив сьогодні вдень.

7. Олена дала мені дуже цікаву книгу минулого тижня, а у мене не було ані хвилини вільного часу, щоб поглянути на неї.

8. – Ви послали за лікарем?

– Так. Він незабаром прийде.

9. – Ти давно знаєш Ганну?

– Я знаю її вже шість років.

10. Я дуже люблю подорожувати. Я вже побувала у багатьох містах нашої країни.

11. Я не була в Києві з того часу, відколи ми переїхали в Москву. Я дуже люблю це старовинне місто.

12. – Ви нещодавно бачили свою тітку?

– Ні, вона не виходить із дому відтоді, як купила телевізор.

13. Сьогодні мені телефонував ваш брат. Він ніколи цього раніше не робив.

14. У минулому році він поїхав на північ, і відтоді я його не бачила.

15. Я зустрілась із Томом у своїх друзів три роки тому, і відтоді я про нього не чула.

EXERCISE 41. Translate into English, paying attention to the use of the Present Perfect Continuous.

1. Ті хлопчики грають у футбол протягом двох годин. Я дивлюсь на них відтоді, відколи сиджу тут.
2. "Можу я увійти?" "Звичайно. Що ви робили на горі?"
3. Ганна раптом запитала: "Том, Джон відвідав вас нещодавно?" Том похитав головою і сказав: "Ніхто мене ще не відвідував".
4. – Як справи у вашого сина ?
– Дуже добре. Я сама телефонувала йому.
5. "Ви давно тут сидите?"- запитала вчителька. "Близько десяти хвилин".
6. "А ось і ви!"- сказав він. "Я давно на вас чекаю".

EXERCISE 42. Put the verb in brackets into the Present Continuous, the Present Perfect and the Present Perfect Continuous.

1. – What you (write)?
– I (write) my composition. I (write) it since morning and (not finish) it yet.
– I (finish) mine.
2. – What you (do), Jane?
– I (read).
– But it (be) Sate. What you (read) all this time?
3. – Where (be) John?
– He (work) in the garden.
– He must be too tired. He (work) there all day.
4. – Who you (wait) for?
– I (wait) for Jack. I (wait) for him since 11 o'clock.
5. – They (stand) there for the last twenty minutes.
– What they (talk) about all this time?
6. – What you (think) of?
– I (think) of our journey.
– You (think) of it long'?
7. – George and Tony (play) chess in the sitting-room. They (play) since morning.

**THE PAST PERFECT TENSE, THE PAST PERFECT CONTINUOUS
TENSE**

EXERCISE 43. Comment on the use of the Past Perfect and the Past Perfect Continuous.

1. She had finished the work by 10 o'clock.
2. When she came they had finished cooking.
3. Winifred rose from the Empire chair in which she had been sitting.
4. She asked if he had been waiting for her since morning.
5. We had scarcely entered the room when the telephone rang.

EXERCISE 44. Put the verb in brackets into the Past Indefinite, the Past Continuous and the Past Perfect Continuous.

1. That evening, that Monday evening, I (get) a phone call when I (eat) dinner at the club.
2. My sister's birthday (be) the only thing anybody (talk) at home for the last two weeks.
3. I (go) back to the hotel and up to my room, where I (expect) my parents at six-thirty.
4. Presently he (turn) to greet her, who (stand) at his elbow.
5. Scarlett, who (fan) herself with a turkey-tail fan, (stop) abruptly.
6. He just (leave) for the airport when Dip (call).
7. "What are you thinking of?" he (ask).
8. At nine in the morning she (stand) on the steps in front of the hotel, shivering in a linen dress.
9. He (not say) where he (sleep) and (have) the appearance of not having slept at all.

EXERCISE 45. Translate the sentences into English paying attention to the use of the Past Perfect.

1. Увійшовши до кімнати, він побачив Флер там, де її залишив.
2. Вона справді виглядала значно краще, ніж востаннє, коли він її бачив. Так, вона змінилася.
3. Вони не пройшли і десяти кроків, як зустріли давнього друга.

4. Наступного ранку, коли вона вже приготувала собі сніданок, до неї завітали шкільні друзі.
5. Коли гості пішли, вона зайшла у вітальню і вимкнула там світло.
6. Вона сиділа на дивані і міркувала, чому лист від батька ще не прийшов.
7. Він згадав Київ, який ще знав до війни.
8. Я не знала, коли він пішов.
9. Перед тим, як він закінчив розповідь, двері відчинились і увійшов батько.
10. Пройшов деякий час відтоді, як вони зрозуміли, що йому нічого було сказати.

REVISION EXERCISES IN TENSES

EXERCISE 46. Put the verb in brackets into the Present Indefinite and the Present Continuous.

1. My aunt usually (not make) cakes on Mondays, but she (make) one today as her sister (come) to tea tomorrow.
2. – Who (make) that terrible noise?
– It (be) Ann. She (cook) dinner.
3. – You (play) golf today, Daddy? It (be) late.
– No, not today.
– Why? You (feel) well?
– Oh, I (be) all right.
4. – I (not leave) in the morning.
– Certainly, you (be)!
– Oh no, I (not be). I (leave) tonight. Now.
– Don't be an ass, Jollifant. You can't leave tonight. It (be) impossible, There (be) no train.
– I can walk, I can put a knapsack on ray back and walk. I (leave) tonight. It (not rain). It (rain), Felton?

By J. Priestley

EXERCISE 47. Use the Present Indefinite or the Future Indefinite.

1. You will enjoy yourself if you (go) there.

2. We shan't go out if it (rain).
3. They say it (rain) at night.
4. Ask him if he (go) there.
5. If you want a guide to show you round, they (get) you one.
6. If you (fee!) too ill to go to the doctor, you'll have to send for him.
7. I don't know when he (come). The weather is so nasty.
8. Tell him to wait when he (come).
9. I asked her if we ever (see) each other again.
10. When I want your address, I (ask) for it.
11. I (be) not sure if they (be) in time.
12. "Life is a difficult business," said father. "You (know) that when you (come) to my age."
13. "Give this message to your teacher as soon as you (come) to school," said his mother. "All right," said the boy running out. "I am sure it (be) still in his pocket when he (get) home tonight," said his father.
14. I can't tell you when they (start).
15. Tell me when you (come) back.

EXERCISE 48. Put the verb in brackets into the Present Perfect and the Past Indefinite.

1. N.: Come in, Tom, I am glad to see you. You look so pale. Anything (happen) to you?
2. T.: I (not have) an accident, if that's what you mean. But it (be) almost so bad.
3. N.: I just (make) tea. Sit down and have a cup and tell me what you (be) up to.
4. T.: Last week I (buy) a packet of nut chocolate. I (put) a piece in my mouth and (bite) hard and believe me, one of my teeth (break) with a crack like a pistol-shot! I (spit) out a large bit of tooth and a small stone.
5. N.: Your tooth (hurt) dreadfully?
6. T.: To begin with it only (ache) a little but I (wake) up with violent toothache. I (have) no more sleep that night. I never (be) in such agony. I (ring) up the dentist as soon as possible. I (see) him the same day and he (give) me a temporary filling.

But the tooth (be) too badly damaged to be saved and so I (go) back to him early this afternoon and he (take) it out. I just (come) from his surgery; I (lose) my appetite, especially for chocolate, but I am grateful you (make) a cup of tea, it will do me all the good in the world.

7. N.: I'm sorry you (have) such a dreadful time. I'm glad you (remember) me and (come) here immediately after leaving the dentist's.

By D. Clarke and M. Mackenzie

EXERCISE 49. Use the Present Perfect or the Present Perfect Continuous instead of the Infinitives in brackets:

1. You (pass) your exam in English literature?
2. I (try) to learn English for years, but I (not make) good progress yet.
3. I (wait) here for her since 7 o'clock and she (not come) yet.
4. He never (be) here before.
5. The girls (talk) about their new dresses for half an hour already; it seems they have nothing else to talk about.
6. I just (talk) to him, he agrees to help us.
7. Some of our students (join) the English club to get a better command of the language.
8. I can't help being angry with you; you (sit) here all the time and doing nothing.

EXERCISE 50. Put the verb in brackets into the Past Perfect and the Past Indefinite.

1. At half past four I (put) on the lights. The shop (look) shabbier in artificial light too, the shelves (be) dusty and the ceiling (be not painted) since I (go) there. It (be) full of cracks. I (look) in the mirror to see how my hair (be). We were going somewhere that night, my friend Baba and me. My face in the mirror (look) round and smooth. I (suck) my cheeks in, to make them thinner. I (long) to be thin like Baba.
2. He (tell) me that he (won) cups and medals for swimming when he (be) a boy. He (live) most of his life in Dublin, with his mother, and (go) to work at twelve or

thirteen. His father (leave) them when he (be) a small boy, and as a child he (comb) the beaches looking for scrap.

EXERCISE 51. Translate the sentences into English.

1. "Де Джон?" "Внизу в кафе. Я з ним сьогодні зустрінусь".
2. Якщо ви поставите чайник, я заварю чай.
3. Ви дасте мені цю книгу, якщо вона мені буде потрібна?
4. Я скажу про вас батькові, коли він прийде.
5. Ми зустрінемо їх на вокзалі, якщо вони прийдуть вчасно.
6. Не приходьте, поки не будете готові.
7. Зачекайте тут. Будь ласка, доки не прийдуть батьки Ганни.
8. Я поговорю з вами про це згодом, коли матиму вільний час.
9. Я розповім вам про екскурсію, коли повернусь.
10. Вони від'їжджають сьогодні увечері.
11. – Томе, йди сюди!
- Я йду, татку!
12. Іде сильний дощ. Ми нічого не зможемо зробити, поки він не вщухне.
13. Завтра ми їдемо звідси першим поїздом.
14. Ганно, що ви тут робите? Невже готуєте сніданок? Ще ж зовсім рано.
15. – Коли ви їдете?
- Сьогодні я відлітаю літаком.
16. Погляньте. Хтось іде.
17. – А де ж Петро?
- Он там грає з друзями в шахи.
18. Я чув, що ви пишете нарис про наше місто, чи не так?
19. – Де ж мама? Коли вже, нарешті, вона прийде додому?
- Я сама чекаю на неї.
20. Над ким ви смієтесь?
21. Перекажіть, будь ласка, моїм батькам, що я приїду додому завтра вранці.

EXERCISE 52. Translate the sentences into English.

1. Наскільки мені відомо, вона ще не повернулась. Я не знаю, де вона тепер.

2. - Що вона вам щойно сказала?
- Нічого особливого.
3. - Ви давно мешкаєте у цьому місті?
- Двадцять шість років.
- А де ви жили раніше?
4. Заходьте, будь ласка. Ми давно на вас чекаємо.
5. Ви так давно не бачили мою сестру. Прошу, заходьте до нас сьогодні увечері.
6. Ми йдемо вже протягом шести годин і дуже втомились.
7. Я не була у своїх друзів вже місяць. Завтра я збираюсь їх відвідати.
8. Ми знайомі з ним вже більше року.
9. Ми навчались із Джоном разом, у школі, і відтоді ми великі друзі.
10. Ваші гості вже приїхали?
11. Вона не сказала, що їх сім'я давно живе у цьому місті.
12. Він стояв і дивився на будинок, де він народився, виріс та грався з друзями.
13. Він випив каву, яку дав йому батько, і вийшов із кімнати.
14. Вона підійшла до столу і знову взяла газету, яку щойно читала.
15. Він сказав, що вже більше року знає цю сім'ю.
16. Він прийшов додому після того, як ви пішли.
17. Коли подзвонили, я пішла, і відчинила двері. Це був Том.. Я йому сказала, що ми раді його бачити і давно вже чекаємо на нього.
18. Я зачекала, поки він не закінчив читати листа.
19. Перед тим як піднятися вгору, Том зачекав, поки Джон не пішов із кімнати.

EXERCISE 53. Put the verb in brackets in an appropriate form to express future in the past. (Mind that "was/were, going to" and the Past Continuous are quite commonly used to express the future as seen from a point in the past. "Would" is rare in this use, but is common in indirect speech and thought).

- a. Henry! Good Lord! I forgot you _____ (come) for supper.

I haven't bought anything to eat at all. Never mind. Come in.

b. The police _____ (charge) me with robbery, but I finally managed to persuade them that they had the wrong person.

c. The start of the film was dreadful. I hoped it _____ (get) better, but in fact it got worse as it went on.

d. I went to bed early as I _____ (leave) for New York the next day, and I wanted to feel refreshed when I arrived.

e. She didn't worry about her son, Tom. He was a sensible boy, and she knew he _____ (take) care of himself.

f. A. Did I tell you about the wedding?

B. No. You _____ (show) me the photos, but we were interrupted.

g. Our last holiday was disastrous. We _____ (go) away to Austria, but I broke my arm, so we couldn't drive, and the children got the measles, so we had to cancel it at the last moment.

h. I _____ just _____ (ring) the receptionist to say that I couldn't get the television to work in my hotel room when the engineer arrived to fix it.

i. I had invited Pat and Peter for supper at 8.00, but I didn't start getting things ready until 7.30 because I knew they _____ (be) late. They always were.

j. Aren't you Annie Beecroft? Do you remember me? Last time I saw you, you _____ (emigrate) to Canada! Did you?

EXERCISE 54. The following are extracts from "The Picture of Dorian Gray".

Put the verb in brackets into the appropriate tense. The tenses used are the Past Indefinite, the Past Continuous, the Past Perfect, and "would" to express the future in the past.

As he (a) _____ (turn) the handle of the door, his eye (b) _____ (fall) upon the portrait Basil Hallward (c) _____ (paint) of him. He (d) _____ (start) back as if in surprise. Then he (e) _____ (go) on into his own room, looking somewhat puzzled. After he (f) _____ (take) the buttonhole out of his coat, he (g) _____ (seem) to hesitate. He (h) _____ (throw) himself into a chair, and

began to think. Suddenly there flashed across his mind what he (i) _____ (say) in Basil Hallward's studio the day the picture (j) _____ (finish). Yes, he (k) _____ (remember) it perfectly. He (l) _____ (utter) a mad wish that he himself might remain young, and the portrait grow old... Surely his wish (m) _____ (not fulfill) ?

But this murder - was it to dog him all his life? Was he always to be burdened by his past? Was he really to confess? Never. There was only one bit of evidence left against him. The picture itself - that was evidence. He (a) _____ (destroy) it. Why (b) _____ he _____ (keep) it so long" Once it (c) _____ (give) him pleasure to watch it changing and growing old. Of late it (d) _____ (give) him no such pleasure. It (e) _____ (keep) him awake at night. He (f) _____ (look) around, and (g) _____ (see) the knife that (h) _____ (stab) Basil Hailward. He (i) _____ (clean) it many times, till there was no stain left upon it. It (j) _____ (be) bright, and glistened. As it (k) _____ (kill) the painter, so it (l) _____ (kill) the painter's work, and ail that that meant.

When they (m) _____ (enter), they (n) _____ (find), hanging upon the wall, a splendid portrait of their master as they (o) _____ last (see) him, in all the wonder of his exquisite youth and beauty. Lying on the floor was a dead man, in evening dress, with a knife in his heart... It was not until they (p) _____ (examine) the rings that they (q) _____ (recognize) who it (r) _____ (be).

EXERCISE 55. Translate the sentences into English.

1. Джейн відповіла, що її сім'я давно живе у цьому місті.
2. Джон був вражений, коли дізнався, що вона їде до Женеви.
3. Він пригадав, що лише один раз побував у тому місті.
4. Поки чекали на лікаря, Річард сказав, що він важко працював цього тижня,
5. Боб запитав Джейн, чи буде вона обідати.
6. Я сказала йому, що мені подобається: його пропозиція, але я хочу уникнути небезпеки шлюбу.

7. Дженні відповіла, що прийняла рішення два дні тому назад,
8. Бет хотів довідатись, що вони роблять о 9 годині.
9. Вони пригадали, що вона працювала зовсім недовго.
10. Джек не розумів, чому вони його так підвели.
11. Як це могло скоїтись, що вона програла?
12. Я запитав, коли він приїде відпочивати в якесь невеличке містечко, але він вважав моє зауваження за жарт.
13. Вони розповіли, що з приходом зими вони намагались дістати лижне приладдя.
14. Він зауважив, що на відміну від деяких жінок вона сприймає свою красу цілком природно, але, в решті-решт, вона зробить жахливу помилку.

UNIT V

THE ENGLISH LANGUAGE CLUB

THE PRESENT INDEFINITE TENSE

EXERCISE 56. Discuss and retell the text.

SOME ENGLISH BEHAVIOUR IN GENERAL

Almost every nation has a reputation of some kind. The French are supposed to be amorous, gay, fond of champagne; the Germans dull, formal, efficient, fond of military uniforms and parades; the Americans boastful, energetic, gregarious and vulgar. The British are reputed to be cold, reserved, rather haughty people, who do not yell in the street, make love in public, change their governments as often as they change their underclothes, or have revolutions. They are steady, easy-going and fond of sport. There is a common illusion, for instance, that the British are cold and reserved. A foreigner sitting in a second-class railway carriage, however, would soon realize that the British are just as friendly and warm-hearted as the people of his own country.

There are, however, certain kinds of behaviour, manners and customs which are peculiar to Britain, and are different from those of others.

In general the British are very polite in public. For example, if someone treads on your toe they will say "Sorry" or "Excuse me". Another example is queuing, which is governed by a strict code of fairness in Britain. Woe betides anyone who attempts to jump the queue!

On the other hand, British people eat in the cinema or theatre. Ice-cream, sweets, and nuts are sold at the cinema or theatre entrance or, during the interval, inside. In the cinema, the performances are continuous from eleven o'clock in the morning until eleven o'clock at night and one may enter the cinema at any time. There are, therefore, periodic intervals between the films, when ice-cream, chocolate, soft drinks and so on are sold. Smoking is allowed in all cinemas and in a few theatres.

The quiet, reserved Briton can best be observed at a football match. Naturally, the British shout and yell as much as any nation, especially if their side is losing. The crowd boos if it disapproves, and cheers if it approves of the team. Rattles, which make a harsh clattering sound, are carried, especially at the Cup Final, and rosettes are sometimes worn.

More women began to smoke during the war. Women often smoke in the street in Britain. Before the war it was also unusual for women to accompany men to the public houses: nowadays, women often go with their men folk to the locate. Incidentally, card-games are forbidden in pubs, but darts, dominoes, and shove-hapenny are often played.

Englishmen do not, as a rule, like bright, colours, outlandish hairstyles, very tight trousers, short shorts or exaggerated fashions. British people in general do not care much about clothes.

One last point which is difficult for foreigners to understand is the English sense of humour. English humour is ironical, often directed against oneself in a self-critical way. It rests on verbal battles rather than on visual comedy. It is quite common to find good friends insulting each other in a verbal battle, each realizing, however, that the other is merely pulling his leg. This is very common in families and a series of family jokes develops.

EXERCISE 57. Read the text for obtaining the information, then discuss it.

ENGLAND NEEDS MORE RAIN!

By Ken Willson

Those who speak much about our rainy weather may be surprised to learn that there are some people in England who want more rain, in fact need it badly. We certainly have more rain than many other countries, but we don't get as much as we need.

Two or three weeks in summer without rain and we have problems. The trouble is partly that the rain falls in the wrong place, partly that we can't store enough of it, and partly that we use much more than we need.

Most of Britain rains fall in Wales and Scotland; it isn't there but in the drier South-East England and Midlands that we need it; of course, we store this water and send it to other parts of the country. Birmingham, for example, the second largest city in England, gets all its water from North Wales. But our reservoirs are now a hundred years old and need to be much larger. Both at home and in our factories we use much more water than we did a hundred years ago. It takes 100.000 gallons of water to make one car. Factories at least pay for the water they use, but in our homes we only pay to have water.

The answer to the problem isn't simple. First, we must find a way of keeping our water clean. Factories needn't use so much; they must learn to re-use the water. The new reservoirs need building and, because England is small, these need to be in the mouths of rivers. Finally, we must study new ways of using water from the sea.

EXERCISE 58. Remember the proverbs.

1. Too many cooks spoil the broth.
2. Don't count your chickens before they're hatched.
3. As you make your bed, so must you lie on it.
4. Barking dogs seldom bite.

EXERCISE 59. Read the following jokes and retell them.

1. A BARKING DOG SELDOM BITES

"Sam," says his father, "put on your cap and coat and let us go for a walk." Sam is happy. He likes to go out with his father. He puts on his cap and coat and says: "Father, I am ready."

Sam and his father go out in the street. Suddenly they see a big black dog. The dog begins to bark. Sam is afraid of the dog. He wants to run home. His father says: "Don't be afraid, Sam. Don't you know the proverb: 'A barking dog does not bite'?"

"Oh, yes," says Sam, "I know the proverb, you know the proverb, but does the dog know the proverb?"

2. Customer: Is it tea or coffee? It tastes like kerosene.

Waiter: If it tastes like kerosene, it is certainly tea. Our coffee tastes like turpentine /скипидар/.

3. Teacher: Nick, why are you late for school every morning?

Nick: When I come to the gates of the school I see a sign:

"SCHOOL - GO SLOW! »

4. Prof.: Never mind the date. The examination is more important.

Student: Well, sir, I just want to have something right on my paper.

EXERCISE 60. Guess the riddles.

1. It always beats and hops;

It never sleeps or stops;

All our life we do not part

With our little...

/heart/

2. What makes more noise than a pig in a sty?

/two pigs/

3. It's true, I have both face and hands

And move before your eyes;

Yet when I go, my body stands.

And when I stand, I lie.

/a clock/

4. What is that which occurs twice in a moment, once in a minute and not once in a thousand years?

/the letter "m"/

5. The teacher writes on me with chalk,
My face is black,
I cannot talk,
What am I? /blackboard/

EXERCISE 61. Learn the poem by heart.

MY HEART IS IN THE HIGHLANDS

Robert Burns

My heart's in the Highlands,	В горах моё сердце,
My heart is not here.	Доныне я там,
My heart's in the Highlands	По следу оленя
A'chasing the deer.	Лечу по скалам.
Chasing the wild deer	Гоню я оленя,
And foilowing the roe,	Пугаю козу!
My heart's in the Highlands	В горах моё сердце,
Wherever I go.	А сам я в низу. /Перевод С.Я.Маршака/

EXERCISE 62. Learn the following song.

HAPPY BIRTHDAY TO YOU

Children:

Happy birthday to you,
Happy birthday to you,
Happy birthday, dear (Lena),
Happy birthday to you!
How old are you,
How old are you,
How old, dear (Lena).
How old are you?
May your birthday be bright
From morning till night!
Here's our wish for you
May the whole day go right I

Lena:

I thank you, ray dears,

I thank you, my dears,

I thank you, dear children,

I thank you, my dears.

I am (thirteen) years old,

I am (thirteen) years old,

I am (thirteen) to-day

I am (thirteen) years old.

I thank you, my dears,

I thank you, my dears,

I thank you, dear children,

I thank you, my dears.

EXERCISE 63. Do you take the following quotations for granted?

1. Happiness is the only good. The time to be happy is now, the place to be happy is here, the way to be happy is to make others so.
2. Don't let go when failure threatens. If you know your plan is right, fasten your teeth in your ambition and hang on. If your plan is wrong, change it at once, but be sure it's wrong before you do change it.

THE PRESENT CONTINUOUS TENSE

EXERCISE 64. Retell and discuss the text.

THE SEASIDE

Here we have a picture of the hotel at the seaside. Mr. and Mrs. Smith and their children are staying at the hotel.

The hotel has the words "Devon Hotel" below the two open windows. Just below the words under the windows we can see a black and white striped canvas.

It is a very warm day; the sun is shining brightly. The windows are open, and people are sitting outside under the canvas and under the big umbrella to get shade from the sun.

Mrs. Smith is wearing a red and white striped dress. All the women are wearing thin dresses because it is a hot day.

One of the boys has a big ball under one arm and a towel under the other. That is Henry Smith. He is running quickly down the steps; he is about halfway down. He is wearing a red bathing suit. The boys can play football on the sand.

Some children are playing on the yellow sand or bathing in the blue water. Two of the girls have tennis rackets in their hands and are wearing short white dresses. One of the girls is Mary Smith. She plays tennis well; she is a good player. The other girl is Jane Smith: she can't play very well. Mary is teaching Jane to play tennis. They are playing on the grass behind the hotel.

The waiters are standing quietly under the canvas near the big window. They are wearing white suits. One of the waiters has a tray in his hand.

Mrs. Smith is looking at the children. Mr. Smith has a newspaper, but he isn't reading. What is he doing? He is sleeping.

EXERCISE 65. Read the following jokes and retell them,

1. Mother: Well, what is Mary doing?

Jane: Well, if the ice is as thick as she thinks, she is skating, but if the ice is as thin as I think, she is swimming.

2. Nick sees that two boys are running.

"Why are they running?" he asks Pete.

"The boy who comes first gets a prize," says Pete.

"Now I see. But why is the second boy running?" asks Pete.

3. Father: John, tell me, please, what are you doing here?

John: Nothing ...

Father: Stop doing that nothing, please.

4. One little boy is crying in the street.

"Why are you crying?" a man asked him.

"Because my sister will have holidays and I'll not have."

"And why will you not have holidays?"

"Because I am not at school, I'm only five ..."

EXERCISE 66. Learn the poems by heart.

1. **THE FUGITIVES**

Percy Bysshe Shelley

The waters are flashing.
The white hail is dashing.
The lightnings are glancing,
The hoar-spray is dancing -

Away!

The whirlwind is rolling,
The thunder is tolling,
The forest is swinging,
The minster bells ringing –

Come away !

2. **AUTUMN**

P. B. Shelley

The warm sun is failing, the bleak wind is wailing,
The boughs are sighing, the pale flowers are dying.
And the year
On the earth her death -bed, in a shroud of leaves dead,
Is lying,
The chill rain is falling, the night worm is crawling,
The rivers are swelling, the thunder is knelling
For the year.

THE PRESENT PERFECT TENSE

EXERCISE 67. Read the text for obtaining the information. How can you account for John's popularity in his town?

JOHN BLACK'S LIFE STORY

John Black is well-known to everyone in his little town. He is no doubt one of the most interesting persons there. Especially he is popular among children.

John Black is quite an old man. He must be about eighty five now. He has lived a very interesting and exciting life. He has been almost everywhere and he has done almost everything.

He was born into a large poor family somewhere in Norway. He joined a circus and left home when he was fourteen. He travelled all over Europe. He tried all kinds of jobs. He was a miner, a worker at a plant, a docker. As a sailor he went to the Far East and then travelled to the Middle East. He has had a lot of exciting experiences. He has learnt to speak five or six languages.

He can speak French, Arabic, Italian, Chinese and English. He knows a little Greek, too. He has used every means of conveyance including animals. In his travels about the world he has eaten almost everything there is to eat. He says he has eaten lama meat, thousand-year-old eggs and many other things one hasn't even heard of.

In the middle thirties he returned to Europe and fought in an international brigade in Spain, in the forties he struggled against fascists in France. After the war he moved to Scotland and settled there.

Children like to listen to his stories full of adventures and struggle. They always listen to him with the greatest attention. They could listen to him for hours though they sometimes doubt whether his stories are true for they have never heard so many wonderful and exciting stories from a single man.

EXERCISE 68. Learn the following.

1. Much water has flown under the bridges.
2. Who has never tasted bitter, knows not what is sweet.

EXERCISE 69. Retell the jokes.

1. Tommy: Daddy! There's a black cat in the dining-room!
Father: Never mind, my boy. Black cats are lucky.
Tommy: Well, this one is lucky - he has eaten your dinner.
2. Helen: Mummy, give me another piece of sugar.
Mother: But you've had three already.
Helen: Just one more, mummy.

Mother: Well, this must be the last.

Helen: Thank you, mummy - but I must say you've got no willpower.

3. Two men have talked for some time in the train.

"Are you going to professor Brown's lecture this evening?" says one of them.

"Yes," answers the other.

"Don't go. People say he is a very bad speaker."

"I must go," says the other. "I am Brown."

4. **TROUBLE**

Two little boys are making a lot of noise in a train. The guard watches them patiently for some time, then he loses his temper and asks the children to behave or he would make trouble. The boys' father answers: "You don't know what trouble is. I have already gone through it. My wife's in the hospital. I am on the way of seeing my mother-in-law who has broken her leg. My daughter has had triplets. One of the boys has just smashed his finger and the other has chewed up our tickets. To top it all, we have taken the wrong train."

THE PAST INDEFINITE, THE PAST CONTINUOUS AND THE PAST PERFECT

EXERCISE 70. Read the story for obtaining the information. Discuss it.

LIFESTYLE

Like her mother and, to a lesser extent, her father, Ann had a passion for horses. Charles later claimed that he often felt left out at home when his mother, father and sister discussed the finer points of equitation or breeding, and that they laughed at him when he made some elementary mistake in the subject.

Elizabeth, her days and often also her evenings occupied with unavoidable routine, never took the initiative in inviting her children's confidences. Although she was their mother, she was still the Queen and that invisible aura of distance surrounded her. She could laugh, joke, mimic when she felt relaxed. But she was still self-contained and reserved, finding it impossible to discuss emotional issues.

In the stiff-upper-lip tradition of her family, she regarded displays of emotion or complaints as weakness.

Elizabeth's children (and other people) did not confide in her, partly because she was the Queen and partly because of a reluctance to break through her reserve. She herself would sometimes complain that her children "never talked to" her, seemingly not realizing that perhaps the initiative could die with her.

EXERCISE 71. Make a summary of the story.

THE SELFISH GIANT

There was a giant who lived in a castle surrounded by a large garden. The giant went away to visit his friend the Cornish Ogre. He was away for seven years.

During that time children from the village came to play in the garden.

When the giant returned he was furious to see the children playing there. He said "This is my garden". He banned them and built a wall right round the garden.

The children had nowhere to play.

Winter ended and the Spring came, but it did not come to the giant's garden. There it remained Winter permanently. The seasons passed it by. The giant could not understand what had happened. The years passed. One morning he was lying in bed, shivering. He heard birdsong. He jumped out of bed and ran to the window, looking out he saw that the children had crawled through the hole in the wall and Spring had come again to the garden. The giant realized his mistake, knocked down the wall and thereafter allowed the children to play in the garden.

EXERCISE 72. Read and retell the following.

1. Aunt: And how did Jimmy do at his last history examination?

Mother: Oh, not at all well, but there, it wasn't his fault. Why, they asked him things that, happened before the poor boy was born.

2. - Is your wife economical?

- Sometimes. She had only twenty six candles on her fortieth birthday cake last night.

3. Teacher: Nick, when was Rome built?

Nick: At night.

Teacher: Why, who told you that?

Nick: You did. You said, "Rome was not built in a day."

4. Mother: What is wrong with your new shirt, Nick? It is full of holes.

Nick: I played grocery shop with my friends and I was the Swiss cheese.

5. Isaac Newton was a member of the British Parliament, but he never opened his mouth except once, when he asked somebody in the gallery to open the window.

THE FUTURE INDEFINITE, THE FUTURE CONTINUOUS AND THE FUTURE PERFECT

EXERCISE 73. Read the story and account for the reasons of Mr. Hawk's happiness.

This is a page from Mr. Hawk's diary written one day before the end of his two weeks' holidays in North Wales. "Tomorrow I shall be no longer there. The sea will be rolling and telling the tales of distant lands. The sands will be dreaming in the sunshine. The grass will be swaying in the south-west wind. The pebbles will be waiting for the touch of my feet... But I shall not come. I shall no longer be here. I shall be listening to the bitter song of the wheels on the rails, to the bitter song of my return to the office. And again I shall be working eight hours a day. Day after day the typewriters and dictaphones, the voices and noises will be killing me eight hours a day

EXERCISE 74. Retell the text.

MY DEAD DAUGHTER WILL BE RECREATED, PLEDGES FATHER

The father of a teenage girl murdered three years ago hopes to bring her back to life using a cell from her brain.

Patricia Wilson's brain was frozen hours after her battered body was found.

Now her father, American author Robert Wilson, believes scientists will be able to recreate her in 10 to 15 years,

He said: "I want to give her the chance in life that a drunken burglar took away."

"I'm sure that science will have produced its first human clone up to this time."

Patricia, 15 - called Luna by her family - was brutally slaughtered in a San Francisco store where she worked as a part-time clerk.

Her father ordered the brain to be taken to a Californian firm that specializes in freezing bodies for science.

He said: "Cloning is so close to being perfected Luna would not have her complete personality if she were brought back but she would be an identical twin in every other way."

"I believe science will have found a way to resurrect her during my lifetime by then."

Dr. Paul Segall of the University of California helped the Wilson family to freeze Luna's brain.

He said: "Her murder was a terrible tragedy. Like Mr. Wilson, I believe cloning will be possible in the next 15 years and I'll do anything to help his wish to come true."

"He loved his daughter very dearly and is not asking the impossible. Thirty years ago men on the moon and test-tube babies were just dreams. Now we have both."

Lima's brain is preserved in chemicals and frozen at minus 320 deg F in liquid nitrogen. The brain cells can be kept alive for hundreds of years.

Mr. Wilson pays £ 150 a year to have the brain preserved. He said: "Doctors have proved that they can clone animals. Humans will be next - and I will do anything to get my daughter back."

Unit VI

The unit presents training tests

BAPIAHT 1

I. Choose the right answer.

1. She wasn't able to carry all these suitcases by herself.
Somebody (help) _____ her.
 - A. had helped
 - B. must have helped
 - C. was to help
 - D. should to help
2. Harry's room is (expensive) _____ of all the rooms, but he can afford it.
 - A. most expensive
 - B. so expensive
 - C. expensivest
 - D. the most expensive
3. There was nobody at home, _____?
 - A. was there
 - B. were there
 - C. weren't they
 - D. wasn't there
4. You (sing) _____ a lovely song when I entered the room. What was it?
 - A. sang
 - B. had sung
 - C. was singing
 - D. were singing
5. We had better (hurry up) _____ if we want to get here before dark.
 - A. to hurry up
 - B. hurry up
 - C. hurried up
 - D. hurrying up
6. I heard the clock (strike) _____ ten a long time ago.
 - A. to strike
 - B. struck
 - C. strike
 - D. has struck
7. If Tom (work) _____ hard, he will pass his exams.
 - A. works
 - B. will work
 - C. has worked
 - D. worked
8. My room is (comfortable) _____ one in our flat.
 - A. the comfortablest
 - B. more comfortable
 - C. the most comfortable
 - D. most comfortable

II. Fill in the gaps with the comparative or superlative form of the adjectives in brackets

Dear Leo,

I'm writing to tell you about my new house. It's **1)** ... (big) house I've ever lived in, but also **2)** ... (expensive). Still, it's much **3)** ... (nice) than my last house. Although the garden is a little **4)** ... (small), the rooms are much **5)** ... (spacious) and there is much **6)** ... (little) noise. The area I live in now is **7)** ... (peaceful) place I've ever lived in. The neighbours are **8)** ... (quite) here than anywhere else and they are **9)** ... (friendly) people you will ever meet.

There are lots of flowers here, so it's much **10)** ... (colourful) than my previous home, and there is a bus stop near my house, so it's **11)** ... (convenient) than before because I don't have to take my car to work. All in all, I can say that finding this house is **12)** ... (good) thing that's ever happened to me! I hope you will visit me here soon.

Love,

Helen

III. Do you agree or disagree with the following statement? Technology has made the world a better place to live. Use specific reasons and examples to support your opinion.

BAPIAHT 2

I. Choose the right answer.

1. The man is _____ least 70 years old.
 - A. in the
 - B. on the
 - C. in
 - D. at
2. My aunt (be/not) _____ South America yet.
 - A. hadn't been to
 - B. wasn't in
 - C. hasn't been to
 - D. hasn't been in
3. The car isn't worth (repair) _____.
 - A. to repair
 - B. repairing
 - C. to be repaired
 - D. being repaired
4. Mom isn't at home. She _____ the shops and she'll be back soon.
 - A. has gone to
 - B. has been to
 - C. has been in
 - D. went to
5. Jenny kept on (talk) _____ although her husband asked her to stop.
 - A. to talk
 - B. talking
 - C. talked
 - D. talk
6. The detective made Mr. Folgers (pay) _____ the bill.
 - A. pay
 - B. to pay
 - C. paid
 - D. would pay
7. I have lived in London for a long time, so I _____ the traffic.
 - A. quite used to
 - B. get used
 - C. am quite used to
 - D. was quite used to
8. I thought I (throw) _____ -my scarf into the dock of the wardrobe, but I couldn't find it there.
 - A. was throwing
 - B. have thrown
 - C. had thrown
 - D. threw

II. Find the errors in this paragraph and correct them

It rained when we have arrived at the coast but by midday it had been stopping. We thought the rain lasted all day and we have been very glad it hadn't because we were wanting to go swimming. We have found a café where we could eat outside and were having a nice meal. By the time we finished lunch the sun shone brightly and the temperature was arising to 30 degrees. We were all running down to the beach and, after we were changing into our swimming things, we dived in the sea.

III. Many teachers assign homework to students every day. Do you think that daily homework is necessary for students? Use specific reasons and details to support your answer.

BAPIAHT 3

I. Choose the right answer.

1. We were rather surprised _____ the price of the dress.
A. of
B. about
C. at
D. on
2. I'd like two (dozen) _____ eggs.
A. dozen
B. dozens
C. dozens of
D. dozen of
3. We need _____ .
A. an other chair
B. another chair
C. another chairs
D. one other chair
4. _____ first hand news.
A. these are
B. those are
C. this is
D. they are
5. You _____ use your knowledge more effectively.
A. are to
B. must to
C. may
D. should
6. A lot of people (lock) _____ in the Tower.
A. were locked
B. have been locked
C. are locked
D. are being locked
7. He had _____ interest in any kind of sport.
A. a few
B. little
C. a little
D. few
8. It's rather late. I think I (take) _____ a taxi.
A. can
B. am to take
C. have to take
D. shall take

II. Find the errors in this paragraph and correct them.

Yesterday has been a bad day for Andrew. He hadn't slept well because there is a terrible storm in the night. After he has a shower, he makes breakfast. After he eaten, he got into his car and drive to work. He has driven only for five minutes when he remembered that he has left his briefcase at home. He had turned the car around and had gone home again. Then, he realized that he locked himself out. The keys are still inside the house. Andrew has already been late for work, so he decided to leave the briefcase and go to work. When he arrived, his secretary tell him that his boss has tried to call him at home. Andrew went to find his boss. When he asks his boss why he called, he has told him that it wasn't necessary for him to come to work that day after all! Andrew drove all the way home again.

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

BAPIAHT 4

I. Choose the right answer.

1. After it (stop) _____ raining, we went out
 - A. stopped
 - B. has stopped
 - C. had stopped
 - D. would stop.
2. My friend is interested _____ architecture.
 - A. in
 - B. on
 - C. about
 - D. for
3. She looked out of the window. It (still/snow) _____.
 - A. was still snowing
 - B. still snowed
 - C. has still snowed
 - D. has still being snowing
4. All of _____ sudden she stopped her dinner and went out.
 - A. a
 - B. the
 - C. _
 - D. such
5. He will translate the text if he (have) _____ a dictionary at hand.
 - A. will have
 - B. has
 - C. would have
 - D. have
6. I don't know _____.
 - A. where is your umbrella
 - B. where your umbrella is
 - C. your umbrella where is
 - D. your umbrella is where
7. I want (you/get in touch with) _____ Tom.
 - A. that you get in touch with
 - B. you to get in touch with
 - C. you get in touch with
 - D. you getting in touch with
8. A new navigation equipment (examine) _____ by our scientist now.
 - A. is being examined
 - B. is examining
 - C. is examined
 - D. examines

II. Find the errors in this paragraph and correct them.

Kevin Adams likes trains. He first sees one when he was four years old and he thinks it was great. He is going to a different railway station every week and writes down the engine number of every train he sees. He did this since he was eight. By the time he was fifteen he has collected over ten thousand different engine numbers in various countries. Once, while he stand in a station in Cheshire he saw something very unusual.

He was waiting for over an hour for a train to go by when suddenly he saw a very old steam train coming down the track. It hadn't stopped at the station, and Kevin notices that all the passengers weared old-fashioned clothes. When he told the station guard about this, the poor man turned pale. He said that no steam train passed through that station for years.

III. Some people believe that university students should be required to attend classes. Others believe that going to classes should be optional for students. Which point of view do you agree with? Use specific reasons and details to explain your answer.

BAPIAHT 5

I. Choose the right answer.

1. You had better (write) to your parents, more regularly.
 - A. to write
 - B. write
 - C. writing
 - D. wrote
2. He made me (tell)_____the story from the very beginning.
 - A. to tell
 - B. told
 - C. tell
 - D. telling
3. What's wrong _____Henry? He looks tired.
 - A. about
 - B. with
 - C. of
 - D. in
4. I have_____seen Julia_____written to her.
 - A. Neither....nor
 - B. eitheror
 - C. or...or
 - D. never...or
5. The workers (build)_____the road by the end of the year.
 - A. will have been built
 - B. will build
 - C. will have built
 - D. are building
6. When I entered the room, she (lie)_____on the sofa.
 - A. lay
 - B. is lying
 - C. was lieing
 - D. was lying
7. We (hear)_____from him since he left for Kenya.
 - A. didn't hear
 - B. hadn't heard
 - C. don't hear
 - D. haven't heard
8. This film (much/speak about) _____.
 - A. is much spoken about
 - B. is speaking much about
 - C. speaks much about
 - D. speak much about

II. Find the errors in this paragraph and correct them.

Well-known pop singer Zippy Spring recently signed a new record deal with Star Records in London.

Zippy's success has begun five years ago when he recorded a song which will go to the top of the charts. However, he has had a car accident six months ago and has stayed in hospital for a long time. He makes his first public appearance three weeks ago and thanks his fans for all their love and support. The music he plays is popular with older people since the beginning of his career, but recently younger people start to take an interest too. Zippy only signed the deal last week, but he already wrote a number of songs for his new record. He just announced that he will start to plan his next European tour.

III. Some people think that they can learn better by themselves than with teacher. Others think that it is always better to have a teacher. Which do you prefer? Use specific reasons to develop your essay.

BAPIAHT 6

I. Choose the right answer.

1. Mr. Harrison said that he (call) _____ again.
 - A. would have called
 - B. called
 - C. will call
 - D. would call
2. We worked so hard last week that we (be tired/always) _____.
 - A. had always been tired
 - B. were always being tired
 - C. were always tired
 - D. was always tired
3. If I were you, I (buy) _____ a house in the country.
 - A. bought
 - B. would buy
 - C. will buy
 - D. would bought
4. His smile was something she (never/see) _____.
 - A. has never seen
 - B. had never seen
 - C. never saw
 - D. did never see
5. This isn't my text-book, _____ is at home.
 - A. my
 - B. mine
 - C. what
 - D. so
6. I wish I (spend) _____ so much money. And I have to borrow it from my parents.
 - A. didn't spend
 - B. haven't spent
 - C. wouldn't have spent
 - D. hadn't spent
7. I'd like him (go) _____ with us to see Granny.
 - A. would go
 - B. going
 - C. go
 - D. to go
8. Dad asked who _____ that morning.
 - A. I rang
 - B. had I rung
 - C. did I ring
 - D. I had rung

II. Find the errors in this paragraph and correct them.

London,
4 October

Dear Mary!

Thank you for your letter that come yesterday. I like to hear from you. The news of your interview is very interesting. You didn't say did you get the job? I hope it. Last week I proposed a job too. I think it would be a very interesting job for me.

Three days ago I have received a letter from my friend. Ann wrote that she is going to visit London. She have never been to our capital. That's why it is a very good opportunity to see a lot of sights in London.

As for me I am fine. I have many new friends here. Actually I spend the all time trying to buy the books necessary for my future job. I am sure I find them soon. I finish now. Write or phone to me.

Best wishes,

Andrew.

III. Do you agree or disagree that progress is always good? Use specific reasons and examples to support your answer.

BAPIAHT 7

I. Choose the right answer.

1. The other day Dad was invited to _____ school to see the headmaster.
 - A. the
 - B. a
 - C. ____
 - D. an
2. The doorbell rang just as he (leave)_____ the house.
 - A. has left
 - B. left
 - C. was leaving
 - D. leaves
3. The black widow is (dangerous)_____ spider because its bite can kill a man in a few minutes.
 - A. most dangerous
 - B. the most dangerous
 - C. the dangerousest
 - D. the more dangerous
4. I'm late, _____ ?
 - A. am not I
 - B. don't I
 - C. aren't I
 - D. are I
5. The Davons (use/live)_____ in the town, but now they live in the country.
 - A. used to live
 - B. were used to live
 - C. got used to live
 - D. are getting used to living
6. I'll look _____ your children if you are busy tomorrow.
 - A. for
 - B. at
 - C. like
 - D. after
7. We found only _____ flowers in the wood.
 - A. few
 - B. a little
 - C. little
 - D. a few
8. Oh, your case is very heavy. I (help)_____ you to carry it.
 - A. am going to help
 - B. ought to help
 - C. will help
 - D. must help

II. Find the errors in this paragraph and correct them.

Edinburgh
5 may

Dear Nick!

Thank you for your letter that has come the day before yesterday. The news of your work is interesting. But you didn't say did you like it? I was sorry to hear that you been burgled. Do the police know who did do it?

You want me to tell you about my life here. I enjoy very much. The course are good and more interesting that I thought. Last Sunday my sister has come to Edinburgh. Ann brought a lot of books which she bought in London. Now I have all necessary books for my studies.

I finish now. My Friend Tom must write the letter in French and I said that I will help him.

Write or phone to me soon.

Best wishes, Serge.

III. Do you agree or disagree with the following statement? Face-to-face communication is better than other types of communication, such as letters, e-mail, or telephone calls. Use specific reasons and details to support your answer.

BAPIAHT 8

I. Choose the right answer.

1. When he arrived/they ____ him that his friend had phoned.
 - A. spoke
 - B. said
 - C. said to
 - D. told
2. He is proud _____ his son's achievements
 - A. at
 - B. on
 - C. of
 - D. about
3. If I were in your shoes, I (help) ____ her.
 - A. will help
 - B. help
 - C. would have helped
 - D. would help
4. What is the _____ news of today?
 - A. fresh
 - B. last
 - C. latest
 - D. late
5. He prefers this room _____ that room.
 - A. than
 - B. to
 - C. more than
 - D. more to
6. I can't make the TV (work) _____.
 - A. work
 - B. to-work
 - C. working
 - D. worked
7. We are going for a walk. Who (want) ____ to go with us?
 - A. is wanting
 - B. does want
 - C. want
 - D. wants
8. She never drinks strong coffee, _____?
 - A. ...doesn't she?
 - B. ...is she?
 - C. ...does she?
 - D.isn't she?

II. Find the errors in this paragraph and correct them.

Dear Sue!

How are you these days? I make a real fool of myself last week. It happened like this John went off on business trip and then I think that had taken my keys. So I ring up his hotel. "I'm sorry", the girl says but he is not here, he is cancelled well. I was sure had gone off with that American woman, do you remember my telling you about her last year. But actually it turned out that has met an old school friend and gone to stay with him. He tries to phone me but he couldn't get through because I was telling mother all my troubles. Then when he get our neighbour to give me a message I wouldn't listen and shut the door in his face. So when John finally ring me up we have a colossal row and things are still a bit difficult.

Sue, I does feel stupid. Have you ever did anything like that or is I the only one? Give my love to Fred and the kids Mary.

Your Maggy.

III. Do you agree or disagree with the following statement? Classmates are a more important influence than parents on a child's success in school. Use specific reasons and examples to support your answer.

BAPIAHT 9

I. Choose the right answer.

1. Can you come (early) _____ next time?
 - A. more early
 - B. the earliest
 - C. the earlier
 - D. earlier
2. John asked _____.
 - A. whether I was there before
 - B. had I been there before
 - C. if I had been there before
 - D. if had I been there before
3. This film (much/speak about) _____.
 - A. is much spoken about
 - B. is speaking much about
 - C. speaks much about
 - D. speak about
4. My room is (comfortable) _____ one in our flat.
 - A. the comfortablest
 - B. more comfortable
 - C. the most comfortable
 - D. most comfortable
5. - Granny has lost her passport. - When (she/lose) _____?
 - A. has she lost it
 - B. had she lost it
 - C. she lost it
 - D. did she lose it
6. I saw you buy a bunch of flowers, this morning. Who (you/buy) _____ it for?
 - A. Who did you buy it for?
 - B. Who bought you it?
 - C. Who bought it for you?
 - D. Who did buy you it for?
7. When she sees _____ you have done, she will be angry with you.
 - A. that
 - B. _____
 - C. What
 - D. So
8. I wish I (live) _____ nearer my work because it takes me much time to get there.
 - A. live
 - B. will live
 - C. had lived
 - D. lived

II. Find the errors in this paragraph and correct them.

Dear Alice!

Thank you very much for a lovely time on Saturday we were enjoying meeting your friends Susan and Carol and the food were delicious.

I has asked about the book you wanted but I doesn't think you can get it in this country however if you want I can write to my friends Nadine in Paris and I is sure he shall be happy to get it for you. You must to meet Nadine sometime. Anyway I are sure you two should get on really well.

Well, I am writing this while had my breakfast and if I didn't stop now I will miss my bus. Thanks once again for Saturday evening.

Love to you both.

Sarah.

III. Do you agree or disagree with the following statement? Children should begin learning a foreign language as soon as they start school. Use specific reasons and examples to support your answer.

BAPIAHT 10

I. Choose the right answer.

1. Mary hasn't any spare time and _____.
 - A. neither have I
 - B. either have I
 - C. so I
 - D. I haven't it too
2. I don't think that she is ____ the truth.
 - A. telling
 - B. saying
 - C. speaking
 - D. talking
3. My room is (comfortable) _____ one in our flat.
 - A. the comfortablest
 - B. more comfortable
 - C. the most comfortable
 - D. most comfortable
4. This film (much/speak about) _____.
 - A. is much spoken about
 - B. is speaking much about
 - C. speaks much about
 - D. speak about
5. If I were in your shoes, I (help) ____ her.
 - A. will help
 - B. help
 - C. would have helped
 - D. would help
6. What is the _____ news of today?
 - A. fresh
 - B. last
 - C. latest
 - D. late
7. He prefers this room _____ that room
 - A. than
 - B. to
 - C. more than
 - D. more to
8. She never drinks strong coffee, _____?
 - A. ...doesn't she?
 - B. ...is she?
 - C. ...does she?
 - D. ...isn't she?

II. Find the errors in this paragraph and correct them.

This were the scene in my living rom last Setardey: my two daughters was excited about staying up late those night to see Popswap thier favorite programm. And I were lookin forward to a calm half hour. Imagin how disappointed we all is when we heard that our programm had been replaced by Football crazy. I understand that there were a very important match those night. But I does not understand why it needed a half hour introductory disscusin.

III. Some people say that the Internet provides people with a lot of valuable information. Others think access to so much information creates problems. Which view do you agree with? Use specific reasons and examples to support your choice.

BAPIAHT 11

I. Choose the right answer.

1. The other day Dad was invited to _____ school to see the headmaster.
A. the
B. a
C. ____
D. an
2. The doorbell rang just as he (leave)_____ the house.
A. has left
B. left
C. was leaving
D. leaves
3. The black widow is (dangerous)_____ spider because its bite can kill a man in a few minutes.
A. most dangerous
B. the most dangerous
C. the dangerousest
D. the more dangerous
4. This film (much/speak about)_____.
A. is much spoken about
B. is speaking much about
C. speaks much about
D. speak about
5. If I were in your shoes, I (help)___ her.
A. will help
B. help
C. would have helped
D. would help
6. I heard the clock (strike)_____ ten a long time ago.
A. to strike
B. struck
C. strike
D. has struck
7. If Tom (work)_____ hard, he will pass his exams.
A. works
B. will work
C. has worked
D. worked
8. I miss you. I wish you (stay)_____ with us.
A. stay
B. staying
C. to stay
D. stayed

II. Find the errors in this paragraph and correct them.

We'd like to saw our kids healthy and hapy. But they ofen misunderstood and disappoints us. Not always we understands tham. We forget how we was kids. Let's recollect and see it with the eyes of high shool studant who write in her diary: "I stands on a rug near the dor with my coat on reporting about my sins for the dey. I doesn't want speak about bad things but I has not choice. Good things speaks for themself but think how correct bad thing.

III. Schools should ask students to evaluate their teachers. Do you agree or disagree? Use specific reasons and examples to support your answer.

BAPIAHT 12

I. Choose the right answer.

1. The car isn't worth (repair) _____.
A. to repair
B. repairing
C. to be repaired
D. being repaired
2. Mom isn't at home. She _____ the shops and she'll be back soon.
A. has gone to
B. has been to
C. has been in
D. went to
3. Jenny kept on (talk) _____ although her husband asked her to stop.
A. to talk
B. talking
C. talked
D. talk
4. The detective made Mr. Folgers (pay) _____ the bill.
A. pay
B. to pay
C. paid
D. would pay
5. I have lived in London for a long time, so I _____ the traffic.
A. quite used to
B. get used
C. am quite used to
D. was quite used to
6. I wish I (spend) _____ so much money. And I have to borrow it from my parents.
A. didn't spend
B. haven't spent
C. wouldn't have spent
D. hadn't spent
7. I'd like him (go) _____ with us to see Granny.
A. -would go
B. going
C. go
D. to go
8. Dad asked who _____ that morning.
A. I rang
B. had I rung
C. did I ring
D. I had rung

II. Find the errors in this paragraph and correct them.

I've just get a letter from my fellow studnt Nick. He spend his vacation in the Carpathianth. He stay here for a week and a half. He have never been to the Carpathianth. He take part in much excursions along the mountains. He have a lot of pictures of this picturesque plases. I is in the Carpathianth on my sumer vacations half a year ago. I enjoy my trip olso.

III. In your opinion, what is the most important characteristic (for example, honesty, intelligence, a sense of humor) that a person can have to be successful in life? Use specific reasons and examples from your experience to explain your answer. When you write your answer, you are not limited to the examples listed in the question.

BAPIAHT 13

I. Choose the right answer.

1. He is proud _____ his son's achievements
 - A. at
 - B. on
 - C. of
 - D. about
2. If I were in your shoes, I (help)____ her.
 - A. will help
 - B. help
 - C. would have helped
 - D. would help
3. What is the _____ news of today?
 - E. fresh
 - F. last
 - G. latest
 - H. late
4. He prefers this room _____ that room
 - A. than
 - B. to
 - C. more than
 - D. more to
5. I can't make the TV (work)_____.
 - A. work
 - I. to-work
 - C. working
 - D. worked
6. I don't know _____.
 - A. where is your umbrella
 - B. where your umbrella is
 - C. your umbrella where is
 - D. your umbrella is where
7. I want (you/get in touch with)_____ Tom.
 - A. that you get in touch with
 - B. you to get in touch with
 - C. you get in touch with
 - D. you getting in touch with
8. A new navigation equipment (examine)_____ by our scientist now.
 - A. is being examined
 - B. is examining
 - C. is examined
 - D. examines

II. Find the errors in this paragraph and correct them.

In just one week you are here in Switzerland. I want that you meet my family and I will show you my ceety. I hope you like it. Basil is not a big ceety as London but it's everything very close the mountins. It is not exited as London becos the street are very quit after six o'clock the night. The peoples live in flats so they don't can do lot of noises. My family don't speak English so you shall may practice a lot of your german. I like practice my English wih you.

III. Do you agree or disagree with the following statement? All students should be required to study art and music in secondary school. Use specific reasons to support your answer.

BAPIAHT 14

I. Choose the right answer.

1. We were rather surprised _____ the price of the dress.
 - A. of
 - B. about
 - C. at
 - D. m
2. I'd like two (dozen) _____ eggs.
 - A. dozen
 - B. dozens
 - C. dozens of
 - D. dozen of
3. We need _____ .
 - A. an other chair
 - B. another chair
 - C. another chairs
 - D. one other chair
4. I have _____ seen Julia written to her.
 - A. Neither....nor
 - B. eitheror
 - C. or...or
 - D. never...or
5. The workers (build)_____ the road by the end of the year.
 - A. will have been built
 - B. will build
 - C. will have built
 - D. are building
6. I'll _____ your children if you are busy tomorrow.
 - A. for
 - B. at
 - C. like
 - D. after
7. We found only _____ flowers in the wood.
 - A. few
 - B. a little
 - C. little
 - D. a few
8. Dad asked who _____ that morning.
 - A. I rang
 - B. had I rung
 - C. did I ring
 - D. I had rung

II. Find the errors in this paragraph and correct them.

Dear Mum and Dad,

I'm really sorry, but I leaving home. When you read this I be far away. Doesn't try to find me. Martin and I getting married next Saturday.

I know you never liked Martin. You don't want me to go out with him because you said that he was just a car salesmen and he wasn't good enough for me. I know that you always wanted the best for me, but Martin is best for me. I love him very much indeed.

Best wishes,

Sandra

III. Do you agree or disagree with the following statement? Technology has made the world a better place to live. Use specific reasons and examples to support your opinion.

BAPIAHT 15

I. Choose the right answer.

1. You had better (write) _____ to your parents, more regularly.
 - A. to write
 - B. write
 - C. writing
 - D. wrote
2. He made me (tell) _____ the story from the very beginning.
 - A. to tell
 - B. told
 - C. tell
 - D. telling
3. There was nobody at home, _____?
 - A. was there
 - B. were there
 - C. weren't they
 - D. wasn't there
4. My room is (comfortable) _____ one in our flat.
 - A. the comfortablest
 - B. more comfortable
 - C. the most comfortable
 - D. most comfortable
5. - Granny has lost her passport. - When (she/lose) _____?
 - A. has she lost it
 - B. had she lost it
 - C. she lost it
 - D. did she lose it
6. When I entered the room, she (lie) _____ on the sofa.
 - A. lay
 - B. is lying
 - C. was lieing
 - D. was lying
7. We (hear) _____ from him since he left for Kenya.
 - A. didn't hear
 - B. hadn't heard
 - C. don't hear
 - D. haven't heard
8. This film (much/speak about) _____.
 - A. is much spoken about
 - B. is speaking much about
 - C. speaks much about
 - D. speak much about

II. Find the errors in this paragraph and correct them.

Dear Mum and Dad,

When I was a little girl, you always give me everything I want – toys, clothes, an expensive education. I know it was difficult to do this. It – a struggle because we didn't has much money, but you wanted to plan my life for me. You tries to choose my friends, my job, even my clothes. Now I going to do what I want to do, not what you tell me to do. I want be independent.

I love you both very much and I your only child, so it isn't easy to leave. I hope you could forgive me and learn to love Martin. I'd love us all to get on well together.

Look after each other. I promise to write again soon.

Paula

III. Many teachers assign homework to students every day. Do you think that daily homework is necessary for students? Use specific reasons and details to support your answer.

Authentic Text Clippings

Text 1

THE KNIGHTS TEMPLARS

On the miraculous discovery of the Holy Sepulchre by the Empress Helena, the mother of Constantine, about 298 years after the death of Christ, and the consequent erection, by command of the first Christian emperor, of the magnificent church of the Resurrection, or, as it is now called, the Church of the Holy Sepulchre, over the sacred monument, the tide of pilgrimage set in towards Jerusalem, and went on increasing in strength as Christianity gradually spread throughout Europe. On the surrender of the Holy City to the victorious Arabians, (A.D. 637) the privileges and the security of the Christian population were provided for in the following guarantee, given under the hand and seal of the Caliph Omar to Sophronius the Patriarch.

"They shall be protected and secured both in their lives and fortunes, and their churches shall neither be pulled down nor made use of by any but themselves."

Under the government of the Arabians, the pilgrimages continued steadily to increase; the old and the young, women and children, flocked in crowds to Jerusalem, and in the year 1064 the Holy Sepulchre was visited by an enthusiastic band of seven thousand pilgrims, headed by the Archbishop of Mentz and the Bishops of Utrecht, Bamberg, and Ratisbon. The year following, however, Jerusalem was conquered by the wild Turcomans. Three thousand of the citizens were indiscriminately massacred, and the hereditary command over the Holy City and territory was confided to the Emir Ortok, the chief of a savage pastoral tribe.

Under the iron yoke of these fierce Northern strangers, the Christians were fearfully oppressed; they were driven from their churches; divine worship was ridiculed and interrupted; and the patriarch of the Holy City was dragged by the hair of his beard over the sacred pavement of the church of the Resurrection, and cast into a dungeon, to extort a ransom from the sympathy of his flock. The

pilgrims who, through innumerable perils, had reached the gates of the Holy City, were plundered, imprisoned, and frequently massacred; an aureus, or piece of gold, was exacted as the price of admission to the Holy Sepulchre, and many, unable to pay the tax, were driven by the swords of the Turcomans from the very threshold of the object of all their hopes, the bourne of their long pilgrimage, and were compelled to retrace their weary steps in sorrow and anguish to their distant homes. The melancholy intelligence of the profanation of the holy places, and of the oppression and cruelty of the Turcomans, aroused the religious chivalry of Christendom; "a nerve was touched of exquisite feeling, and the sensation vibrated to the heart of Europe."

Then arose the wild enthusiasm of the crusades; men of all ranks, and even monks and priests, animated by the exhortations of the pope and the preachings of Peter the Hermit, flew to arms, and enthusiastically undertook "the pious and glorious enterprise of rescuing the Holy Sepulchre of Christ from the foul abominations of the heathen.

When intelligence of the capture of Jerusalem by the Crusaders (A.D. 1099) had been conveyed to Europe, the zeal of pilgrimage blazed forth with increased fierceness; it had gathered intensity from the interval of its suppression by the wild Turcomans, and promiscuous crowds of both sexes, old men and children, virgins and matrons, thinking the road then open and the journey practicable, successively pressed forwards towards the Holy City, with the passionate desire of contemplating the original monuments of the Redemption. The infidels had indeed been driven out of Jerusalem, but not out of Palestine. The lofty mountains bordering the sea-coast were infested by bold and warlike bands of fugitive Mussulmen, who maintained themselves in various impregnable castles and strongholds, from whence they issued forth upon the high-roads, cut off the communication between Jerusalem and the sea-ports, and revenged themselves for the loss of their habitations and property by the indiscriminate pillage of all travellers. The Bedouin horsemen, moreover, making rapid incursions from beyond the Jordan, frequently kept up a desultory and irregular warfare in the

plains; and the pilgrims, consequently, whether they approached the Holy City by land or by sea, were alike exposed to almost daily hostility, to plunder, and to death.

To alleviate the dangers and distresses to which these pious enthusiasts were exposed, to guard the honour of the saintly virgins and matrons, and to protect the gray hairs of the venerable palmer, nine noble knights formed a holy brotherhood in arms, and entered into a solemn compact to aid one another in clearing the highways of infidels, and of robbers, and in protecting the pilgrims through the passes and defiles of the mountains to the Holy City. Warmed with the religious and military fervour of the day, and animated by the sacredness of the cause to which they had devoted their swords, they called themselves the Poor Fellow-soldiers of Jesus Christ. They renounced the world and its pleasures, and in the holy church of the Resurrection, in the presence of the patriarch of Jerusalem, they embraced vows of perpetual chastity, obedience, and poverty, after the manner of monks. Uniting in themselves the two most popular qualities of the age, devotion and valour, and exercising them in the most popular of all enterprises, the protection of the pilgrims and of the road to the Holy Sepulchre, they speedily acquired a vast reputation and a splendid renown.

At first, we are told, they had no church and no particular place of abode, but in the year of our Lord 1118 (nineteen years after the conquest of Jerusalem by the Crusaders,) they had rendered such good and acceptable service to the Christians, that Baldwin the Second, king of Jerusalem, granted them a place of habitation within the sacred inclosure of the Temple on Mount Moriah, amid those holy and magnificent structures, partly erected by the Christian Emperor Justinian, and partly built by the Caliph Omar, which were then exhibited by the monks and priests of Jerusalem, whose restless zeal led them to practise on the credulity of the pilgrims, and to multiply relics and all objects likely to be sacred in their eyes, as the Temple of Solomon, whence the Poor Fellow-soldiers of Jesus Christ came thenceforth to be known by the name of "the Knighthood of the Temple of Solomon."

A few remarks in elucidation of the name Templars, or Knights of the Temple, may not be altogether unacceptable.

By the Mussulmen, the site of the great Jewish Temple on Mount Moriah has always been regarded with peculiar veneration. Mahomet, in the first year of the publication of the Koran, directed his followers, when at prayer, to turn their faces towards it, and pilgrimages have constantly been made to the holy spot by devout Moslems. On the conquest of Jerusalem by the Arabians, it was the first care of the Caliph Omar to rebuild "the Temple of the Lord." Assisted by the principal chieftains of his army, the Commander of the Faithful undertook the pious office of clearing the ground with his own hands, and of tracing out the foundations of the magnificent mosque which now crowns with its dark and swelling dome the elevated summit of Mount Moriah.

This great house of prayer, the most holy Mussulman Temple in the world after that of Mecca, is erected over the spot where "Solomon began to build the house of the Lord at Jerusalem on Mount Moriah, where the Lord appeared unto David his father, in the place that David had prepared in the threshing-floor of Oman the Jebusite." It remains to this day in a state of perfect preservation, and is one of the finest specimens of Saracenic architecture in existence. It is entered by four spacious doorways, each door facing one of the cardinal points, the Bab el D'jannat, or gate of the garden, on the north; the Bab el Kebla, or gate of prayer, on the south, the Bab ib'n el Daoud, or the gate of the son of David, on the east; and the Bab el Garbi, on the west. By the Arabian geographers it is called Beit Allah, the house of God, also Beit Almokaddas, or Beit Almacdes, the holy house. From it Jerusalem derives its Arabic name, el Kods, the holy, el Schereef, the noble, and el Mobarek, the blessed, while the governors of the city, instead of the customary high-sounding titles of sovereignty and dominion, take the simple title of Hami, or protectors.

On the conquest of Jerusalem by the crusaders, the crescent was torn down from the summit of this famous Mussulman Temple, and was replaced by an

immense golden cross, and the edifice was then consecrated to the services of the Christian religion, but retained its simple appellation of "The Temple of the Lord." William, Archbishop of Tyre and Chancellor of the Kingdom of Jerusalem, gives an interesting account of this famous edifice as it existed in his time, during the Latin dominion. He speaks of the splendid mosaic work, of the Arabic characters setting forth the name of the founder, and the cost of the undertaking, and of the famous rock under the centre of the dome, which is to this day shown by the Moslems as the spot whereon the destroying angel stood," with his drawn sword in his hand stretched out over Jerusalem." This rock he informs us was left exposed and uncovered for the space of fifteen years after the conquest of the holy city by the crusaders, but was, after that period, cased with a handsome altar of white marble, upon which the priests daily said mass.

To the south of this holy Mussulman temple, on the extreme edge of the summit of Mount Moriah, and resting against the modern walls of the town of Jerusalem, stands the venerable Christian church of the Virgin, erected by the Emperor Justinian, whose stupendous foundations, remaining to this day, fully justify the astonishing description given of the building by Procopius. That writer informs us that in order to get a level surface for the erection of the edifice, it was necessary, on the east and south sides of the hill, to raise up a wall of masonry from the valley below, and to construct a vast foundation, partly composed of solid stone and partly of arches and pillars. The stones were of such magnitude, that each block required to be transported in a truck drawn by forty of the emperor's strongest oxen, and to admit of the passage of these trucks it was necessary to widen the roads leading to Jerusalem. The forests of Lebanon yielded their choicest cedars for the timbers of the roof, and a quarry of variegated marble, seasonably discovered in the adjoining mountains, furnished the edifice with superb marble columns.

From "The History of the Knights Templars, the Temple Church, and the Temple"

By Charles G. Addi

Text 2
Computing
The Basic Java Application

A program is a sequence of instructions that a computer can execute to perform some task. A simple enough idea, but for the computer to make any use of the instructions, they must be written in a form that the computer can use. This means that programs have to be written in programming languages. Programming languages differ from ordinary human languages in being completely unambiguous and very strict about what is and is not allowed in a program. The rules that determine what is allowed are called the syntax of the language. Syntax rules specify the basic vocabulary of the language and how programs can be constructed using things like loops, branches, and subroutines. A syntactically correct program is one that can be successfully compiled or interpreted; programs that have syntax errors will be rejected (hopefully with a useful error message that will help you fix the problem).

So, to be a successful programmer, you have to develop a detailed knowledge of the syntax of the programming language that you are using. However, syntax is only part of the story. It's not enough to write a program that will run – you want a program that will run and produce the correct result! That is, the meaning of the program has to be right. The meaning of a program is referred to as its semantics. A semantically correct program is one that does what you want it to.

Furthermore, a program can be syntactically and semantically correct but still be a pretty bad program. Using the language correctly is not the same as using it well. For example, a good program has "style." It is written in a way that will make it easy for people to read and to understand. It follows conventions that will be familiar to other programmers. And it has an overall design that will make sense to human readers. The computer is completely oblivious to such things, but to a

human reader, they are paramount. These aspects of programming are sometimes referred to as pragmatics.

We begin our exploration of Java with the problem that has become traditional for such beginnings: to write a program that displays the message "Hello World!". This might seem like a trivial problem, but getting a computer to do this is really a big first step in learning a new programming language (especially if it's your first programming language). It means that you understand the basic process of:

1. getting the program text into the computer;
2. compiling the program;
3. running the compiled program.

The first time through, each of these steps will probably take you a few tries to get right. I won't go into the details here of how you do each of these steps; it depends on the particular computer and Java programming environment that you are using. But in general, you will type the program using some sort of text editor and save the program in a file. Then, you will use some command to try to compile the file. You'll either get a message that the program contains syntax errors, or you'll get a compiled version of the program. In the case of Java, the program is compiled into Java bytecode, not into machine language. Finally, you can run the compiled program by giving some appropriate command. For Java, you will actually use an interpreter to execute the Java bytecode. Your programming environment might automate some of the steps for you, but you can be sure that the same three steps are being done in the background.

Here is a Java program to display the message "Hello World!". Don't expect to understand what's going on here just yet – some of it you won't really understand until a few chapters from now:

```
// A program to display the message
// "Hello World!" on standard output
public class HelloWorld {
    public static void main(String[] args) {
        System.out.println("Hello World!"); }
    } // end of class HelloWorld
```

The command that actually displays the message is:

```
System.out.println ("Hello World!");
```

This command is an example of a subroutine call statement. It uses a "built in subroutine" named `System.out.println` to do the actual work. Recall that a subroutine consists of the instructions for performing some task, chunked together and given a name. That name can be used to "call" the subroutine whenever that task needs to be performed. A built-in subroutine is one that is already defined as part of the language and therefore automatically available for use in any program.

When you run this program, the message "Hello World!" (without the quotes) will be displayed on standard output. Unfortunately, I can't say exactly what that means! Java is meant to run on many different platforms, and standard output will mean different things on different platforms. However, you can expect the message to show up in some convenient place. (If you use a command-line interface, like that in Sun Microsystem's Java Development Kit, you type in a command to tell the computer to run the program. The computer will type the output from the program, Hello World!, on the next line.)

You must be curious about all the other stuff in the above program. Part of it consists of comments. Comments in a program are entirely ignored by the computer; they are there for human readers only. This doesn't mean that they are unimportant. Programs are meant to be read by people as well as by computers, and without comments, a program can be very difficult to understand. Java has two types of comments. The first type, used in the above program, begins with `//` and extends to the end of a line. The computer ignores the `//` and everything that follows it on the same line. Java has another style of comment that can extend over many lines. That type of comment begins with `/*` and ends with `*/`.

Everything else in the program is required by the rules of Java syntax. All programming in Java is done inside "classes." The first line in the above program (not counting the comments) says that this is a class named `HelloWorld`. "HelloWorld," the name of the class, also serves as the name of the program. Not every class is a program.

When you tell the Java interpreter to run the program, the interpreter calls the `main ()` subroutine, and the statements that it contains are executed. These statements make up the script that tells the computer exactly what to do when the program is executed. The `main ()` routine can call subroutines that are defined in the same class or even in other classes, but it is the `main ()` routine that determines how and in what order the other subroutines are used.

The word "public" in the first line of `main ()` means that this routine can be called from outside the program. This is essential because the `main ()` routine is called by the Java interpreter, which is something external to the program itself. The remainder of the first line of the routine is harder to explain at the moment; for now, just think of it as part of the required syntax. The definition of the subroutine – that is, the instructions that say what it does – consists of the sequence of "statements" enclosed between braces, `{` and `}`. Here, I've used statements as a placeholder for the actual statements that make up the program. Throughout this textbook, I will always use a similar format: anything that you see in this style of text (green and in boldface) is a placeholder that describes something you need to type when you write an actual program.

The name on the first line is the name of the program, as well as the name of the class. If the name of the class is `HelloWorld`, then the class must be saved in a file called `HelloWorld.java`. When this file is compiled, another file named `HelloWorld.class` will be produced. This class file, `HelloWorld.class`, contains the Java bytecode that is executed by a Java interpreter. `HelloWorld.java` is called the source code for the program. To execute the program, you only need the compiled class file, not the source code.

The layout of the program on the page, such as the use of blank lines and indentation, is not part of the syntax or semantics of the language. The computer doesn't care about layout – you could run the entire program together on one line as far as it is concerned. However, layout is important to human readers, and there are certain style guidelines for layout that are followed by most programmers.

These style guidelines are part of the pragmatics of the Java programming language.

Variables and the Primitive Types

Names are fundamental to programming. In programs, names are used to refer to many different sorts of things. In order to use those things, a programmer must understand the rules for giving names to things and the rules for using the names to work with those things. That is, the programmer must understand the syntax and the semantics of names.

No spaces are allowed in identifiers; HelloWorld is a legal identifier, but "Hello World" is not. Upper case and lower case letters are considered to be different, so that HelloWorld, helloworld, HELLOWORLD, and hElloWorLD are all distinct names. Certain names are reserved for special uses in Java, and cannot be used by the programmer for other purposes. These reserved words include: class, public, static, if, else, while, and several dozen other words.

Java is actually pretty liberal about what counts as a letter or a digit. Java uses the Unicode character set, which includes thousands of characters from many different languages and different alphabets, and many of these characters count as letters or digits. However, I will be sticking to what can be typed on a regular English keyboard.

The pragmatics of naming includes style guidelines about how to choose names for things. For example, it is customary for names of classes to begin with upper case letters, while names of variables and of subroutines begin with lower case letters; you can avoid a lot of confusion by following the same convention in your own programs. Most Java programmers do not use underscores in names, although some do use them at the beginning of the names of certain kinds of variables.

From "Introduction to Programming Using Java" by David J. Eck

Text 3

Math

Inferential Statistics

One important use of descriptive statistics is to summarize a collection of data in a clear and understandable way. For example, assume a psychologist gave a personality test measuring shyness to all 2500 students attending a small college. How might these measurements be summarized? There are two basic methods: numerical and graphical. Using the numerical approach one might compute statistics such as the mean and standard deviation. These statistics convey information about the average degree of shyness and the degree to which people differ in shyness. Using the graphical approach one might create a stem and leaf display and a box plot. These plots contain detailed information about the distribution of shyness scores.

Graphical methods are better suited than numerical methods for identifying patterns in the data. Numerical approaches are more precise and objective.

Since the numerical and graphical approaches compliment each other, it is wise to use both.

Inferential statistics are used to draw inferences about a population from a sample. Consider an experiment in which 10 subjects who performed a task after 24 hours of sleep deprivation scored 12 points lower than 10 subjects who performed after a normal night's sleep. Is the difference real or could it be due to chance? How much larger could the real difference be than the 12 points found in the sample? These are the types of questions answered by inferential statistics.

There are two main methods used in inferential statistics: estimation and hypothesis testing. In estimation, the sample is used to estimate a parameter and a confidence interval about the estimate is constructed.

In the most common use of hypothesis testing, a "straw man" null hypothesis is put forward and it is determined whether the data are strong enough to reject it.

For the sleep deprivation study, the null hypothesis would be that sleep deprivation has no effect on performance.

A variable is any measured characteristic or attribute that differs for different subjects. For example, if the weight of 30 subjects were measured, then weight would be a variable.

Quantitative and Qualitative

Variables can be quantitative or qualitative. (Qualitative variables are sometimes called "categorical variables.") Quantitative variables are measured on an ordinal, interval, or ratio scale; qualitative variables are measured on a nominal scale. If five-year old subjects were asked to name their favorite color, then the variable would be qualitative. If the time it took them to respond were measured, then the variable would be quantitative.

Independent and Dependent

When an experiment is conducted, some variables are manipulated by the experimenter and others are measured from the subjects. The former variables are called "independent variables" or "factors" whereas the latter are called "dependent variables" or "dependent measures."

For example, consider a hypothetical experiment on the effect of drinking alcohol on reaction time: Subjects drank either water, one beer, three beers, or six beers and then had their reaction times to the onset of a stimulus measured. The independent variable would be the number of beers drunk (0, 1, 3, or 6) and the dependent variable would be reaction time.

Continuous and Discrete

Some variables (such as reaction time) are measured on a continuous scale. There is an infinite number of possible values these variables can take on. Other variables can only take on a limited number of values. For example, if a dependent variable were a subject's rating on a five- point scale where only the values 1, 2, 3,

4, and 5 were allowed, then only five possible values could occur. Such variables are called "discrete" variables.

A parameter is a numerical quantity measuring some aspect of a population of scores. For example, the mean is a measure of central tendency.

Greek letters are used to designate parameters. At the bottom of this page are shown several parameters of great importance in statistical analyses and the Greek symbol that represents each one. Parameters are rarely known and are usually estimated by statistics computed in samples. To the right of each Greek symbol is the symbol for the associated statistic used to estimate it from a sample.

Statics

The word "statistics" is used in several different senses. In the broadest sense, "statistics" refers to a range of techniques and procedures for analyzing data, interpreting data, displaying data, and making decisions based on data. This is what courses in "statistics" generally cover.

In a second usage, a "statistic" is defined as a numerical quantity (such as the mean) calculated in a sample. Such statistics are used to estimate parameters.

The term "statistics" sometimes refers to calculated quantities regardless of whether or not they are from a sample. For example, one might ask about a baseball player's statistics and be referring to his or her batting average, runs batted in, number of home runs, etc. "Government statistics" can refer to any numerical indexes calculated by a governmental agency.

Although the different meanings of "statistics" has the potential for confusion, a careful consideration of the context in which the word is used should make its intended meaning clear.

Summation Notation

The Greek letter Σ (a capital sigma) is used to designate summation. For example, suppose an experimenter measured the performance of four subjects on a memory

task. Subject 1's score will be referred to as X_1 , Subject 2's as X_2 , and so on. The way to use the summation sign to indicate the sum of all four X's is:

$\sum_{i=1}^4 X_i$ This notation is read as follows: Sum the values of X from X_1 through X_4 .

The index i (shown just under the Σ sign) indicates which values of X are to be summed. The index i takes on values beginning with the value to the right of the "=" sign (1 in this case) and continues sequentially until it reaches the value above the Σ sign (4 in this case). Therefore i takes on the values 1, 2, 3, and 4 and the values of X_1 , X_2 , X_3 , and X_4 are summed ($7 + 6 + 5 + 8 = 26$).

In order to make formulas more general, variables can be used with the summation notation.

For example:

$$\sum_{i=1}^N X_i$$

means to sum up values of X from 1 to N where N can be any number but usually indicates the sample size.

Often an abbreviated form of the summation notation is used. For example, ΣX means to sum all the values of X. When only a subset of the values of X are to be summed then the full version is required.

From "Statistics Tutorials and Resources" by David M. Lane

Text 4

Neural Health

As various jokes about "losing brain cells" illustrate, it has long been supposed that age-related cognitive decline is a result of neurodegeneration: the loss of neurons and synapses. This hypothesis is supported by high-resolution neuroanatomical investigations of the brains of patients with Alzheimer's disease and related dementias, which reveal that the level of cognitive decline and dementia is closely correlated with the extent of neuronal cell loss and synaptic degradation. Moreover, the neurodegeneration occurs selectively in brain regions associated with the functions lost in the dementias.

This view of the neural basis for age-related cognitive decline has led to much productive research on the causes of neural cell death. Recent research developments, however, including provocative reports of neural regeneration in the adult brain, are suggesting the need to expand the science in a new direction, toward understanding the determinants of change in neural health during the aging process. The underlying idea is that the causes of age-related cognitive decline, particularly in individuals who do not suffer from the dementias, may be found in dynamic processes that impair the health and functioning of living neurons. Although these mechanisms may eventually kill neurons, they may have deleterious cognitive effects even without causing neuronal loss, and the processes may begin well before old age. Little is known so far about mechanisms that maintain or impair neural health or that repair or restore unhealthy neurons.

RECENT SCIENTIFIC DEVELOPMENTS

One important line of recent evidence suggests that the mild age-related cognitive decline that occurs in nondemented individuals is different from that occurring in people with Alzheimer's disease and may not be due entirely or even primarily to neuronal loss. The progressive neuronal cell death that is observed in

Alzheimer's disease is not characteristic of benign senescent memory loss that occurs frequently with increased aging. In particular, the entorhinal cortex, which displays massive neuronal loss in the brains of patients with advanced Alzheimer's disease, does not undergo any significant neuronal loss with aging in non-demented patients. These findings support the hypothesis that the mild memory decline that occurs with age may be due to biochemical shifts in still-intact neural circuitry. Like neuronal loss, these disruptions may involve selective vulnerability in the entorhinal cortex and other brain regions, such as the hippocampus.

If cognitive decline can be attributed even in part to disruptions in the neural network other than cell loss, it is important to identify the responsible mechanisms. Recent research has identified various dynamic processes that occur in the adult brain, indicating that, in general, the brain undergoes more change than previously believed. Among the more dramatic kinds of change that have been observed are increased dendritic growth and neurogeneration in areas associated with higher cognitive functions. For evidence of lasting changes in the brain as a result of life experiences, see Buonomano and Merzenich (1998), Greenough (1976), Elbert et al (1995), and Pascual-Leone and Torres (1993). Genetic factors, such as the presence of the APOE- ϵ 4 allele, well known to be associated with Alzheimer's disease, may also influence cognitive outcomes in non-demented older persons. In addition, neural health is likely to be affected by three cellular and molecular processes that contribute to neurodegeneration, in Alzheimer's disease and related dementias: apoptosis (programmed cell death), inflammation (acute phase injury), and the generation of free radicals (oxidative stress). The selective vulnerability of certain brain regions to neuronal loss in dementias is known to match closely with those regions in which these three processes are most active.

Especially intriguing is the fact that although these three processes are implicated in dementia, they are normally beneficial to cognitive functioning: each is involved throughout life in helping to maintain the integrity of healthy neural

circuits. Thus, dysfunctions in these processes, even if not leading to cell loss, may provide mechanisms for cognitive decline.

The beneficial functions of apoptosis, inflammation, and free radical release can be briefly summarized as follows. Apoptosis is essential for brain plasticity, synaptic turnover, and selective removal of dysfunctional neurons and glia. A healthy apoptotic response mechanism is critical in the aging brain to allow for efficient adaptive remodeling of neural networks. Inflammation is critical in the acute phase response to provide basic "housekeeping" functions, including the removal of debris from dying cells and their exudates (e.g. amyloid). Reactive glia are the most critical components in maintaining neuronal homeostasis with increasing age. Free radicals released during inflammation by reactive glia are aimed at destroying foreign invaders in the brain and thus comprising a basic immune protection mechanism for brain functioning.

These processes can become detrimental when they go out of balance, for example, shifting from "acute" responses to brain injuries to a "chronic" response pattern. Unbridled apoptosis, inflammation, and free radical release would quickly shift the balance from neural health to neural dysfunction and ultimately to rampant neurodegeneration. Such a shift might either be localized to small subsets of neurons or be widespread, affecting entire neural networks. The extent to which apoptosis, inflammation, and free radical release act as beneficial as opposed to detrimental events in the central nervous system would dictate whether the neural circuit is maintained in a healthy manner or is chronically disrupted, eventually leading to neurodegenerative changes. A hypothesis worthy of investigation is that progressive deregulation of these processes with age is intimately involved with neural dysfunction and mild cognitive impairment relatively early in life, whereas chronic activity of these events over many years leads eventually to neuronal and synaptic deficits and to dementia.

This hypothesis is described in more detail by Cotman, who discusses the relevant evidence and proposes that although the initiation of acute events of the above-mentioned processes is beneficial for the maintenance of the neural circuitry, problems arise when "initiation" shifts to "propagation." For example, acute apoptosis can facilitate neuronal plasticity in the central nervous system, but chronic apoptosis can promote dysfunctional neurons (e.g. in those undergoing chronic caspase activation and managing to survive with compromised function). Chronic apoptosis would ultimately result in neurodegeneration, leading to major neural network abnormalities. Thus, in the early stages of chronic apoptosis, one would expect the promulgation of dysfunctional neurons and abnormally altered afferent/efferent profiles in the neural network. This would eventually proceed to neurodegenerative events, including neuronal cell loss, requiring robust plastic responses to maintain the integrity of the neural network. Likewise, the nurturing activities of reactive glia can shift from enhancing adaptive mechanisms in the brain to killing neurons (e.g. via free radical release) if acute phase responses become chronic ones.

Such hypotheses illustrate the critical need for investigating the determinants of change in neural health, including the ways in which apoptosis, inflammation, and free radical generation are regulated in the central nervous system over the life course. More specifically, studies are required to address how these processes might reach such an exaggerated level that neural circuits are damaged or neurons are killed rather than maintained. They should also investigate the life histories of the processes, which seem to begin by midlife. A better understanding of the role of homeostatic control of these three cellular processes in maintaining healthy neural functioning with age would also facilitate future attempts to replace lost neurons using differentiated stem cells, possibly including self-repopulation with a patient's own differentiated stem cells.

From "The Aging Mind: Opportunities in Cognitive Research"

Text 5

The Care of Historic Musical Instruments

Musical instruments are similar to other functional objects because they have moving parts, or require physical interaction to fulfill the purposes for which they were made. Musical instruments, clocks, small craft and ships, automobiles, arms and armour, hand tools, furniture, and industrial machinery are typical of the wide variety of functional objects found in museums and private collections. In most history museums, functional objects predominate.

The sound they can produce is the primary aesthetic component of most musical instruments, and the reason why they were made. Thus there is always pressure from collectors and musical instrument makers, the general public, and from many museum staff to restore them to playing condition so that their musical qualities can be appreciated in the words of one museum director, "to take them out of their glass cases and let them sing." In the past, restoration and maintenance of museum instruments for use in performance was often taken for granted. Today, museum professionals increasingly question such active, hands-on use of accessioned objects. The educational and aesthetic value of such use is often undeniable, but the potential for wear and tear and loss of original substance is equally great. Restoration work, though always well intentioned, has often been detrimental to the long-term preservation of the instruments, and is considered by many to be inconsistent with standards of practice long accepted for other classes of museum collections, such as paintings and fine arts. Even in the case of museum instruments for which restoration to playability seems an appropriate option, it is always much more easily proposed than safely executed.

Present enjoyment is hard to resist, but since a museum artifact is held in trust for the future as well as the present, one should always consider whether a present use or restoration proposal will close off interpretation options for future curators and visitors. No matter how much it may please an influential individual or special interest group today, many of the objects in our care will be viewed and

used by future visitors and scholars in ways that are different than those we imagine today. It is, therefore, clear that collections of musical instruments (and other functional objects) provide some problems for museum staff, which differ from those of fine art collections. Nevertheless, their treatment can and should be judged by exactly the same standards applied to treatments of paintings, sculpture, and the decorative arts.

Codes of Ethics and Standards

Several national and international organizations of curators, conservators, and other museum professionals have adopted codes of ethics and standards that provide a good basis for sound conservation decisions, including those concerning restoration and performances using musical instruments. (The most relevant codes are listed in the bibliography.) Published and used for decades, these codes have stood the test of time without major revisions or fundamental changes to the underlying concepts. Most of them were originally written for the needs of fine art collections, and some codes may require interpretation when applied to functional objects. Additional guidelines are needed for the restoration to playing condition of musical instruments, and for the situation when a decorative, functional, or technical component of an instrument is compromised by excessive attention to one aspect at the expense of others.

Treatments of functional objects should conform to the codes of ethics and standards of practice published by appropriate national and inter-national conservation organizations. Based upon some fundamental principles drawn from the code of ethics of the American Institute for Conservation (AIC), but common to most of them, the following guidelines may help select treatment alternatives that respect and protect aesthetic and functional values, as well as the technical and historical evidence contained in functional objects.

Standards of the Maker

No museum object should be restored to a state of functional operation unless the result will meet the minimum standard of its original maker, or of a competent historical user, or if it will not be properly maintained thereafter.

As an example, one sometimes encounters harpsichords restored using strings of incorrect gauge, tuned to the wrong pitch, or with a badly regulated action. On such an instrument, any museum demonstration will not respect the aesthetic intent of the original maker's work, even though it may be enjoyable to a modern audience. As well, there is often pressure to restore an object for some special event, even if it is uncertain that staff or other resources will continue to be available to maintain it against gradual wear and tear and operational stresses.

Equal Consideration of All Aspects

All aspects of the instrument should be given equal consideration when planning and carrying out its treatment. These include:

original function;

original decoration;

later historic functions;

changes in decoration during any later period of historic use;

visible or suspected evidence of its history of design, manufacture, or use;

earlier restorations and repairs.

Instruments have commonly been restored with singled-minded attention to either the decorative or the functional aspect to the exclusion and detriment of the others. The warped soundboard of a harpsichord may be flattened by applying heavy blocks and internal braces, which improve its external visual appearance but ruin its resonance. Instruments have been completely repainted in a manner loosely consistent with the general style of the period without protecting or respecting traces of original or later decoration that remain on the object and are unique to it.

Few early harpsichords or pianos retain their original plectra, hammer coverings, damper cloth or strings, because most traditional restorers usually replace all such material with either a modern equivalent, or a more or less careful reconstruction based on historic principles. They have assumed that these components will produce a better sound and more reliable mechanical function.

Although such assumptions are sometimes true, replacing historic material destroys the value of these parts of the object for later study and is inappropriate. It must be discouraged even at the risk of disappointing a performer, curator, or craftsman who sincerely wishes the instrument to look and sound its best. This is not to say that restoration or reconstruction is never appropriate, but it should be undertaken only as an infrequent, and thoroughly researched, last resort rather than as a normal, standard practice.

There are some recommended alternatives. At one extreme is substituting a copy for the untouched original, and at the other, retaining removed parts for future study, and carefully documenting altered mechanical adjustments and other ephemeral data, such as parts that wear out and are routinely replaced during the instrument's working life.

Justification for Functional Restoration

Restoring an instrument to functioning condition should not be considered unless an extremely important historic, technical, or aesthetic quality can only be determined by actually operating the artifact, and only if this information cannot be gained in some other manner.

All functional restorations are necessarily more intrusive than basic conservation treatments and always result in more loss of the original fabric of the artifact. Some original substance is always lost, as is evidence of performance practice, mechanical working clearances, and other adjustments. Evidence of successive stages of decoration and changes of function is often present on an instrument and is preserved in a manner analogous to archaeological strata. Such evidence is very easily lost or obscured. This topic is expanded upon in the introduction to Chapter 6 (Basic Maintenance of Playing Instruments).

Prevention

Particularly for large collections, the question of wise use of available resources must always be considered. If resources are limited as they usually are the welfare of the entire collection will be better served by attention to the storage

and exhibition environment and through basic preservation treatments, rather than through a series of restorations of individual objects, each consuming hundreds of hours and incurring further maintenance.

Factors against Functional Restoration

There are a number of factors that argue against functional restoration:

The instrument is unique.

The instrument has original ephemeral features that will be lost or altered.

The function is obscure and unlikely to be determined as a result of restoration.

The condition of the instrument is such that an accurate achievement of its original quality of function is unlikely.

The function is so well understood that no new information is likely to be gained.

The instrument is fragile or subject to significant wear during use.

The use of a copy would be possible.

The skills and other resources required for restoration, subsequent ongoing maintenance, and use consistent with historically appropriate standards are unavailable or only marginally available.

The resulting functional use will be not be recorded in any permanent form accessible to others.

From “The Care of Historic Musical Instruments” by Robert L. Barclay

Text 6

Physical education

Physical education (often abbreviated Phys. Ed. or P.E.) or gymnastics (gym or gym class) is a course taken during primary and secondary education that encourages psychomotor learning in a play or movement exploration setting.

Trends

Physical education trends have developed recently to incorporate a greater variety of activities. Introducing students to lifetime activities like bowling, walking/hiking, or Frisbee at an early age can help students develop good activity habits that will carry over into adulthood. Some teachers have even begun to incorporate stress-reduction techniques such as yoga and deep-breathing. Teaching non-traditional sports to students may also provide the necessary motivation for students to increase their activity, and can help students learn about different cultures. For example, while teaching a unit about lacrosse (in, say, Arizona, USA), students can also learn a little bit about the Native American cultures of the Northeast and Eastern Canada, where lacrosse originated. Teaching non-traditional (or non-native) sports provides a great opportunity to integrate academic concepts from other subjects as well (social studies from the example above), which is required of every P.E. teacher these days.

There are also many different models that have been created as of late that change the face of P.E. One example of this is the Health Club Model. Teaching with this model is very different from the "Organized Recess" of 20 or 30 years ago. Spun off the boom in the health club industry, a P.E. class provides many of the same "classes" that are found at a health club. Monday a student could be doing kickboxing, the next day is yoga, Wednesday the student is doing aerobics. This type of program provides a great variety of activity for students, a lot a high intensity exercise, and helps introduce these activities for use later in life. The Sports Education model is another example of a new model were the class is run like a sports league, with students taking the role of coaches, scorers, referees, and

reporters as well as players. Using this model, students practice management skills, mathematics skills, and writing skill all while learning sports skills and being active.

Another trend is the incorporation of Health and Nutrition to the physical education curriculum. The Child Nutrition and WIC Re-authorization Act of 2004 required that all school districts with a federally funded school meal program develop wellness policies that address nutrition and physical activity. While teaching students sports and movement skills, P.E. teachers are now incorporating short health and nutrition lessons into the curriculum. This is more prevalent at the elementary school level, where students do not have a specific Health class. Recently most elementary schools have specific health classes for students as well as physical education class. With the recent outbreaks of diseases such as swine flu, school districts are making it mandatory for students to learn about practicing good hygiene along with other health topics.

Today many states require Physical Education teachers to be certified to teach Health also. Many colleges and Universities offer both Physical Education and Health as one certification. This push towards Health education, is beginning in the intermediate level, including lessons on bullying, self esteem and stress and anger management.

In the United States, the physical education curriculum is designed to allow school pupils a full range of modern opportunities, dozens of sports and hundreds of carefully reviewed drills and exercises, including exposure to the education with the use of pedometer, GPS, and heart rate monitors, as well as state-of-the-art exercise machines in the upper grades. Some martial arts classes, like wrestling in the United States, and Pencak Silat in France, Indonesia and Malaysia, are taught to teach children self-defense and to feel good about themselves. The physical education curriculum is designed to allow students to experience at least a minimum exposure to the following categories of activities: aquatics, conditioning activities, gymnastics, individual/dual sports, team sports, rhythms, and dance.

Students are encouraged to continue to explore those activities in which they have a primary interest by effectively managing their community resources.

In these areas, a planned sequence of learning experiences is designed to support a progression of student development. This allows kids through 6th grade to be introduced to sports, fitness, and teamwork in order to be better prepared for the middle and high school age. In 1975, the United States House of Representatives voted to require school physical education classes include both genders. Some high school and some middle school PE classes are single-sex. Requiring individuals to participate in physical education activities, such as dodge ball, flag football, and other competitive sports remains a controversial subject because of the social impact these have on young children. It is, however, important to note that many school budgets have seen cutbacks and in some cases physical education programs have been cut - leaving educators and students to address these needs in other ways.

In Malaysia, pupils from primary schools to secondary schools are expected to do 2 periods or 1 hour of PE throughout the year except a week before examination. In most secondary schools, games like badminton, sepak takraw, football, basketball and tennis are available. Pupils are allowed to bring their own sports equipment to the school with the authorization of the teacher. In most secondary school, physical exams are rarely done, schools records on pupil's height, weight and how many push-up they can do.

In Scotland, pupils are expected to do two periods of PE in first year, one in second year and two in third and fourth year. In fifth and sixth year, PE is voluntary.

Some countries include Martial Arts training in school as part of Physical Education class. Here, these children are doing karate.

In the Philippines, some schools have integrated martial arts training into their Physical Education curriculum.

In England, pupils are expected to do two hours of PE a week in Year 7, 8 and 9 and at least 1 in year 10 and 11.

In Poland, pupils are expected to do at least three hours of PE a week during primary and secondary education. Universities must also organise at least 60 hours of physical education classes at undergraduate courses.

In Nepal, physical education is poor and poorly organized because the educational system has only been recently established and is still adjusting to recent changes and updates. Nepal has not gone very far in the sector of education because the educational history of Nepal is very short. Before 1951, Nepal was under a monarchy. The monarchy did not wish to provide education to the citizens as it did not want them to be educated and therefore politically aware. Institution of democracy did not result in a modern educational system; what education there was little better. After 10 years of democracy the country again plunged into an autocratic monarchy. In 1990 democracy was restored and the education sector started to flourish. Since then, Physical Education became part of the school curriculum. At the primary level (1-5), some minor and local games are now taught, like hide and seek and some athletic based local events. In lower secondary level (6-8), the students are taught general concepts on major games like football, volleyball, basket ball, Kho-Kho and Kabaddi. They also learn some athletics like 100m race 100*4m relay race and some other minor and lead up games. In class Nine and ten it is an optional subject where they specialize in some games like volleyball, basketball, handball, cricket, Kho Kho Kabaddi, Badminton, table tennis and some athletics are also taught. In college it is taught in the education stream. Even though it is included in school curriculum, Nepal is not able to produce any worthwhile products of games and sports for reasons ranging from poverty to decentralized government.

Text 7

Electric Potential

Now that we have some understanding of the nature of the electrical force, we can ask a few more fundamental questions: why is it proportional to the product of the charges? Why does its strength depend inversely on the square of the separation? Can we develop a model for the electrical "influence" of a single isolated charge, when there are no other charges nearby to interact with it?

Physicists attempt to work with as few assumptions as possible. One of the fundamental assumptions is that the interactions of two distinguishable objects are independent of the labels we use to identify them. Hence the electrical force between two charges must be the same regardless of which we call q_1 and which is called q_2 . The equation for force must therefore be "symmetric" under exchange of the labels: the value of the force must be the same. This means that the force can only depend on the sum or the product of the charges; experiment tells us that it is the product.

In order to model the electrical influence of an isolated charge, we resort to a rather fictional scenario. We first "fix" (think of it as glueing) a charge (or charges) at specific coordinates in space. This charge is called the "configuration charge". We think of the configuration charge as the source of an "electrical field", which has a different magnitude and direction at every point in space:

$$E_x(\mathbf{r}) = q_c R_x / 4\pi\epsilon r^3$$

or

$$E(\mathbf{r}) = q_c / 4\pi\epsilon r^2,$$

where the subscript "c" on the charge indicates that it is a configuration charge. Here, \mathbf{r} as the argument of the function E specifies a location (the "field point") where we want to compute the field; r in the denominator specifies the distance from the configuration charge to the field point, and \mathbf{R} is the vector

pointing from the configuration charge to the field point. This electric field has dimensions of force over charge, and the force felt by a "test" particle in this field is

$$F_x = q_t E_x,$$

("t" indicating a test charge) which is equivalent to the Coulomb force. The notion here is that a charged particle has an influence independent of whatever forces are felt by other charges. Since the electric field is a vector, linear superposition again applies: the electric field at any given point in space due to a sum of configuration charges is equal to the sum of the electric fields at that point. Note that the field concept is a model: the field is not measurable independently of the force. That, however, is not the fictional part of the story: we pretend that the test charge DOES NOT INFLUENCE the electrical field created by the configuration charges. Since the configuration charges are "static" (do not move), they are the sources of the "electrostatic field"; the test charge is a probe which does not affect that field. In other words, it is an idealized measuring device with which we determine F (and therefore E) due to the charge configuration.

If we want a picture of a field, we usually think of many lines of "flux" emanating radially away from the charge.

For negative charges, the lines point inward. These flux lines indicate the direction a positively charged test particle would move due to the electric force between it and the configuration charge. The "number" of lines is proportional to the quantity of the configuration charge. Note that the "density per unit area" of the flux decreases as the distance from the center increases. That is, the lines are much closer together when nearer to their origin. Since we live in three spatial dimensions, and the surface area of a sphere centered on the charge increases with the square of the distance, we have a model for the inverse square force law: the magnitude of the force is proportional to the density of the field lines ("flux density"), which decreases with the square of the distance. We can also see why a spherical source is equivalent to a point source at its center: the flux lines

emanating from the surface can be extrapolated inwards to the center with no change in the physical forces felt outside the surface.

With the concept of an electric field we can now understand the idea behind electrophoresis. Electrophoresis is a sedimentation technique used in DNA analysis and the determination of protein molecular weights, but one in which the force of gravity (or the centrifugal force induced by a centrifuge) is replaced by the electric force. The sample to be analyzed is placed along one end of a gel (whose diffusion properties are very carefully controlled) and an electric field is created whose magnitude is constant and whose direction is along the gel and perpendicular to the sample. Since the electric force is much larger than that of gravity, we can ignore gravity and equate the force experienced by the sample molecules to the difference between the electric force and the drag:

$$m a = q E - b v,$$

where q is the charge on the molecule and b is its drag coefficient. The molecules rapidly reach terminal velocity:

$$v_t = q E / b$$

and the measurement of the velocity (or correspondingly, the distance the molecules travel in a given time) determines the charge on the molecule. Provided that the molecules have been denatured (unfolded) and charged by the addition of an anionic detergent like sodium dodecylsulfate (SDS), the charge will be proportional to the mass of the molecule and the molecular weight can be determined. This molecular weight is relative to an accurately calibrated standard, since the charge to mass ratio and the drag coefficients cannot be controlled sufficiently accurately to enable the molecular weight to be computed directly from the position. In practice, the sample is first spread by electrophoresis into a thin line at one end of the gel, which is manufactured with a pH gradient along that

direction. Since the mobility of each molecule is a function of the pH, each molecule will stop moving at the point where it is electrically neutral relative to the surrounding pH (its "isoelectric" point). Then the sample is subjected to an electric field perpendicular to the line; thus electrophoresis yields a two dimensional "map" of the sample, with different proteins (or DNA sequences) separated by molecular weight. These maps are what you worked with in problem 2-12.

For our purposes, it will be much easier to deal with another quantity, the scalar "electrical potential", rather than the electric field. The electric field can be thought of as the gradient of the electrical potential field. This notion is identical to the notion in Chapter 2 of the force as the gradient of the potential energy function. But since the electric field is a force per unit charge, the electric potential must be an energy per unit charge. It is a scalar field, having a magnitude (but no direction) at every point in space:

$$V(r) = q / 4 \pi \epsilon r.$$

It has SI units of J / C ("Volts"), and the energy of a test charge in the potential field due to one or more configuration charges is $U = q V$.

<http://www.rwc.uc.edu/koehler/biophys/text.html>



Text 8 Language of Design

course is concerned with understanding the basic analyze and talk about visual material. These n as the principles and elements of design. The a strong cultural bias. However, since European rom which we are operating here, it is in this ventually look at other cultural approaches to

In this section, first we will define some basic terminology essential to the understanding of visual language. We will then look at the elements of design, or the components which form the structure of a work. Finally, we will consider the design principles, the concepts used to organize the structural elements. The principles and elements of design are the basic building blocks of visual composition, and in order to understand how visual images carry meaning, we need to understand this basic vocabulary of visual language.

Basic Terminology

The phrase visual language refers to the idea that communication occurs through visual symbols, as opposed to verbal symbols, or words.

Words are also symbols, of course. They are not the thing itself, although traditional religious ideas have often centered around the idea that the word and the thing are the same. It is for this reason that, for example, in more than one religion it is forbidden to speak or write the name of God, and in most faiths great reverence is given to the written scripture. Also, words can take on symbolic meanings that may go beyond the literal definition. The word black, for example, became a highly charged symbol of political and social realities for African Americans in the 1960's. The meaning and use of this term has shifted somewhat

since that time, though it continues to carry meanings that might not be apparent to someone just learning English.

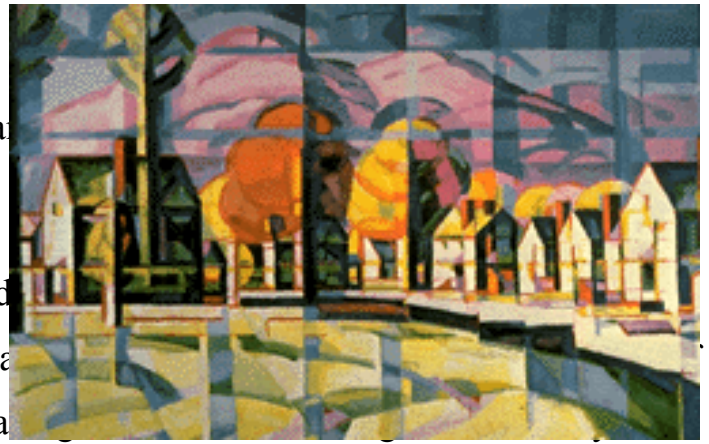
There are also nonverbal symbols that we respond to as messages, though often without realizing exactly what it is that has caused us to reach a certain conclusion. These symbols are often visual, though they can be auditory or even tactile. The power of music as a non-verbal, auditory language is very apparent. However, in this course, we are going to concentrate on those nonverbal symbols that reach us via the eyes.

Those who understand nonverbal, especially visual language can and do manipulate our attitudes to suit their purposes. Yet often we respond to visual messages unconsciously, preferring to believe that our opinions are formed by our own good judgement and personal taste. Therefore we may fail to recognize that visual signals may affect our opinions about policy issues and social values, or even our preferences in cars, music, or fashions.

For example, the body language, dress, and expressions of a politician in this television age often seem to be as crucial to the success of a party's program as the policies and ideas he holds. The wrong nonverbal signals, and we simply do not trust that person on the screen, whatever his ideals and character may really be. On the other hand, effective use of visual signals can make us overlook a great deal in a politician's background. There have been many examples of both situations in the last 40 years, since television has become such a powerful presence in American life.

One of the primary objectives of this course is to raise our consciousness of visual language and visual thinking; what we understand, we can control. This is important whether you expect to be a producer of visual material, or a consumer.

Another concept that will be used extensively in this course is the term **design**. There are a number of published definitions of design; all seem to stress the ideas



has come to mean attractively presented or fashioned, or merely trendy.

For the purpose of this course, however, the rational, planned character of the word design is most relevant, and therefore the following definition is offered: Design is the **PROCESS** of **SELECTING** and **ORGANIZING** elements or components in order to fulfill a specific purpose. This purpose may be functional or aesthetic, or (frequently) both.

Please note that this describes a very rational approach to the creative act, and stresses process - a method for solving problems that involves choice and planning. This definition is very much focused on the goal or purpose to be achieved through this process. Aesthetic and expressive issues may play a part in this process, but they are not the only possibility, and may not even be important parts of the design process in some situations. For example, if an engineer seeks to design an improvement in an automobile's catalytic converter, its function, but not its appearance, is the issue. However, in designing a dress or a lamp, appearance is often even more important than function-and may even be the function.



trast, we have the idea of art. The definition of art has undergone even more permutations than has the idea of design. It is obvious to even the most uninitiated that these two works express very different intentions, and embody very different ideas about the nature and purpose of art.

The history of the word *art* itself tells us that the purpose of art has changed over time. When we look at medieval definitions as provided in the Oxford English Dictionary, we find the focus is on skill..."as a result of knowledge and practice."

By the 18th century this idea of skill was being coupled with the goal of "the ratification of taste or production of what is beautiful..." The ideas of skill, taste, and beauty had now been brought together. This definition is about as far as many people seem to get in their understanding of what art is about.

As we will see later, by the 19th century, other concepts are added into the definition of art, such as truth, talent (*not* the same as skill!!), and self expression (a very late addition to the idea of art). Since the idea of art has been and remains a very fluid concept, we will not attempt a full definition at this time, but return to it later.

Another difficult but important term is taste. Taste is for our purposes here to be thought of as a matter of personal preference in aesthetic matters. We can say that a person has traditional tastes, or avant garde tastes; or eclectic (meaning varied or broad) tastes. We can even claim that a person has no taste, usually meaning someone who lacks the interest or awareness to respond to visual material.

The important point to remember is that we should all feel free to like or dislike what we will, on grounds of personal taste. However, please note that there is a distinction between personal taste or preference and objective judgments of success or failure in a work of design or art. It is possible to recognize that a work is successful and significant, even though it does not suit our personal taste. It

should be clear that unless one can lay claim to a high level of expertise it is rather immoderate to condemn a work as "bad" just because one doesn't like it. It is important for an artist to understand this distinction, and even more so for a designer, who will surely be called upon to do creative work in a framework of someone else's tastes and ideas.

It is possible to learn how these objective judgments are made. A lot of it has to do with this business of visual language, and learning more of that language is what this course is about. There are objective criteria by which we can determine whether or not a work is successful ("good"). We will be looking at these criteria later in this course.

From "Art, Design, and Visual Thinking" by Charlotte Jirousek

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