Міністерство освіти і науки України
Державний університет «Житомирська політехніка»

ПОСІБНИК ДЛЯ САМОСТІЙНОЇ РОБОТИ
ЗДОБУВАЧІВ ВИЩОЇ ОСВІТИ ТА ДИСТАНЦІЙНОГО НАВЧАННЯ
з навчальної дисципліни «Іноземна мова»

для здобувачів вищої освіти освітнього рівня «бакалавр»

ТРЕНУВАЛЬНІ ВПРАВИ ДЛЯ ПІДГОТОВКИ ДО ЄДИНОГО ВСТУПНОГО ІСПИТУ

факультет педагогічних технологій та освіти впродовж життя
кафедра педагогічних технологій та мовної підготовки

Рекомендовано на засіданні
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Житомир

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Посібник для самостійної роботи здобувачів вищої освіти та дистанційного навчання з навчальної дисципліни «Іноземна мова (англійська)» для здобувачів вищої освіти освітнього рівня «бакалавр». Укладачі: КОШЕЛЄВА М.В., ВЕРГУН Т.М., Житомир: Державний університет «Житомирська політехніка», 2024. – 102с.

Посібник призначений для самостійної роботи здобувачів вищої освіти денної, заочної та дистанційної форми 4-го року навчання усіх спеціальностей Державного університету «Житомирська політехніка» для тренування та підготовки до єдиного вступного іспиту (ЄВІ). Основна мета – організувати самостійну роботу здобувачів вищої освіти і спрямувати її на розвиток навичок читання, навичок критичного мислення, удосконалення знання граматики англійської мови, а також перевірка отриманих знань за допомогою тестових завдань.

Спрямований на засвоєння та перевірку знань з лексичного та граматичного мінімуму тем навчальної дисципліни “Іноземна мова (англійська)”, розвиток умінь та навичок читання за допомогою вирішення контрольних завдань, а також вдосконалення вмінь писемного мовлення.

Є корисним для широкого кола осіб, які мають різний рівень підготовки з англійської мови.

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ЗМІСТ

Вступ ……. 3

Part I ……... 11

Language in Use …… 11

Vocabulary in Use …….. 22

Grammar in Context ……...… 27

Part II …… 43

Reading …….. 43

Part III ……... 61

Grammar Reference with Exercises ……..…. 61

Список використаних джерел …… 102

ВСТУП

Посібник містить 2 тренувальних розділів для вдосконалення лексичних та граматичних навичок, навичок читання. Тренувальні вправи допоможуть здобувачам освіти перевірити свій рівень володіння мовою та підготуватися до єдиного вступного іспиту. Посібник містить короткий граматичний довідник з тренувальними граматичними вправами. Для підготовки до ЄВІ студентів випускних курсів

Методичний посібник розроблено з метою збагачення змісту та підвищення якості підготовки до ЄВІ здобувачів освіти з англійської мови у Державному університеті «Житомирська політехніка». Завдання для аудиторних занять та самостійної роботи спрямовані на закріплення теоретичного матеріалу, опанування матеріалу практичних занять; самостійне вивчення теоретичних питань програми, що винесені на самостійне вивчення; перегляд рекомендованих відеоматеріалів з тематики дисципліни; підготовку до написання поточних тестів.

Матеріали можуть бути використані на аудиторних заняттях з вивчення англійської мови та для самостійного опрацювання.

Метою курсу навчальної дисципліни "Іноземна мова" є формування таких навичок:

1) формування мовленнєвих навичок та умінь та засвоєння лінгвістичних та соціокультурних знань;

2) розвиток когнітивних здібностей;

3) формування впевненості щодо використання мови як засобу комунікації та для перекладу, а також розвиток позитивного відношення до вивчення англійської мови і засвоєння відповідної культури;

4) розвиток здатності до самостійного пошуку та засвоєння нового матеріалу;

5) розвиток загальних умінь спілкування.

Відповідно до основної мети навчання іноземної мови для студентів випускних курсів можна виділити наступні **завдання:**

1) Навчити вільно й правильно, з додержанням фонетичних, граматичних та стилістичних норм та на основі засвоєння широкого словникового запасу говорити й писати англійською мовою;

2) Засвоїти лексичні одиниці в межах навчальних модулів;

3) Розуміти на слух тексти, що відносяться до знайомих тем, за умови стандартної та чіткої вимови і не надто високого темпу мовлення;

4) Спілкуватися в найтиповіших ситуаціях в межах засвоєного матеріалу;

5) Вміти долати чинники, що перешкоджають розумінню під час спілкування;

6) Інтегрувати навичкові параметри (фонетика, лексика та граматика) у мовленнєвих уміннях;

7) Розвинути гнучкі стратегії читання як мовленнєвого уміння за рахунок розвитку усіх його видів;

8) Розвинути письмо як мовленнєве уміння на матеріалі складання офіційних та приватних листів, а також написання невеликих творів;

У результаті вивчення навчальної дисципліни студент повинен **знати:**

1) базову професійно-орієнтовану лексику, ідіоматичні вирази ділової англійської мови;
2) основи ділової мови за фахом, особливості письмового спілкування, включаючи загальновживані звороти, кліше, звернення;
3) основні структури і функції мови, необхідні для оволодіння усними і письмовими формами професійного спілкування іноземною мовою в повсякденних ситуаціях;
4) граматичні структури, необхідних для здійснення вмінь, визначених чинною програмою
5) етику мовного спілкування, зважаючи на культурні особливості носіїв англійської мови (дискусія, переговори, робочі діалоги, презентації);
6) Правила написання ділової кореспонденції: memo, business letter, e-mail, report.

Вміти:

1) Розуміти прочитані тексти на економічну тематику;
2) Формулювати особисте ставлення та власну думку англійською мовою щодо прочитаного тексту аграрного та бізнесового характеру;
3) Користуватися англійською мовою як засобом отримання та поглиблення систематичних знань зі спеціальності, тобто засобом самовдосконалення;
4) Розпізнати проблему та запропонувати шляхи її вирішення;
5) Дати коротку загальну характеристику прочитаного або почутого матеріалу;
6) Активізувати лексику та граматичні структури, ідіоми, передбачені чинною програмою в мовленні;
7) Робити повідомлення про підприємство у певному аспекті (історію, структуру, фінансовий стан компанії, тощо) англійською мовою.
8) Брати участь у запланованих і незапланованих дискусіях, дебатах, розмовах на широке коло проблем у сферах професійного спілкування.

Результатом вивчення дисципліни є набуття студентами таких компетентностей:

1. Соціальні (пов'язані з оточенням, життям суспільства, соціальною діяльністю особистості): здатність до співробітництва, вміння розв'язувати проблеми в різних життєвих ситуаціях, навички взаєморозуміння, комунікативні навички, мобільність, вміння визначати ролі в суспільстві тощо.

2. Мотиваційні (пов'язані з внутрішньою мотивацією, інтересами, індивідуальним вибором особистості): здатність до навчання, винахідливість, уміння досягати успіху в житті, інтереси та внутрішня мотивація, особисті практичні здібності, вміння робити власний вибір.

3. Функціональні компетентності (пов'язані зі сферою знань, умінням оперувати науковими знаннями та фактичним матеріалом): лінгвістична компетентність, технічна та наукова компетентність, уміння оперувати знаннями в житті та навчанні, вміння використовувати ІКТ тощо.

Програма тесту з іноземних мов для вступу в магістратуру.

Для вступу до магістратури передбачено проведення єдиного вступного іспиту (ЄВІ), який містить два блоки: тест загальної навчальної компетентності (ТЗНК) і тест з іноземної мови (англійської, іспанської, німецької, французької).

Зміст блоку ЄВІ з іноземної мови визначає Програма єдиного вступного іспиту з іноземних мов.

Програма затверджена наказом МОН № 411 від 28 березня 2019 року.

ПРОГРАМА ЄДИНОГО ВСТУПНОГО ІСПИТУ З ІНОЗЕМНИХ МОВ

для вступу на навчання для здобуття ступеня магістра на основі здобутого ступеня вищої освіти (освітньо-кваліфікаційного рівня спеціаліста)

Програма єдиного вступного іспиту створена з урахуванням Загальноєвропейських рекомендацій з мовної освіти (рівень В1-В2). Зміст завдань для здійснення контролю якості сформованості іншомовної комунікативної компетентності уніфіковано за видами і формами завдань. У Програмі враховано особливості англійської, іспанської, німецької та французької мов.

Об’єктами оцінки є мовленнєва компетентність у читанні, а також мовні лексичні та граматичні компетентності. Зміст тестових завдань ґрунтується на автентичних зразках літературного мовлення, прийнятого в країнах, мову яких вивчають, відповідно до сфер спілкування і тематики текстів, визначених цією Програмою.

УЧАСНИКИ ЄДИНОГО ВСТУПНОГО ІСПИТУ

У єдиному вступному іспиті з іноземної мови беруть участь особи, які бажають вступити на навчання для здобуття ступеня магістра на основі здобутого ступеня вищої освіти (освітньо-кваліфікаційного рівня спеціаліста),

(далі - кандидати).

МЕТА ЄДИНОГО ВСТУПНОГО ІСПИТУ

Визначити результати навчання кандидатів з іноземної мови за шкалою 100-200 балів на основі кількості балів, набраних ними за виконання завдань предметного тесту з іноземної мови.

ЗАГАЛЬНА ХАРАКТЕРИСТИКА СКЛАДОВИХ ТЕСТУ

Частина І. ЧИТАННЯ

Мета - виявити рівень сформованості вмінь кандидатів самостійно читати і розуміти автентичні тексти за визначений проміжок часу. Завдання для визначення рівня сформованості іншомовної компетентності в читанні зорієнтовані на різні стратегії: з розумінням основної інформації (ознайомлювальне читання), повної інформації (вивчальне читання) та пошук окремих фактів (вибіркове читання). Для створення тестових завдань використовують автентичні тексти з друкованих періодичних видань, інтернет-видань, інформаційно-довідкових і рекламних буклетів, художньої літератури. Тексти для ознайомлювального читання можуть містити до 5 % незнайомих слів, а для вивчального та вибіркового читання - до 3 %, про значення яких можна здогадатися з контексту за словотворчими елементами таза співзвучністю з рідною мовою (слова-інтернаціоналізми). Загальний обсяг текстів становить до 2 500 слів. У предметних тестах оцінюють уміння кандидатів розуміти прочитаний текст, виокремлювати ключову інформацію, узагальнювати зміст прочитаного, робити висновки на основі прочитаного.

Кандидат уміє:

• читати текст і визначати мету, ідею висловлення;

• читати (з повним розумінням) тексти, побудовані на знайомому мовному матеріалі;

• читати та виокремлювати необхідні деталі з текстів різних типів і жанрів;

• диференціювати основні факти та другорядну інформацію;

• розрізняти фактичну інформацію та враження;

• розуміти точки зору авторів текстів;

• працювати з різножанровими текстами;

• переглядати текст або серію текстів з метою пошуку необхідної інформації для виконання певного завдання;

• визначати структуру тексту й розпізнавати логічні зв’язки між його частинами;

• встановлювати значення незнайомих слів на основі здогадки, схожості з рідною мовою, пояснень у коментарі.

Частина ІІ. ВИКОРИСТАННЯ МОВИ

Мета - виявити рівень сформованості мовленнєвих і мовних граматичних і лексичних компетентностей кандидатів.

Кандидат уміє:
• аналізувати й зіставляти інформацію;
• правильно вживати лексичні одиниці та граматичні структури;
• встановлювати логічні зв'язки між частинами тексту.

Лексичний мінімум вступника складає 2 500 одиниць відповідно до сфер спілкування і тематики текстів, визначених цією Програмою.

СФЕРИ СПІЛКУВАННЯ І ТЕМАТИКА ТЕКСТІВ ДЛЯ ЧИТАННЯ ТА ВИКОРИСТАННЯ МОВИ

І. Особистісна сфера

- Повсякденне життя і його проблеми.
- Сім'я. Родинні стосунки.
- Характер людини.
- Помешкання.
- Режим дня.
- Здоровий спосіб життя.
- Дружба, любов.
- Стосунки з однолітками, у колективі.
- Світ захоплень.
- Дозвілля, відпочинок.
- Особистісні пріоритети.
- Плани на майбутнє, вибір професії.

ІІ. Публічна сфера

- Погода. Природа. Навколишнє середовище.
- Життя в країні, мову якої вивчають.
- Подорожі, екскурсії.
- Культура й мистецтво в Україні та в країні, мову якої вивчають.
- Спорт в Україні та в країні, мову якої вивчають.
- Література в Україні та в країні, мову якої вивчають.
- Засоби масової інформації.
- Молодь і сучасний світ.

- Людина і довкілля.
- Одяг.
- Покупки.
- Харчування.
- Науково-технічний прогрес, видатні діячі науки.
- Україна у світовій спільноті.
- Свята, пам'ятні дати, події в Україні та в країні, мову якої вивчають.
- Традиції та звичаї в Україні та в країні, мову якої вивчають.
- Видатні діячі історії та культури України та країни, мову якої вивчають.
- Визначні об'єкти історичної та культурної спадщини України та країни,
- мову якої вивчають.
- Музеї, виставки.
- Живопис, музика.
- Кіно, телебачення, театр.
- Обов'язки та права людини.
- Міжнародні організації, міжнародний рух.

III. Освітня сфера

- Освіта, навчання, виховання.
- Студентське життя.
- Система освіти в Україні та в країні, мову якої вивчають.
- Робота і професія.
- Іноземні мови в житті людини.

ГРАМАТИЧНИЙ ІНВЕНТАР. АНГЛІЙСЬКА МОВА

Іменник

- Граматичні категорії (однина та множина, присвійний відмінок).
- Іменникові словосполучення.
- Лексичні класи іменників (власні та загальні назви: конкретні, абстрактні
- іменники, речовини, збірні поняття).

Артикль

- Означений і неозначений.
- Нульовий артикль.
- Прикметник
- Розряди прикметників.
- Ступені порівняння прикметників.

Числівник

- Кількісні, порядкові та дробові числівники.

Займенник

- Розряди займенників.

Дієслово

- Правильні та неправильні дієслова.
- Спосіб дієслова.
- Часо-видові форми.
- Модальні дієслова.
- Дієслівні форми (інфінітив, герундій, дієприкметник).
- Конструкції з дієслівними формами (складний додаток, складний підмет,
- складний присудок).

Прислівник

- Розряди прислівників.
- Ступені порівняння прислівників.

Прийменник

- Типи прийменників.

Сполучники

- Види сполучників.

Речення

- Прості речення.
- Складні речення.
- Безособові речення.
- Умовні речення (0, I, II, III типів).

Пряма й непряма мова

Словотвір

Перелік компетентностей та відповідних результатів навчання, що забезпечує дисципліна

По завершенню дисципліни “Іноземна мова” студент має володіти наступними знаннями, навичками та вміннями, а саме:

1. **знання** граматичних структур, необхідних для здійснення вмінь, визначених чинною програмою, а також правил англійського синтаксису для розуміння текстового матеріалу. До основних граматичних структур, що підлягають актуалізації шляхом повторення, відносяться: Present Simple, Present

Continuous, Present Perfect, Past Simple, Past Continuous, Future Simple, Passive Structures; Non-finite forms of the Verb; Modals; Comparative and Superlative Adjectives; Countable and Uncountable Nouns; Complexes with The Gerund, Prepositions; лексичний мінімум в обсязі 500 лексичних одиниць, що забезпечує активне володіння в ситуаціях, передбачених програмою;

2. **навички** для розв'язання конкретних комунікативних завдань в реальних життєвих ситуаціях.

3. **уміння** в говорінні формувати особисте ставлення та власну думку англійською мовою щодо прочитаного тексту аграрного та бізнесового характеру; брати участь у запланованих і незапланованих дискусіях, дебатах, розмовах на широке коло проблем у сферах професійного (interview, starting a presentation, making conversation, planning a schedule, giving opinions, arranging to meet, staying at a hotel etc.) спілкування; висловлювати реакцію на повідомлення в сфері формального і неформального спілкування (з використанням розмовних штампів, ідіоматичних виразів, елементів сленгу та діалектичного мовлення); в аудіюванні розуміти основний зміст і виявляти релевантну інформацію у непідготовлених дискусіях, дебатах, офіційних переговорах (зустрічах), лекціях англійською мовою; детально розуміти телефонну розмову; у письмі писати офіційні листи (memorandum, a letter of complaint, a letter of confirmation, sales letter, letter offer, etc

Part I

Language in Use

Test 1

HOW DO PEOPLE SPEND THEIR FREE TIME IN THE UK?

An Euro stat survey, **(1)** _____ statistical office, discovered that people in Britain spend about 45% of their free time watching television, 24% of their free time socializing, 22-23% on sport and hobbies, and 10% on **(2)** _____ activities. Other popular leisure activities are listening to the radio, listening to pre-recorded music, reading, DIY (Do it Yourself), gardening, eating **(3)** _____ and going to the cinema. People enjoy various indoor and outdoor activities in Britain. The British **(4)** _____ as a nation of gardeners. Most people have a garden **(5)** _____ their property. Gardening **(6)** _____ a popular pastime since Roman times. Many people in Britain are proud of their houses and gardens. They want their houses and gardens **(7)** _____ nice. Every town in Britain **(8)** _____ one or more DIY centres and garden centres. **(9)** _____ are like supermarkets for the home and garden. These places are very popular with British home-owners **(10)** _____ the weekends.

"We don't have a big garden like some people. Dad likes to mow the lawn. Sometimes I help him. Mum looks **(11)** _____ the flowers. She weeds the garden **(12)** _____ the garden looks good. I am growing some vegetables in my garden." (Andy Brown, 12 years old, London)

	A	**B**	**C**	**D**
1	EU	the EU's	the EU	EU's
2	another	others	other	the others
3	out	in	much	outdoors
4	know	are known	knows	have known
5	in	of	at	on
6	was	has been	had been	is
7	look	looking	to look	to be looking
8	have	has	had	have had
9	This	These	That	Those

10	on	in	at	of
11	after	for	out	at
12	so	such	because	so that

Test 2

RELIGION

The majority of adherents **(1)** _____ a religion are Christians; independent churches and new religious movements **(2)** _____ in the **(3)** _____ 20th century. There are substantial communities of **(4)** _____, Hindus, Sikhs, Jews and Buddhists. About **(5)** ___ of the population **(6)** _____ any religion (25.7 per cent in the 2011 census).

	A	**B**	**C**	**D**
1	for	on	in	to
2	increased	rose	raised	stood
3	last	late	latter	latest
4	Muslims	Muslim	The Muslim	Muslim's
5	first-quarter	one-quarters	one-quarter	first-quarter's
6	do not profess	does not profess	not profess	not professes

Test 3

HEALTH

The National Health Service (NHS) **(1)** _____ free health care. It has a workforce of more than one million people and **(2)** _____ for mainly through general taxation. Cancer, heart disease and stroke are the major causes of death, **(3)** _ accidents are **(4)** __ cause of death under 30. Up to the end of 2012, around 100,000 people **(5)** _ to be living with HIV. Cigarette smoking is **(6)** ___ preventable cause of illness and death. There are 34 medical schools in the United Kingdom (2014). Infant mortality was four per 1,000 live births in 2013.

	A	B	C	D
1	provide	provided	provides	providing
2	paid	is paid	pays	paying
3	where	why	while	wherever
4	the commonest	the most common	more common	commoner
5	estimated	was estimated	estimates	were estimated
6	the larger	the largest	largest	the large

Test 4

SHOPPING IN THE USA

Americans tend **(1)** _____ most of their shopping during just a couple days of the week — and **(2)** ____ a big mistake if they want to save money. The amount of money Americans spend in stores, restaurants, gas stations and online depends heavily **(3)** _ the day of the week. Americans tend to spend the most — an average of $76 a day — on Saturdays, followed by Fridays ($73). That's nearly 40% more than they spend on Mondays or Tuesdays, which are the days of the week that Americans tend to spend the **(4)** _____, according to a recent Gallup poll. Saturday (followed by Friday and Sunday) is by far the **(5)** _ day to do grocery shopping in the U.S. Roughly 41 million shoppers hit grocery stores on that day, compared **(6)** ____ just 30 million who shop on Wednesdays. Turns out, that may be a costly mistake. Wednesday is the day that most stores begin their **(7)** ____ discount and coupon promotions. Plus, many grocery stores tend to get big shipments early in the week, so shopping **(8)** _____ a Wednesday might offer you the best and freshest selection, says Mark Castro, a spokesperson for DealNews.com.

	A	B	C	D
1	doing	done	to do	did
2	this	those's	these's	that's
3	on	at	in	off
4	least	less	little	the most
5	more popular	popularer	most popular	popularest
6	by	with	about	for

7	week	weekly	weeks	weeker
8	in	at	of	on

Test 5

WHAT'S ON AT THE CINEMA?

Warner Bros. **(1)** _ a lush invitation to return to the world of Harry Potter with *Fantastic Beasts And Where To Find Them*. The film **(2)** _ in November 2016. Filmed in the UK by a UK director based on the work of one of the UK's best- known writers (making her screenwriting debut here), it is a US co-production, but it **(3)** __ truly British. Director David Yates continues his wizarding world collaboration **(4)** _____ producers David Heyman and Steve Kloves here, with a cast **(5)** ____ Eddie Redmayne, Ezra Miller and Colin Farrell. The story, set seventy years before the Harry Potter films, tells of Redmayne's Newt Scamander and a case of magical creatures that escapes **(6)** _____ the no-Maj world of 1920s New York. Here's the first trailer.

	A	**B**	**C**	**D**
1	was extended	will extend	has extended	had extended
2	released	were released	can release	was released
3	to feel	feels	felt	feeling
4	in	by	with	among
5	led to	led out of	led with	led by
6	into	on	for	about

Test 6

INTERESTING HOUSE TO LIVE IN

Everyone **(1)** _____ to feel comfortable in **(2)** _____ own homes. Different people have different taste when it comes to housing. Some people like small houses some like it big and glamorous. The unusual houses **(3)** _ everyone's attention. That is why architects all over the world **(4)** , who will make the most interesting and unusual house ever build. Now, although living in it may not be so pleasant they sure **(5)** __ fantastic. Home is **(6)** ___ your heart and family is. Since 2007, Kerri Fivecoat-Campbell and her husband Dale **(7)** __ in a 480-square-foot home on a wooded lakefront property in Arkansas. She tells, I think living in a tiny house is different **(8)**

_____ an apartment in the same way as owning or living in a single-family home: you don't have people on top **(9)** ____ you, or right next door **(10)** ___ you, or below you. In terms of space, it really isn't that much different unless, of course, it moves because you have a tiny house on wheels. We had a three-bedroom, two-bath house that had a family room and a formal living room and several TVs, and my husband and I **(11)** ___most of our time in different areas. Not having room to spread out anymore took some getting used to, but now I wouldn't want it any other way. I don't want to go back to us living in separate rooms, and not really communicating or spending time together. In a tiny house we aren't spending time cleaning. We aren't spending time maintaining the yard. We are spending time **(12)** . what we loved.

	A	**B**	**C**	**D**
1	want	wants	wanted	to want
2	its	his	their	her
3	attract	attracts	attracting	attracted
4	were competing	is competing	are competing	will be competing
5	looks	looked	looking	look
6	when	where	why	whose
7	was living	had been living	have been living	were living
8	to	off	from	out of
9	at	in	on	of
10	to	below	over	of
11	spending	spent	spend	will spend
12	to do	did	done	doing

Test 7

EIGHT MILLION TONS OF PLASTIC DUMPED IN OCEAN EVERY YEAR

Scientists **(1)** _____ with a new way~~ to meas~~ure ocean trash — and the numbers are even **(2)** . than thought. In 2010, eight million t~~ons of pl~~astic trash **(3)** _____

in the ocean from coastal countries — far more than the total that has been measured **(4)_____** on the surface in the ocean's "garbage patches". The use of plastics for consumer products has become **(5) _____** dominant, and production has steadily increased **(6) _____** the material was first put into wide use a half century ago. In 2012, for example, 288 million tons of plastic **(7) _____** globally. Ocean plastic has turned up literally everywhere. It has been found in the deep sea and buried in Arctic ice. It has been ingested with dire consequences by some 700 **(8) _____** of marine wildlife. That's the bad news. The even worse news **(9) _____** that the tonnage is on target to increase tenfold in the next decade unless the world **(10) _____** a way to improve how garbage is collected and managed.

	A	**B**	**C**	**D**
1	has come up	have come up	will come up	are coming up
2	bad	worse	worst	well
3	ends up	is ended up	ended up	can be ended up
4	for	still	since	for
5	increasing	increasingly	in an increasingly manner	increased
6	was manufactured	going to be manufactured	had been manufactured	were manufactured
7	floated	to float	floating	floats
8	species	speces	specieses	specis
9	are	is	were	will be
10	found	founding	finds	founded

Test 8

Earthquakes

Earthquakes are among the most destructive (1) _____disasters. They usually occur without any (2) __warning and often result in a (3) _____ of life and the collapse of buildings. In addition, earthquakes may cause (4) _____ landslides or create gigantic tidal waves. Such a disaster happened in 2004, when an earthquake (5) _____ the coast of

Indonesia (6) _____ a massive tsunami that killed over 200,000 people. Earthquakes (7) _____ mostly where the earth's tectonic plates meet. Massive amounts of energy are (8) _____ when two plates push towards, pull apart from or slide past each other. (9) _____ millions happen every year there are only a small number that (10) _____ and very few that cause damage. In many cases, an earthquake (11) _____ 30 to 60 seconds. There is hardly any time to (12) _____ once the shaking starts. The brutal forces of an earthquake start a (13) _____ chain reaction in a building's structure when it is shaken. A building's height, (14) _____ and construction materials are significant (15) _____ when it comes to its inhabitants surviving such a disaster.

	A	B	C	D
1	naturalistic	natural	nature	native
2	ahead	former	past	prior
3	cost	damage	harm	loss
4	devastating	overwhelming	disturbing	shocking
5	of	off	on	at
6	generated	set	triggered	activated
7	occur	are occurring	occurred	are occurred
8	emitted	loosened	escaped	released
9	Although	In spite of	However	Nevertheless
10	are being felt	should be felt	must be felt	can be felt
11	keeps on	lasts	happens	remains
12	divert	discard	escape	abandon
13	dense	compound	difficult	complex
14	shape	figure	character	spirit
15	keys	factors	reasons	causes

Test 9

The Indian Caste System

The Indian caste system (1) _____society into groups of people with different functions and status.

Originally, the highest caste, the Brahmins, were the intellectual and spiritual guides, priests and philosophers. Second were the Kshatriyas, the caste of warriors and rulers. Then came the Vaishyas, (2) _____with trading and commerce, and the lowest caste were the Shudras, who were labourers and craftsmen. People of these four castes had to (3) _____any contact with the "untouchables", people who ranked below all others and did the dirty work. While the higher castes managed to (4) _____ their position in Hindu society the lower ones were not given any power (5) _____. Those who (6) _____caste rules were punished severely. During their (7) _____, the British tried to give more rights to the lower castes and abolish traditional practices, but in practice they did not succeed. Since 1949 the Constitution of India has (8) _____all its citizens equal rights, but changes have been slow.

India's (9) _____development of the past decades has done a great deal to weaken the caste system. With huge, overpopulated cities, caste laws can (10) _____be observed. Indians can improve their social status through professional and financial success. In rural areas, however, the caste system remains an influential (11) _____in society. The majority of the former untouchables, who now call themselves Dalits (the oppressed), are still (12) _____, but as their numbers are strong (18-20% of the population), democracy has provided them with more rights and better jobs.

	A	B	C	D
1	distributes	divides	contains	shares
2	joined	united	linked	associated
3	avoid	protect	defend	promote
4	support	power up	brace	strengthen
5	at all	above all	at least	in fact
6	submitted	distracted	disobeyed	obeyed
7	rule	law	power	reign
8	offered	permitted	allowed	granted
9	economy	economics	economic	economical
10	not longer	no longer	any longer	much longer
11	factor	key	cause	reason
12	dispossessed	denied	fortunate	underprivileged

Test 10

Amazon – A Global Technology Giant

Amazon is one of the world's largest technology companies. It started **(1)** _____ as an online bookstore in the middle of the 1990s and has grown **(2)** _____ over the past decades. Today, Amazon sells almost everything, from CDs and DVDs to sportswear and electrical **(3)** _____. The company also produces its own tablets and e-readers and lets users upload their own photos and other files to the Amazon-based cloud. Amazon.com was founded by Jeff Bezos in 1994. It first **(4)** _____ out of a small garage in Washington state. **(5)** _____ a year Amazon offered hundreds of thousands of books. People could not only order books from an online catalogue but also write their own **(6)** _____. In 1997 Amazon.com started **(7)** _____ shares on the NASDAQ stock exchange. By 2000 it had made over a billion dollars in sales. As time went on Amazon.com gradually grew. It bought many of its **(8)** _____ and today cooperates with other companies and lets them sell their products via the Amazon website. In 2007 Amazon went a step **(9)** _____. It surprised the electronics world with a revolutionary eBook reader, the Kindle, which today dominates the market. In 2011 a tablet computer followed, the Amazon Fire. In the following years the company started selling music downloads and videos on demand. Amazon customers can **(10)** _____ everything they buy on their private cloud and download it anytime they want. Today, the company has over 300 million active **(11)** _____. Its net profit is over 11 billion dollars. Although Amazon is the biggest internet retailer in the world it is often criticized. Economic experts say that Amazon is turning the Internet **(12)** _____ into a monopoly. Others point **(13)** _____bad working conditions for Amazon **(14)** _____.

	A	B	C	D
1	of	out	up	in
2	steadily	gradual	firm	solidly
3	machines	equipments	pieces	appliances
4	ran	functioned	operated	worked
5	Within	During	While	Inside
6	analysis	checks	reviews	critics
7	operating	dealing	changing	trading
8	rivalry	opponents	rivals	competition

9	further	farther	more	beyond
10	retail	store	deposit	stock
11	customers	clients	purchase	traders
12	profession	economy	company	business
13	out	up	at	in
14	employ	employees	employers	employment

Vocabulary in Use

Test 1

Read and complete the text below.

I cannot begin to **(1)** _____ how important it is to take good care of your body — you only get one and you can't **(2)** _____ it or return it. Not many young people **(3)** _____ about what health conditions they will have in the future. Unfortunately, what you do now does **(4)** _____ your long term health. There are many things in life that we can't control, but one thing we can control is how good we are to our bodies. Health is the **(5)** _____ of all other things in life. If you don't feel good you are not going to be able to **(6)** _____ things to the best of your ability. So take good care of yourself by eating healthy foods and being physically active

	A	B	C
1	express	consider	investigate
2	exchange	barter	transact
3	bother	try	worry
4	effect	affect	include
5	root	stem	origin
6	perform	harden	accomplish

Test 2

A species is called **(1)** _____ when there are so few of its kind left that it could **(2)** _____ from the planet altogether and become **(3)** _____. Extinct means an animal hasn't been seen in the **(4)** _____ for 50 years. In total 804 plant and animal species are now **(5)** _____ as extinct and 869 are extinct in the wild. There are also 8,462 types of animal whose futures are **(6)** _____.

	A	B	C
1	weakened	endangered	assisted
2	disappear	erase	evoke
3	archaic	extinct	asleep
4	forest	zoo	wild
5	put	written	recorded
6	threatened	imperiled	saved

Test 3

There are no "good" and "bad" foods, only good and bad eating **(1)** _____. Let's start by **(2)** a look at the Food Guide Pyramid. Grain products, vegetables, fruits, low-fat milk **(3)**_____, lean meats, fish, poultry, and dry beans all have a place in a **(4)** _____ diet. A diet that is **(5)** _____ to reflect the Pyramid provides a steady stream of energy, repairs and restores the body, and helps manage stress and **(6)** _____ mood swings.

	A	B	C
1	skills	moods	habits
2	giving	taking	bringing
3	products	stuff	materials
4	useful	tasty	healthy
5	accorded	balanced	harmonized
6	prevent	avoid	extend

Test 4

Parents should make rules and set limits for Internet use, and be **(1)** _____ with their child about keeping them. These rules may include time **(2)** _____ for Internet use or not using the Internet for play until after homework or chores are **(3)** _____. It's important to monitor the child's Internet use. Keeping the computer in an **(4)** _____ where the entire family can see and use it makes it easier to monitor **(5)** _____. Check out the Web sites your child is visiting and what they are about. Be careful about letting your child visit chat rooms keep an eye on what is being discussed, and make sure he does not give out his personal **(6)** _____ on the Internet.

	A	B	C
1	firm	hard	strong
2	merges	limits	margins
3	made	created	done
4	territory	square	area
5	assignment	activity	homework
6	information	figures	numbers

Test 5

Hi, **(1)** _____ !

Here we are by the sea. The weather is **(2)** _____ and I'm swimming every morning. We're living **(3)** _____ fish — they catch it fresh each day. Yesterday we **(4)** _____ a boat to the nearest town **(5)** _____ my parents wanted to meet up with some friends who are also on holidays here. We want to go to a different town tomorrow.

See you **(6)** _____. Love,

Brian

	A	B	C
1	there	you	then
2	brilliant	delicious	strong
3	on	in	at
4	made	took	gave
5	because	but	so
6	before	quickly	soon

Test 6

Tennis is a popular **(1)** _____ in Britain and for two weeks in the summer, many people sit for hours in front of their television sets **(2)** _____ the Lawn Tennis Championships at Wimbledon. It's every tennis player's dream to **(3)** _____ Wimbledon. The competition first started in 1877, with only a few hundred **(4)** _____, but now over 450,000 people attend. Top tennis players from more than sixty countries **(5)** _____ the two-week long Wimbledon tournament, and **(6)** _____ of the tennis stars wait all night for tickets!

	A	B	C
1	sport	match	games
2	viewing	watching	seeing
3	win	beat	score
4	viewers	watchers	spectators
5	come in	join in	take part in
6	watchers	viewers	fans

Test 7

About 40 million years **(1)** _____, members of the cat family first appeared. As early as 3500 B.C., Egyptians were keeping African wildcats. They taught **(2)** _____ wildcats to live alongside people in their homes, and the cats stopped being **(3)** _____, and became much-loved pets. They were wonderful cats, and there are many Egyptian paintings showing how **(4)** _____ they were at hunting and killing snakes, rats and mice. Around 1500 B.C. cats were actually **(5)** _____ loved by the Egyptians, that if a person killed a cat, they were killed themselves. When a pet cat died, the Egyptians **(6)** _____ cut off their own eyebrows to show how sad they felt.

	A	B	C
1	before	ago	since
2	this	that	these
3	wild	fierce	domestic
4	good	fine	nice
5	enough	so	also
6	use to	using to	used to

Test 8

There are many interesting **(1)** _____ about cats. For instance, did you know that a domestic cat can run as fast as 30 mph? That it has **(2)** _____ bones than a human being? That a cat's hearing is much more sensitive than that of people or dogs? And that they can **(3)** _____ six times better in the dark and at night than us? And though cats are excellent hunters, they spend about 16 hours of their day **(4)** _____. It has been **(5)** _____ shown that owning a cat is good for our health — the feel of a happy cat sitting on your knee will always **(6)** _____ you feel good.

	A	B	C
1	data	information	facts
2	more	many	few
3	look	watch	see
4	sleeping	asleep	sleepy
5	scientific	scientifically	scientists
6	get	do	make

Test 9

One of the biggest underground **(1)** _____ in London is, of course, the underground **(2)** __ — known as 'the Tube'. Some Tube **(3)** ___ are more than a hundred years old, and several have recently closed. For example, the tiny line to Aldwych, the **(4)** _ of London's theatreland, was closed in the 1990s. The empty station is now **(5)** _____ for films and parties. Aldwych is just one of 40 'ghost stations'. Another is a station called 'British Museum', which some people say was closed because an Egyptian mummy had **(6)** from the nearby museum and was haunting the station.

	A	B	C
1	chains	labyrinths	networks
2	railway	rails	road
3	strings	lines	threads
4	heart	suburb	outside
5	hired about	hired off	hired out
6	escaped	ran	flied

Test 10

A drought is an extended period of time in which there is an **(1)** _____ low level of precipitation in an area. Very hot temperatures also often **(2)** ___ it. They generally last for only one season, but they can go on **(3)** ___ years. When soil doesn't have enough water, it loses its **(4)** ___ to sustain nutrients and plants can't grow. Drought can lead to famine, forest fires, crop **(5)** ____, soil erosion, dust storms, and lowered water levels in rivers and lakes. A drought can also **(6)** _____ to devastating economic loss. Droughts can have more of an economic impact than any other type of natural disaster.

	A	**B**	**C**
1	usual	unusually	usually
2	company	follow	accompany
3	for	about	in
4	capability	ability	skills
5	lose	loss	lost
6	take	drag	lead

Grammar in Context

Test 1

Banks in the United Kingdom (1) _____ at 9.30 a.m. and (2) ____ at 3.30 p.m. They aren't open at weekends, but they (3) _____ at lunchtime. More and more people (4) _____ cheque cards and credit cards nowadays. Cheque cards (5) _____ a special number. In shops, the assistants (6) _____ it on the back of the cheque. The number (7) _____ the cheque. The bank will always pay cheques with a number. A credit card (8) _____ different. You can buy a lot of things with a credit card, and (9) _____ only one cheque to the credit card company, probably four or five weeks later.

	A	B	C	D
1	opens	are opening	open	is opening
2	closes	close	are closing	is closing
3	don't close	aren't closing	doesn't close	isn't closing
4	carry	are carrying	is carrying	carries
5	has	are having	have	having
6	puts	put	are putting	is putting
7	guarantees	guaranteed	is guaranteeing	guarantee
8	am	is	are	be
9	pays	is paying	are paying	pay

Test 2

In November 1963 someone **(1) _____** President John F. Kennedy when he **(2) ___** Dallas. He **(3) _____** later in hospital. The police **(4) _____** Lee Harvey Oswald. Jack Ruby, a nightclub owner, **(5) ___** Oswald at the police station. November 22nd **(6) __** one of the most important days in the modern American history. Most Americans can remember what they **(7) _____** when they **(8) _** about the news of Kennedy's assassination.

	A	B	C	D
1	shoot	shoots	shot	shooting
2	was visiting	visited	visit	visits
3	die	was dying	dies	died
4	catch	caught	catches	was caught
5	killing	kills	kill	killed
6	is	are	was	were
7	were doing	did	do	does
8	hearing	hear	hears	heard

Test 3

Oxygen and water **(1) ___** necessary for life. Our planet, Earth, **(2) ___** both. So, **(3) _____** the earth the only planet in our solar system with life? People **(4) ____** about this for many years. Some

(5) __ the skies and seen unidentified flying objects (UFOs). Some even say they **(6) _____** aliens from other worlds. Every year millions of people **(7) ____** books and **(8) ____** to see films about outer space. The film "ET The Extraterrestial", about an alien left behind on Earth, **(9) _____** one of the most popular films ever made.

	A	B	C	D
1	is	isn't	are	aren't
2	have	have had	has	has had
3	aren't	is	am	are
4	have wondered	wondered	has wondered	wonder
5	watched	has watched	watch	have watched
6	meet	have met	meets	has met
7	reads	have read	read	has read
8	have gone	has gone	goes	go
9	is	are	be	am

Test 4

At one time people **(1) __** there **(2) ___** life on the moon and little green men on Mars. For many years some people **(3) _____** Venus **(4) _** a natural garden because it **(5) _____** green. Some scientists **(6) _____** there **(7) ___** life in the clouds over Jupiter. Today we **(8) _____** these things **(9) _____** true. Earth **(10) __** to be the only planet in our solar system with life. But we will continue to wonder, "**(11) _** we alone?"

	A	B	C	D
1	have thought	think	thought	has thought
2	was	is	were	are
3	think	thinks	have thought	thought
4	were	was	am	are
5	are	be	is	has been
6	thought	has thought	think	have thought
7	were	was	has been	have been

8	have known	has known	knows	know
9	are not	is not	am not	was not
10	seem	seemed	seems	has seemed
11	Are	Is	Were	Was

Test 5

Recently scientists **(1)** ___ more about life on planet Earth and now they **(2)** _ better where to look for life in outer space. For a long time, scientists **(3)** _____ that life **(4)** _____ on sunlight for energy. Then, in 1978, a submarine **(5)** _____ to the bottom of the Pacific Ocean. Although there **(6)** ___ no sunlight, they **(7)** ___ _____ tube worms, clams and crabs, and other life forms.

Since then scientists **(8)** _____ at the life on earth in other difficult envi- ronments — dry, cold and hot — and **(9)** _____ that water is the key. Wher- ever there **(10)** _ water, life **(11)** _____ exist. So scientists **(12)** _ to search for water in the solar system.

	A	B	C	D
1	found out	has found out	find out	have found out
2	knew	have known	know	known
3	believe	believed	believes	have believed
4	depended	depend	depends	have depended
5	dive	have dived	has dived	dived
6	were	was	has been	have been
7	have found	finds	found	has found
8	have looked	looked	looks	has looked
9	found	have found	has found	finds
10	was	has been	is	be
11	could	will be able	was able	can
12	began	has begun	have begun	begin

Test 6

An earthquake **(1)** _____ deep underground, but makes rocks on the surface **(2)** _____ open. Windows break and walls crack. People find it difficult **(3)** _____. Fires break out because gas pipes and electrical wires **(4)** ____. When

water pipes burst, it is difficult for firefighters **(5) ___** fires. When the shaking **(6) _____** stronger, buildings crumble and bridges collapse.

	A	B	C	D
1	start	is starting	starts	have started
2	to crack	cracking	crack	cracked
3	stay standing	to stay standing	staying stand	stay stand
4	damaged	were damaged	are damaged	have damaged
5	having put out	putting out	to put out	to putting out
6	become	becomes	has become	became

Test 7

Dear Ann,

What **(1) ___** at the weekend? I **(2) ___** shopping with my mum. My neighbour **(3) _ _____** a party on Friday and Mum says she **(4) ___** me some new clothes. I am sure I **(5) __** some- thing nice!

On Sunday we **(6) _____** our grandparents — we go every Sunday. The car's at the garage, so we **(7) _____** a bus. We've already got our tickets. I don't think we **(8) _____** home late because the last bus is at half past five.

Well, that's the news for the moment. I **(9) _** again soon!

Love Sally.

	A	B	C	D
1	will you go	are you doing	are you going to do	do you do
2	go shopping	goes shopping	am going shopping	am going shop
3	is having	has	will have	having
4	is buying	will buy	is going to buy	buys
5	finds	is finding	will find	find
6	visit	are visiting	is visiting	will visit
7	take	taking	will take	is taking
8	is getting	gets	is going to get	will get
9	is going to write	writes	is writing	will write

Test 8

Two days ago, a murder **(1) _____** in Market Street at about 7 p.m. Yesterday, Sherlock Holmes **(2) ___** at the crime scene to investigate. He

(3) _____ one of the tenants in the house: "What **(4) _____** yesterday at seven?"

"I **(5) _____** a book," **(6) _____** one of them. "**(7) _____** you alone? "

"Yes, I **(8) _____**."

"**(9) _____** anything suspicious?"

"Yes, about seven o'clock, two people **(10) _____** in the hallway. But the book was so interesting. I **(11) ____** anything more."

	A	B	C	D
1	was happening	happen	was happened	happened
2	was arriving	had arrived	arrived	arrives
3	was asking	asked	asks	asking
4	were you doing	do you do	did you do	were you to do
5	read	reading	had to read	was reading
6	was answering	answer	answered	was answered
7	was	were	be	are
8	were	was	is	are

Test 9

All rocks are mixtures of tiny grains called minerals. **(1) _** minerals are soft and light, **(2) __** are hard and dark. Gold and iron are types of minerals, called metals, that **(3) _____** rocks. Diamonds and the opal are rare minerals, called gems. The grand canyon in Arizona **(4) ___** up of many layers of rock that

(5)_____ away by water. One of the main kinds of rock in the canyon is sandstone, which **(6)____** sand and **(7)____** pieces of rock. It can be cut and shaped easily, so it **(8) _____** for building. Most fossils are (9) _____ of ancient animals and plants that (10) _____ in rock over millions of years and turned to stone. Sometimes fossils are the signs (11) _____ by animals, (12) _____ footprints, burrows or droppings.

	A	B	C	D
1	Something	Any	Some	Several

2	other	another	different	others
3	found	are found	have been found	were found
4	is made	made	was made	were made
5	have been worn	worn	was worn	has been worn
6	made of	is made of	was made up	made up
7	some	others	other	another
8	often used	often is used	is used often	is often used
9	the remains	remains	the remain	remain
10	hardened	has hardened	have been hardened	have hardened
11	left	left behind	were left	were left behind
12	such	so as	such as	as

Test 10

A constellation is a group of stars that **(1)** _____ a pattern in the sky. Astronomers **(2)** _____ 88 constellations and given each of them a name. The constellations **(3)** _____ their shape, but as the night **(4)** _____, they seem **(5)** ___ across the sky. This happens because Earth **(6)** _____ around. The constellations themselves **(7)** ___ really _____. People see different constellations **(8)** _ on where they live in the world.

	A	B	C	D
1	make	makes	made	have made
2	counted	was counted	counts	have counted
3	do not change	didn't change	aren't changed	weren't changed
4	pass	passes	have passed	was passed
5	moving	to move	moved	were moved
6	spins	was spinning	is spinning	spin
7	are not moving	don't move	were not moving	have not moved
8	depended	depending	depend	are depended

Test 11

Many constellations, or group of stars, got their names thousands of years ago. Some, such as the Great Dog or the Whale, **(1)** _____ after the animal. Others, such as the Centaur, **(2)** _____ their names from creatures or people in ancient stories. In the past, sailors **(3)** _____ across the ocean used the constellations **(4)** __ their way. During **(5)** _____ voyages, some new constellations **(6)** _____. They **(7)** _____ names, such as the Sails, after parts of a ship. Some constellations, such as Orion, **(8)** __ in the southern sky for half of the year and the northern sky for the other half.

	A	B	C	D
1	are named	named	naming	were named
2	took	have taken	takes	take
3	was travelling	travelling	travelled	travel
4	find	to find	finding	found
5	this	that	those	these
6	discovered	discover	have discovered	were discovered
7	were given	given	gave	gives
8	seen	can be seen	can see	be seen

Test 12

Winning the lottery was the worst thing that ever happened to me. I wish I **(1)** _____.I gave my husband one million dollars and he ran away with my best friend. I wish I **(2)** _ him any money. The police can't find them. If only they **(3)** ___! My children have changed. They are always asking me for money, and they won't do their school work. I wish they **(4)** ____. I left my job at the factory which was a big mistake. If only I **(5)** _____ it! I **(6)** ____ all my friends. I bought a big new house in an expensive part of town but I can't find any friends here and I'm so lonely. I wish I **(7)** __ some friends. My life is miserable. I wish I **(8)** ___ back to my old life.

	A	B	C	D
1	didn't win	hadn't won	had won	did won
2	gave	didn't give	hadn't given	haven't given
3	will be able	can	are able	could
4	would	will	would be	will be
5	didn't leave	hadn't left	left	leave

6	wouldn't lose	didn't lose	wouldn't have lost	won't lose
7	can make	could make	could made	could
8	can go	could have gone	could go	go

Test 13

1. Carla enjoys _____.
2. Garth is good at _____ jokes.
3. _____ to London has become rather cheap.
4. _____ is prohibited at petrol stations.
5. _____ is good for your breath.
6. _____ is one of my hobbies.
7. _____ is impossible on this sandy ground.
8. I enjoy _____ on holiday.
9. He used to _____ in the country.
10. She is used to _____ in the country.
11. I am tired of _____.
12. Ellen made me _____.

	A	B	C
1	shop	to shop	shopping
2	tell	to tell	telling
3	Fly	To fly	Flying
4	Smoke	To smoke	Smoking
5	Swim	To swim	Swimming
6	Travel	To travel	Travelling
7	Cycle	To cycle	Cycling
8	go	to go	going
9	live	to live	living
10	live	to live	living
11	wait	to wait	waiting
12	laugh	to laugh	laughing

Test 14

What can we do **(1)** _____ a healthy way of life? In our society people spend more and more time **(2)** _. So we often don't bother **(3)** _____ healthy meals. In order **(4)**

_____ time, we tend **(5) _** fast food. At fast food restaurants, we can **(6) ____ _____** quite a lot without **(7) __(8) __** a fortune. And children enjoy **(9) _____** chips and burgers and **(10) _____** lemonade and cola. That's a problem because eating habits are hard **(11)** _____. The high amount of carbonhydrates in fast food and sugary drinks is blamed for **(12) _____** the body's regulation of appetite. So we keep on **(13) ____ (14) _____** more.

	A	B	C
1	live	to live	living
2	work	to work	working
3	prepare	to prepare	preparing
4	save	to save	saving
5	buy	to buy	buying
6	eat	to eat	eating
7	have	to have	having
8	pay	to pay	paying
9	eat	to eat	eating
10	drink	to drink	drinking
11	shake	to shake	shaking
12	destabilise	to destabilise	destabilising
13	want	to want	wanting
14	eat	to eat	eating

Test 15

Bad eating habits result in people (1) _ obese. Obese people risk (2) __ from heart diseases. We can (3) ____ such diseases by (4) ____ (5) _____ healthy food. Be careful though. Some people are convinced (6) _____ something for their health by (7) _____ on energy bars or cornflakes. And this is what the advertising for these products wants (8) _ us. In reality, however, these foods are often heavily sugared (9) _____ them flavour. But sugar is not mentioned as clearly as the low fat — that's why experts warn against (10) _ on the ads. To live a healthy life, we ought (11) __ our food wisely. We should (12) _____ regular meals.

	A	B	C
1	become	to become	becoming
2	suffer	to suffer	suffering
3	avoid	to avoid	avoiding
4	risk	to risk	risking
5	choose	to choose	choosing
6	eat	to eat	eating
7	live	to live	living

8	give	to give	giving
9	give	to give	giving
10	rely	to rely	relying
11	choose	to choose	choosing
12	eat	to eat	eating

Test 16

Read the Conditional Sentences (Type I) below. For each empty space (1-12) choose the correct answer (A, B or C).

1. You **(1)** _____ a lot about British history if you **(2)** __ the exhibition.
2. If the weather **(3)** _____ too bad tomorrow, we **(4)** ____ golf.
3. We **(5)** _____ there on time, if we **(6)** _____ the bus.
4. If you **(7)** _____ out with your friends tonight, I **(8)** ___ **TV.**
5. I **(9)** _____ a lot of money if I **(10)** _____ this job.
6. If she **(11)** _____, we **(12)** _____ the bus.

	A	B	C
1	learn	will learn	would learn
2	visit	will visit	visits
3	not be	will not be	isn't
4	play	will play	would play
5	not get	will not get	don't get
6	not catch	will not catch	don't catch
7	go	will go	would go
8	watch	will watch	watching
9	earn	will earn	would earn
10	get	will get	not get
11	doesn't hurry	will not hurry	would not hurry
12	miss	will miss	misses

Test 17

Read the Conditional Sentences (Type II) below. For each empty space (1-12) choose the correct answer (A, B or C).

1. If I **(1)** _____ more time, I **(2)** _____ to play the guitar.
2. If she **(3)** _____ harder, she **(4)** _____ better marks.

3. If we **(5)** _____ more about history, we **(6)** _____ **afraid of the test.**
4. I **(7)** _____ jogging with Tom and Sue if they **(8)** ____ here this week.
5. It **(9)** _____ me if she **(10)** _____ you.
6. If he **(11)** __ harder, he **(12)** _ his goals

	A	B	C
1	have	had	would have
2	learn	would learn	will learn
3	study	studies	studied
4	get	gets	would get
5	know	will know	knew
6	not be	won't be	wouldn't be
7	go	would go	will go
8	be	are	were
9	surprise	would surprise	surprises
10	not help	wouldn't help	didn't help
11	try	tried	would try
12	reach	will reach	would reach

Test 18

Read the Conditional Sentences (Type I and II) below. For each empty space (1-12) choose the correct answer (A, B or C).

1. If you need the car in the afternoon, I **(1)** ___ shopping in the morning.
2. If I **(2)** _____ a hat, I would look like an old woman.
3. I'll buy this bag if they **(3)** _____ it in blue.
4. She wouldn't pay cash if she **(4)** _____ a credit.
5. If I didn't have you, I **(5)** _____ what to do.
6. If I knew about it I **(6)** _____ you.
7. They would come if we **(7)** _____ them.
8. I **(8)** _____ around the world if I won the lottery.
9. If he **(9)** _____ my address, he will send me a letter.
10. She will go shopping if she **(10)** _____ some free time.
11. If I **(11)** _____ you, I wouldn't go there alone.
12. I would recognize the man if I **(12)** ____ him at the party.

	A	B	C
1	go	would go	will go
2	wear	wore	am wearing
3	have	had	will have
4	get	would get	got
5	not know	wouldn't know	won't know
6	call	will call	would call
7	invite	invited	would invite
8	would travel	will travel	travelled
9	have	had	has
10	has	have	will have
11	will be	were	would be
12	would see	see	saw

Test 19

Read the Conditional Sentences (Type III) below. For each empty space (1-12) choose the correct answer (A, B or C).

1. If we **(1)** _____ to the radio, we **(2)** _____ the news.
2. If you **(3)** _____ on the lights, you **(4)** _____ over the chair.
3. She **(5)** _____ to our party if she **(6)** ____ on holiday.
4. She **(7)** _____ me to the station if her car **(8)** ____ down.
5. If it **(9)** _____ yesterday, we **(10)** _____ sailing.
6. Even if I **(11)** ___ a wet-suit, I **(12)** _____ scuba-diving

	A	B	C
1	listened	had listened	would listen
2	would have heard	would hear	heard
3	switch	had switched	would have switched
4	did not break	would break	wouldn't have broken
5	would have come	would come	came
6	would go	would have gone	hadn't gone
7	would take	would have taken	will take
8	hadn't broken	didn't break	wouldn't break

9	had not rained	didn't rain	wouldn't rain
10	wouldn't go	won't go	would have gone
11	had	had had	would have
12	wouldn't have gone	wouldn't go	won't go

Test 20

Read the Conditional Sentences (Type I, II, III) below. For each empty space (1-12) choose the correct answer (A, B or C).

1. If I **(1)**_____ stronger, I'd help you carry the piano.
2. If we'd seen you, we **(2)**_____.
3. If we **(3)** _____ him tomorrow, we'll say hello.
4. He would have repaired the chair himself if he **(4)** __ the tools.
5. If you drop the vase, it **(5)** _____.
6. If I hadn't studied, I **(6)** _____ the exam.
7. I wouldn't go to school by bus if I **(7)** ___ a driving license.
8. If she **(8)** _____ him every day, she'd miss him.
9. I **(9)** _____ to London if I don't get a cheap flight.
10. We'd be stupid if we **(10)** _____ him about our secret.
11. It **(11)** _____ silly if we tried to walk there.
12. I **(12)** _____ the film only if the reviews are good.

	A	**B**	**C**
1	be	had been	were
2	will stop	would stop	would have stopped
3	will meet	meet	would meet
4	have	had	had had
5	will break	breaks	would break
6	will not pass	wouldn't have passed	didn't pass
7	will have	had	would have
8	wouldn't see	doesn't see	didn't see
9	will not travel	wouldn't travel	wouldn't have travelled
10	will tell	told	would tell
11	be	will be	would be
12	will watch	would watch	would have watched

Test 21

Some jobs **(1)** _____ very demanding, but some **(2)** _ to do them. Recently Partnum & Brown **(3)** ___ for a new chocolate buyer. The company **(4)** _____ advertising a salary of £35,000 a year. The successful applicant **(5)** _____ to travel the world to find the best chocolatemakers. He or she **(6)** _ as much chocolate as possible, and then **(7)** ___ which **(8)** _____ the best for their customers. They **(9)**___ top quality for the world renowned Food Hall. The company **(10)** _____ expecting a lot of applications for the job. They **(11)** ____ looking for someone who **(12)** _ hard, **(13)** _ food, **(14)** _ a keen eye for packaging and **(15)** ___ able to control a budget. They also **(16)** _____ someone who **(17)** _____ enthusiastic, energetic and **(18)** _ chocolate!

	A	B	C	D
1	be	is	are	was
2	have	has	have been	were
3	is	was	were	will be
4	was	were	have been	had been
5	has	have	have been	has been
6	taste	tastes	is tasting	tasted
7	decided	decide	deciding	decides
8	is	are	be	was
9	expect	expecting	expects	will expect
10	is	was	were	are
11	be	being	are	were
12	working	worked	work	works
13	enjoy	enjoys	enjoying	enjoyed
14	have	having	has	to have
15	was	is	were	will be
16	want	wants	wanting	wanted
17	is	was	were	will be
18	loving	love	loves	loved

Test 22

At the beginning of the 17th century only the wigwam of the Indians **(1)** ____ where the sky-scrapers of New York now **(2)** _____ to the clouds. In 1626 **(3)** _____ deal in US history **(4)** ____ with the Indians. The island **(5)** _____ from the simple-hearted Indians with several bottles of gin and a handful of trinkets that cost twenty-four dollars. Later it **(6)** _ the island of Manhattan.

	A	B	C
1	were standing	had stood	stood
2	reach	are reaching	have reached
3	most profitable	the most profitable	more profitable
4	concluded	have concluded	was concluded
5	was bought	had been bought	bought
6	named	has been named	was named

Test 23

H.G. Wells **(1)** _____ in 1911 that "London is **(2)** _____, beautiful and wonderful city in the world to me". In the 21st century London, the **(3)** _____ capital, **(4)** _____ its heart. Its historical monuments are among **(5)** _____ buildings in the world. Today London is an exciting world which many visitors from abroad **(6)** _____ every day.

	A	B	C
1	has written	wrote	had written
2	the more interesting	the most interesting	most interesting
3	world's	worlds'	worlds's
4	had kept	keeps	is keeping
5	more famous	most famous	the most famous
6	see	are seeing	have seen

Test 24

(1) _____ anything about jazz? Jazz is a type of music and the only art form that **(2)** _____ in the United States. Many blacks **(3)** _____ from Africa to America as slaves. Different native songs **(4)** _____ by the black slaves and the music of their homeland **(5)**_____ in America. Jazz is a mixture of many different kinds of music. It **(6)**_____ of the music of West Africa, the work songs of the slaves and religious music

	A	B	C
1	Did you ever hear	Have you ever heard	Had you ever heard
2	created	have created	was created
3	were brought	brought	have brought

4	sang	were sung	sung
5	played	had played	was played
6	made up	is made up	was made up

Part II

Reading

Text 1

Safer Driving

David Williams, a renowned driving safety expert, shares some advice on becoming a better driver. With more than three decades of experience in the field, David has extensive knowledge about safe and efficient driving. He knows more than anyone what makes a dangerous driver and what makes a safe one!

"Driving is an important responsibility and we should always take it seriously," begins David. "We often overlook the basics. Like, for instance, regular maintenance of your vehicle is crucial. A well-functioning vehicle can greatly reduce the risk of accidents."

He also emphasises the importance of being aware of one's surroundings while driving. "You have to keep an eye on what's happening around you - cars, pedestrians, cyclists. And remember, the road doesn't belong to you alone. You need to be aware that everyone on the road is equally important, that driver you are getting impatient with is someone's wife, or husband, or mother or son."

According to David, speed is a common factor in many accidents. People are often in such a hurry and the consequences can be terrible. "Sticking to the speed limit is not just about avoiding fines. It's about safety - both yours and others. Don't let impatience drive you to make poor decisions."

David also talks about the essential role of practice. "Experience is key. The more you practice, the more comfortable you become with handling unexpected situations. New drivers especially should gain experience in different weather conditions and at different times of the day." If you want to be a better driver, keep driving and keep driving safely!

These days, with so many distractions available to a driver in the car, it's never been so easy to take your attention off the road. As for distractions, David has a straightforward message. "Stay away from your phone and don't multitask while driving. Your full attention should be on the road."

For David Williams, being a better driver is not about skill alone. It's about cultivating a sense of responsibility, improving awareness, practicing regularly, and most importantly, staying safe.

1. According to David, why is vehicle maintenance important?

a. It saves money in the long run.

b. It reduces the risk of accidents.

c. It helps the vehicle last longer.

d. It improves the vehicle's performance.

2. Why does David advise sticking to the speed limit?

a. To avoid fines.

b. To make poor decisions.

c. To handle unexpected situations.

d. For the safety of all.

3. According to David, what should new drivers gain experience in?

a. Repairing their vehicles.

b. Driving at peak traffic hours.

c. Using their phones while driving.

d. Driving under various conditions.

4. What would David most likely say about distractions while driving?

a. They help improve driving skills.

b. They are a necessary part of driving.

c. They should be minimised.

d. They are not a major concern.

5. What would be a good introduction to this article?

a. David Williams, an expert in car maintenance, shares his advice on how to keep your vehicle running smoothly.

b. In this article, David Williams offers tips on how to become a faster, better car driver.

c. David Williams, a driving safety expert, offers invaluable advice on how to become a better, safer driver.

d. David Williams shares his personal journey from being a new driver to an experienced one.

Text 2

Keeping Lost Weight Off: The Key to Long-Term Weight Management

One of the biggest challenges faced by people who have lost weight is keeping it off. Successful long-term weight management requires an understanding of how to balance food intake and physical activity, but it's also about more than that. The key is finding a sustainable lifestyle that you enjoy.

To begin with, it's crucial to understand that maintaining your weight does not mean reverting to your old eating habits once you've hit your weight loss goal. The diet that helped you lose weight should be the foundation of your eating habits moving forward. Of course, you can afford some occasional indulgences, but these should be the exception rather than the rule.

Physical activity is another crucial component of long-term weight management. Regular exercise helps burn off calories, but it also improves your physical health in countless other ways, making you feel better overall and boosting your motivation to maintain a healthy lifestyle.

One often overlooked aspect of keeping lost weight off is the role of social support. Having supportive people around you (family, friends, or support groups) can make a huge difference. They can provide encouragement during tough times and celebrate with you when you achieve your milestones.

Maintaining your weight also requires regular monitoring. This doesn't necessarily mean weighing yourself every day. Becoming obsessed about your weight is not a healthy habit to develop, but keeping an eye on your weight trends can help identify any small weight gains early so they can be addressed before they turn into larger problems. You don't want to find yourself back where you started with a large amount of weight that needs to be lost.

Another important factor in weight maintenance is mental health. Stress and depression can often lead to overeating and reduced physical activity. Learning how to manage stress and seeking help for depression can be crucial components of keeping off the weight you've lost.

In conclusion, successful long-term weight management is about balance. It requires a combination of healthy eating, regular physical activity, social support, regular monitoring, and good mental health. It's a lifestyle change, but it's one that comes with many rewards.

1. What is essential to understand when trying to maintain lost weight?

a. You can now eat bad foods more often.

b. Not going back to how you used to eat.

c. It's okay to stop exercising once you've reached your weight goal.

d. Your diet should completely change after losing weight.

2. Why is physical activity crucial for long-term weight management?

a. Exercise is only needed until you lose weight.
b. Physical activity is not as important as diet.
c. Exercise can be replaced by diet pills.
d. There are many benefits to your overall health.

3. What role does social support play in maintaining weight?

a. You should isolate yourself from others to focus on your weight goals.
b. Social support has limited impact on weight management.
c. You need to join a support group to help with weight management.
d. People close to you can provide inspiration and support.

4. What is the importance of monitoring in weight maintenance?

a. You should weigh yourself every day.
b. Monitoring weight is not as important as diet and exercise.
c. Problems can be seen early.
d. You should only weigh yourself once a year.

5. What would be a good first sentence for this article?

a. Losing weight is a daunting task.
b. Gaining weight back after losing it is inevitable.
c. Everyone can easily maintain their weight loss with no effort.
d. Long-term weight management is about a balance of many factors.

Text 3

With Rising Heating Bills, Tips on How to Cut Back

With the recent rise in heating bills, many households are feeling the pinch. But don't despair; there are several ways you can reduce those bills and stay warm. We've got

some tips for you, and even home finance expert, Kate Dobbs, has weighed in on the matter.

"Many people think that cutting heating costs means sacrificing comfort," Kate begins, "but that's not the case." She explains that with a few smart choices, you can maintain a warm home without breaking the bank.

Firstly, look at your insulation. A lot of heat can be lost through poorly insulated walls and roofs. Consider investing in better insulation or even draught excluders for your doors. "It's a simple step," says Kate, "but it can make a significant difference." Windows can also be guilty of losing heat. If you feel a draught coming from them, it might be time to replace or reseal them. Alternatively, heavy curtains can act as an extra barrier to the cold.

Kate also recommends checking the thermostat. "Try lowering it by just one degree," she advises. "You'll barely notice the temperature difference, but you'll certainly notice the savings!" Routine boiler maintenance is essential. If your boiler is working efficiently, it uses less energy, which in turn reduces your bill. "A yearly check can prevent costly breakdowns and ensure efficiency," Kate adds.

But what about those chilly evenings when you need a bit more warmth? Kate has a suggestion: "Layer up. Instead of turning up the heat, put on an extra jumper or throw on a blanket."

Lastly, be mindful of unused rooms. There's no need to heat a room you're not using. Close the door, and turn off the radiator. "Remember," Kate says, "heat only what you use."

Cutting back on heating bills doesn't require drastic changes. By adopting a few of these habits and being more conscious of your heating choices, you can effectively reduce costs. As Kate Dobbs wisely puts it, "With a few tweaks and mindful practices, you can warm your home and your wallet."

1. Why are many households currently concerned about their heating?

a. Because the weather is getting colder.

b. Because people are paying more for heating.

c. Climate change means longer winters.

d. Because the economy isn't doing well.

2. According to Kate Dobbs, what misconception do people have about reducing heating costs?

a. It's only possible to save money in a newer house.

b. It costs too much to prepare your house for winter.

c. Saving money means feeling cold.

d. You need a professional to help you.

3. What does Kate suggest doing with the thermostat to save on heating bills?

a. Getting it checked regularly.

b. Only use it on cold days.

c. Only use it at certain times of the day.

d. Turn it down to save money.

4. Why is it important to have routine boiler maintenance?

a. It will work better and save you money.

b. It will guarantee it works during the winter.

c. Gas boilers can be dangerous.

d. Electricity bills are cheaper with newer boilers.

5. What would be a good alternative title for this article?

a. How to fit insulation to your home.

b. Staying warm when the bills start rising.

c. How to spend money wisely.

d. How to survive a bad economy.

Text 4

Beavers: The Ecosystem Engineers Under Threat

In the world of wildlife, beavers are known as "ecosystem engineers." These hard-working creatures play a crucial role in maintaining the health of our environment, but sadly, they are under threat. Understanding their importance and the fight to protect them is essential for preserving our natural world.

Beavers are remarkable animals. They are second only to humans in their ability to manipulate and change their environment. By building dams, beavers create wetlands, which are one of the most biologically productive habitats on earth. These wetlands provide a home for a wide range of wildlife, from birds and fish to invertebrates and plants.

The dams also slow the flow of water, reducing the risk of floods downstream. They filter out pollutants, improving the quality of our water. Moreover, the carbon stored in the dams and surrounding wetlands helps mitigate climate change.

Yet, despite their ecological benefits, beavers face numerous threats. Habitat loss is a significant concern. As we continue to develop and change natural landscapes, beaver populations decline. Illegal trapping and hunting for their fur, once a thriving industry, also pose a serious risk.

To address these issues, conservationists are taking action. Efforts are being made to protect beaver habitats, restrict hunting, and reintroduce beavers in areas where they have disappeared. In some cases, artificial beaver dams are being created to mimic the benefits they provide.

Public education is another vital component of the fight to protect beavers. Many people are unaware of the important role these creatures play in our ecosystems. Encouraging appreciation and understanding of beavers and their habitats can help ensure their future survival.

Nevertheless, it's a challenging road ahead. Beavers are still considered pests in some areas, blamed for flooding and damage to timber. Changing these perceptions requires time, patience, and dedication.

But the fight is worth it. By protecting beavers, we are not only saving a species. We are preserving the ecosystems that depend on them and, in the process, helping to sustain our own future. Protecting beavers and teaching people to protect beavers is a vital part of the process where people learn about an interconnected environment and that few things live in isolation.

1. What is the ecological role of beavers?

a. They primarily hunt and control the population of smaller animals.

b. They help create and maintain beneficial types of landscape.

c. They are responsible for widespread deforestation.

d. They help farmers irrigate huge amounts of land.

2. What are the threats facing beavers?

a. Natural predators and disease.

b. Lack of food sources.

c. Competition with other beaver populations.

d. Losing the land they live on.

3. Which of these actions are conservationists NOT doing to protect beavers?

a. Giving protection to the areas that beavers live in.

b. Sending some of the most threatened beavers to zoos and wildlife parks.

c. Restricting the hunting of beavers.

d. Putting beavers back into areas they have disappeared from.

4. What are the implications of protecting beavers, according to the text?

a. Children will learn to appreciate an animal that is beautiful and useful.

b. The beaver fur industry will collapse, which is a good thing.

c. Protecting beavers helps us too.

d. Flooding will become a widespread problem due to an increase in beaver dams.

5. What would be a good summary to this article?

a. The conservation of beavers in zoos is very important.

b. The hunting of beavers for their fur should be stopped.

c. Farmers' anger towards beavers is not justified.

d. Though vital in our world, beavers are increasingly under threat.

Text 5

LONDON`S WELL-KNOWN MUSEUMS

You are going to read six extracts from a brochure describing London's well -known museums. For questions 22 – 35, choose from the list of museums A-F. Some of the museums may be chosen more than once. When more than one answer is required, these may be given in any order. There is an example at the beginning (0).

Which museum(s) would you recommend for someone who:

would like to see a criminal? 0: C

is interested in the cinema? 22:_ 23: __ 24: __

would like to admire objects from ancient times? 25: ____

wants to see what the first man looked like? 26: ___

is interested in an old edition of the Bible? 27: __

is interested in sports? 28: _____

is interested in the exploration of space? 29: __ 30: __

loves animals and wants to know all about them? 31: ____ 32: __

is researching building bridges? 33: __

would like to become an actor? 34: __

would like to see what the Royal Family of England looks like? 35: __

A guide to London's most well-known museums

A The British Museum

Founded in 1753, it is one of the greatest museums in the world, showing the works of man from prehistoric times to the present day. There are permanent displays of antiquities from Egypt, Western Asia, Greece and Rome, as well as Roman British and Oriental Collections. Prints and drawings, coins and medals are displayed in a series of temporary exhibitions. The British Library exhibition galleries are housed within the British Museum.

B The Natural History Museum

One of the finest museums in the world and, probably the best of its kind.

Enter our extraordinary buildings in South Kensington and experience first-class exhibitions on the Natural World based on our vast collections and authoritative research. In short, the home of the Wonders of the Natural World. This unique combination of education and fun is the hallmark of the museum's award-winning exhibitions. An unforgettable experience for visitors of all ages. Come and see what a dinosaur looked like or follow the stages of evolution of the human species. Our programme of special exhibitions and events offers a new insight into the Natural World – past and present – whenever you visit.

C Madame Tussaud's Museum and The London Planetarium

Home of kings, queens, heroes and villains. Where else can you experience an audience with royalty, meet the great and powerful, mingle with the stars and come face to face with the infamous?

The London Planetarium. The distinct copper dome of the London Planetarium plays host to more stars than Madam Tussaud's! Seated inside, you can enjoy a star show which will take you far beyond our own fragile world. With a perfect sky as a backdrop, many worlds and puzzles of the Universe will be revealed.

D The National Museum of Science and Technology

Come and explore the exciting World of Science. The five storey premises can help you explore Space; learn all about Transport and Telecommunications; discover

sciences such as Physics, Chemistry, Engineering and Computing; climb up the escalators to the field of Optics, Photography and Cinematography, and finally to the section devoted to Medicine. The Science Museum will never cease to amaze you!

E Guinness World of Records Exhibition

Experience the Guinness World of Records, Europe's greatest three dimensional display of all that is superlative around the globe. Through the use of life size models, videos and the latest audio technology, thousands of records come alive at the touch of a button. Do not miss any of the six sections: The Human World, The Animal World. Our Planet Earth, Structures and Machines, Sports World, World of Entertainment.

Text 6

Developmental education

Psychology and motivation play an important role in the developmental* classroom. Many students enter developmental classes resentful that they have been denied access to college-level classes. Instructors must therefore respond to the self-sabotaging of students who lack motivation because they either failed in previous academic settings or experienced education to be "unassisted" or even prison-like.

Some students may have needed support in learning but never received it because their classes were little more than study halls in which they filled out endless, apparently irrelevant worksheets. When students enter classes expecting too little of both themselves and their pre-college teachers, they never produce the quality of work they are capable of producing, and they may even fail.

It is important for teachers not just to be aware of these misaligned expectations, but to address their first manifestations. When students first opt out of an assignment, start to miss too many classes, or just hand in work that is not their best, instructors should not simply mark down these failures in their ledgers so that they can grade students according to these deficiencies. Rather, intervention is necessary, and time is of the essence. Draw students into a discussion of what is causing their sub-par performance as early as possible so that they can regain their footing sooner rather than later.

1. **Who is the implied audience?**
    a. Developmental teachers
    b. Developmental students
    c. High school teachers
    d. Parents of developmental students

2. Which of the following can be inferred from the passage?

a. The writer thinks that teachers criticize students too much.

b. The writer dislikes developmental students.

c. The writer wants to help developmental teachers understand students.

d. The writer thinks all students should study psychology.

3. The author of the passage uses the phrase "endless, apparently irrelevant" (paragraph 1, sentence 5) in order to

a. Show how some instructors give students too much work without any breaks

b. Show why classes need to be more fun and playful

c. Show why class meeting times need to be shorter to accommodate students' limited attention spans

d. Show why some students don't take developmental classes seriously because the assignments they've been doing for years have seemed pointless

4. Which best describes the relationship between the two paragraphs?

a. The first paragraph explains how too many students end up in developmental classes because their high schools didn't prepare them for college, and the second paragraph explains how instructors should be tougher on these underprepared students.

b. The first paragraph explains various emotional and intellectual causes of developmental students' under-performance, and the second paragraph shows how instructors should address it.

c. The first paragraph provides several examples of what instructors think of developmental students, and the second paragraph gives advice for how to improve the teacher-student relationship.

d. The first paragraph shows the problems with college education, and the second paragraph proposes solutions.

5. As presented in the first paragraph, a main challenge developmental students face is to:

a. Stay motivated and do their assignments to the best of their ability

b. Manage their time so they can pass their classes despite work and family commitments

c. Overcome their hatred of teachers in general

d. Understand what will be expected of them in college

6. The reason the author refers to students' opting out of assignments and missing classes (paragraph 2, sentence 5) is to:

a. Shame students for being slackers and not taking class seriously

b. Give an example of which students should not be allowed to take college-level classes

c. Warn developmental teachers to take action to prevent students from failing

d. Warn developmental students not to lose motivation

Text 7

Ketogenic diets

Passage 1

Chances are you've heard of the ketogenic diet. It's a high-fat, low-carbohydrate regiment that forces the body into "ketosis," or a state of burning fat rather than sugar. Studies show that eating a ketogenic diet can lead to a reduced risk of heart disease, dramatic weight loss, and actual reversal of type 2 diabetes. However fashionable and desirable the ketogenic diet might seem, it's not the only — or the most ethical — option for those looking to improve their health.

Veganism, the complete avoidance of any product derived from animals, is another diet that offers comparable metabolic and cardiac benefits, and it has the added advantage of being cruelty-free. Many people misinterpret veganism as involving lots of grains and therefore lots of sugars, but that is not the case: vegans can get much of their daily protein from beans and nuts, which are rich in iron and fiber. Most importantly, individuals who follow a vegan diet do not consume the huge amounts of saturated fat consumed by those who follow a ketogenic diet.

Passage 2

There's an obesity epidemic in America, and it's killing us. The Centers for Disease Control reports that a third of young adults and more than 40% of middle-aged Americans will develop heart disease, stroke, type 2 diabetes or certain types of

cancer as a result of being obese. What can be done to solve this problem? Simple: we need to systematically adopt a ketogenic lifestyle.

The reason so many Americans are obese — the cause of most of the preventable, premature deaths in our country — is the carbohydrate-rich diet of the average American. We eat too many grains, and we intake too much sugar; instead we need animal-based proteins and fats. Although it sounds counter-intuitive, a high-fat, low-carbohydrate diet leads to rapid weight loss, a lowered risk of heart disease, and reversal of type 2 diabetes. However impractical the ketogenic diet might seem, it's got to be more practical than dying from eating too many carbohydrates.

1. **Which of the following statements is true?**
    a. The authors agree that Americans are dying from preventable diseases because they consume too much meat.
    b. The authors disagree over whether the ketogenic diet is the best solution to the American obesity epidemic.
    c. The authors dispute the science of metabolism that is the basis of the ketogenic diet.
    d. The authors agree that the ketogenic diet is the best solution for most Americans.

2. **The author of passage #1 dismisses the ketogenic diet on the grounds that:**
    a. It is less practical than the vegan diet
    b. It is less ethical and less healthy than the vegan diet
    c. It is more expensive than the vegan diet
    d. It is less environmentally friendly than the vegan diet

3. **The author of passage #2 refers to data from the Centers for Disease Control in order to**
    a. Demonstrate that Americans need more exercise.
    b. Support the argument that a radical shift in diet is necessary for most Americans to be healthy.
    c. Support the argument that many Americans are obese because they consume too much fat.
    d. To show that more Americans need to take personal responsibility for their health.

4. **If most Americans took the advice of the author in passage 2, which of the organizations below would benefit the most?**

    a. The meat industry

    b. The grain industry

    c. The low-fat food industry

    d. The dairy industry

5. **What is the author of Passage 2 most likely to argue about "low fat" versions of sugary foods like cupcakes and cookies?**

    a. They are a healthy choice for the many Americans who are obese.

    b. They are not a healthy choice because they are sugary grain products.

    c. They are too expensive for most Americans.

    d. They are not a healthy choice because they contain too much fat.

Text 8

Automated cars

Nowadays even your toaster can be programmed to work in response to a voice command, so it should be no surprise that cars have been assigned the task of driving for us. It seems futuristic, but it now seems certain that cars and trucks will become fully automated. Is this a good thing?

Self-driving cars — also known as driverless or autonomous cars — can scan their immediate surroundings and navigate without any human intervention. The obvious benefit to this technology is convenience, but even if travel becomes less costly and time-consuming, a number of unresolved problems such as safety and liability make this innovation largely undesirable. There are no legal frameworks or government regulations for autonomous vehicles, and driverless cars open up a world of catastrophic possibilities for cybercriminals such as hackers or terrorists.

There are clear advantages to automated features such as speed control or emergency braking, but those are fundamentally distinct from the technology of full automation. Driver-assisted technology is a beneficial goal for automotive engineers, but it's time to draw a line and insist that humans — not computers — should drive vehicles.

1. **The author's main argument can best be summarized as:**

    a. People have become too lazy if they can't even drive their own cars.

b. There are no laws that govern automated vehicles.

c. The risks associated with self-driving cars far outweigh their benefits.

d. Although convenient, self-driving cars would lead to an increase in terrorism.

2. The first sentence of paragraph #3 has what function?

a. It admits that some technological advances in the automotive industry are desirable.

b. It admits that some technological advances in the automotive industry are not desirable.

c. It emphasizes the idea that the apparent advancements made in automation are wholly undesirable.

d. It warns against the arrogant assumption that human-made computers could be perfect and provide perfect safety.

3. Which best describes the purpose of paragraph #2?

a. To demonstrate that convenience will be a key feature that makes this technology successful.

b. To establish the pros and cons of the issue and reveal the author's position.

c. To provide detailed evidence in support of the author's claim.

d. To challenge common assumptions about artificial intelligence.

4. In paragraph #3, what's the difference between "automated features" and "full automation"?

a. Automated features allow the author to take a nap while in transit.

b. Automated features offer assistance to a human driver, but full automation requires no driver.

c. Automated features are dangerous while full automation is relatively safe.

d. Automated features rely less on human decisions than full automation

Text 9

Passage 1 - Atmosphere of Venus

Data from the Pioneer spacecraft of NASA apparently prove the theory that the high surface temperature of Venus is due to an atmospheric greenhouse effect caused mainly by a blanket of carbon dioxide. Such a greenhouse effect is created when energy in the form of sunlight easily passes through a planet's atmosphere, warms its surface, and is converted to heat radiation that is then held in by the atmosphere from top to bottom. Venus has a relatively thin atmosphere like the Earth's, but Venus' atmosphere consists of more than ninety percent carbon dioxide, compared to less than four percent in that of the Earth. Because of its higher percentage of carbon dioxide, Venus' atmosphere traps much more heat radiation than does the Earth's. Thus, the Venus studies are believed to be important to the understanding of possible adverse effects on the Earth's agriculture that could result from the long-term use of fossil fuels, which add carbon dioxide to the atmosphere.

1. According to the passage, data from the Venus study can be used to ----.

A) measure the amount of carbon dioxide in the atmosphere accurately

B) increase the emission of carbon dioxide into the atmosphere

C) test the efficiency of the spacecraft sent to Venus by NASA

D) predict future agricultural problems on Earth

E) determine the topography and the surface characteristics of the Earth

2. We understand from the passage that the atmosphere of Venus ----.

A) is thinner than the atmosphere of the Earth

B) contains much more carbon dioxide than that of the Earth

C) traps less heat radiation compared to the atmosphere of the Earth

D) blocks out dangerous rays from the sun

E) is far colder than the atmospheres of other planets in our solar system

3. One can infer from the passage that ----.

A) there is no difference between the atmospheres of Venus and the Earth

B) the atmosphere of the Earth consists of mainly carbon dioxide

C) the more carbon dioxide in the atmosphere, the warmer the world will tend to get

D) lack of atmosphere causes a very high surface temperature on Venus

E) Venus had once enjoyed a climate of the sort hospitable to life

Passage 2 -How Does Brain Work?

Theories about how brain works remain a topic of debate. It is agreed, though, that the hippocampus, a part of the brain, is undeniably important for memory. When we experience something, the information is sent via our senses to the hippocampus, where it is processed. Scientists believe that brain cells called neurons first transform the sensory stimuli we experience into images in our immediate memory. Then, these images are sent to the hippocampus and stored temporarily in short term memory. In the hippocampus information is organized, and it is during this process that parts of the image of our experience fade away. Finally, certain information is then transferred to long term memory in a section in the frontal lobe of the brain known as the cerebral cortex. Scientists think this process may happen while we are sleeping, but exactly how the information is transferred from one area of the brain to another is a mystery.

4. This reading is mainly concerned with ----.

A) how to improve our memory

B) why some of the information in short term memory fades away

C) illness that results in severe memory loss

D) how human brain processes and stores information

E) the importance of neurons in transferring sensory stimuli

5. According to the passage scientists ----.

A) know that information is sen from the long term memory to the hippocampus

B) have found out why some of the information is lost in the hippocampus

C) don't know exactly how the information is transferred from one area of the brain to another

D) agree on how the brain works

E) still debate whether the hippocampus is important for memory

6. It is pointed out in the reading that ----.

A) the brain was not considered as a highly complex organ in the past

B) damage to hippocampus doesn't cause memory loss

C) all of the information stored in the short term is transferred to long time memory

D) hippocampus is in the frontal lobe of he brain

E) scientists agree that the hippocampus is important in processing information

Part III

Grammar reference with exercises

Present Simple

Affirmative	I/You/We/They **talk.**
Negative	I/You/We/They **do not/don't talk.** He/She/It **does not/doesn't talk.**
Interrogative	**Do** I/you/we/they talk? **Does** he/she/it talk?
Short answers	No, I/you/we/they don't. No, he, she, it doesn't.

Spelling (3rd-person singular affirmative)

- Most verbs take - **s** in the third person singular.
  I sleep – he sleep**s**
- Verbs ending in – **ss**, - **sh**, - **ch**, - **x**, - **o** take – **es**
  I miss – he miss**es**, I wash – he wash**es**, I relax – he relax**es**, I go – he go**es**
- Verbs ending in consonant + **y** drop the – **y** and take – **ies**
  I try – he tr**ies**
- Verbs ending in vowel + **y** take - **s**.
  I say – he say**s.**

Use

We use the Present Simple for:

- daily routines/ repeated actions (especially with adverbs of frequency: often, usually, always, etc).
  She usually plays tennis at the weekend.
- habits
  She drives to work.
- permanent states
  He works in an office.
- timetables/schedules
  The concert finishes at 7.
- general truth and laws of nature
  The sun sets in the west.
- reviews/ sport commentaries/ narrations

Ronaldo scores the winning goal.

Time expressions used with the *present simple*:
Every day/month/hour/summer/morning/evening, etc, always, usually, often, sometimes, rarely, seldom, never, on Sundays/Tuesdays, etc.

Adverbs of frequency

- **Adverbs of frequency** tell us how often sth happens. These are: always (100%), usually (75%), often (50%), sometimes (25%), Rarely/seldom (15%), never (0%).
- **Adverbs of frequency** go **before** the **main verb** but **after** the auxiliary verbs **be, have, do** and **modals** such as **will, may**, etc. Women often wear braclets and necklaces. She is always polite to others

Present Simple Practice

Read the sentences. Match them to their uses

1. She works as a bank clerk.
2. He usually eats out on Sundays.
3. The Earth goes round the sun.
4. She calls her friend every day.
5. Hens lay eggs commentaries.
6. The plane to London takes off at 6:00 a.m.
7. Johnson crosses and passes the ball to Walcott.
8. Angelina Jolie acts superbly in Tomb Raider.

a. permanent state
b. review
c. timetable
d. routine
e. sport commentaries
f. general truth
g. law of nature
h. repeated action

Put the verbs into the correct form.

This is a typical morning for Janine. Note that all the actions take place one after another

1. Janine (get up) _____ at seven o'clock.
2. She (have) _____breakfast and then she (go) _____into the bathroom.
3. She (take) _____a cold shower, (brush) _____her teeth and (comb) _____her hair.
4. After that she (put) _____on her clothes.
5. Then Janine (leave) _____the house and (lock) _____the door.
6. She (go) _____to the bus stop and (wait) _____for the bus.
7. When the bus (arrive) _____, she (get on) _____the bus and (go) _____to work.
8. She (leave) _____ work at 5 o'clock and (phone) _____ her friend Mary.
9. They (meet) _____ at the pub and they (drink) _____ a cup of coffee.

Spelling

Write the third person singular of the following verbs.

1- Wear : ……..…
2- Dream : ……
3- Eat : ……...….
4- Drink : …….
5- Brush : ……..…….
6- Comb : ……..……
7- Watch :…….……..
8- Guess : ……..……
9- Smash : ……
10- Cry : ……
11- Draw : ……..……
12- Swim : ……. ..…
13- Have : ……
14- Go : ……
15- Come : …… ....
16- Read : ……....
17- Write : ……..….
18- Wash : ……..…
19- Clean : ……..…
20-be : …….
21-run : ……..
22-cook : …….
23-address : …….
24-bless : ……
25-access : ……
26-regress : ……
27-repress : ……
28-suppress : ……
29-undress :……
30-switch : ……
31-tidy : ……
32-amplify : ……
33-apply : …….
34-buy : …….
35-beautify: …….
36-certify : …….
37-do : …….
38-clap : …….

Complete the sentences with the correct form of the Present Simple

1. You _____ (speak) English.
2. Jose _____ (not speak) English.
3. I _____ (play) tennis.
4. Karen _____ (not play) tennis.
5. The train _____ (leave) every morning at 8 AM.
6. She always _____ (forget) her purse.
7. Every twelve months, the Earth _____ (circle) the Sun.
8. Cats _____ (like) milk.
9. Birds _____ (not like) milk.
10. The bus _____ (not arrive) at 11 AM, it arrives at 11 PM.
11. The party _____ (start) at 8 o'clock.
12. Jenny _____ (need) help.
13. He _____ (have) his passport in his hand.
14. You only_____ (speak) English.
15. Once a week, Tom _____ (clean**)** the car.
16. I (like) _____ pizza.
17. He (hate) _____garlic.
18. My sister (prefer) _____tea to coffee.
19. I (want) _____ _____to get away from here.
20. She (not / understand) _____me.
21. I (not / believe) _____it.

Make negative sentences.

1. I watch TV. -_____
2. We play football. - _____
3. It is boring. – _____
4. She cleans her room. - _____
5. You ride your bike every weekend. - _____

6. Sandy takes nice photos. - _____
7. They open the windows. - _____
8. He buys a new CD. - _____
9. I am late. - _____
10. She has a cat. – _____

Arrange the words below to make questions:

1. she / to collect / stickers –Does she collect stickers?

_____

2. they / to play / a game - _____
3. the cat / to sleep / in the cat's bed - _____
4. she / often / to dream - _____
5. he / to play / streetball - _____
6. you / to be / from Paris - _____
7. the pupils / to wear / school uniforms -

_____

8. you / to go / to the cinema - _____
9. she / to have / friends -_____
10. he / to read / books - _____

Fill in do **or** does **into the gaps.**

1. _____Peter live with his father?
2. _____you learn Spanish?
3. _____Andrew and Martin ride their bikes to school?
4. _____they work in the garden?
5. _____Sandy's hamster live in a cage?
6. _____the cats sit on the wall?
7. _____we sit in front of the computer?
8. _____you play the drums?
9. _____Steve wear pullovers?
10. _____I clean the bathroom?

11._____you write with a pencil?

12._____your father make breakfast?

13._____your teachers check the homework?

14._____you and your sister feed the pets?

15._____you send text messages?

16._____your friend visit museums?

17._____your cats climb trees?

18._____you learn to cook at school?

19._____your sister play badminton?

20._____your grandparents go on holiday?

Present Continuous

Form: verb **to be** (am, is, are) + main verb – **ing**

Affirmative	Negative
I'**m eating**. You'**re eating.** He/She/It **is eating.** We/You/They **are eating.**	I'**m** not **eating.** You **aren't eating**. He/She/It **isn't eating**. We/You/They **aren't eating**.
Interrogative	**Short answers**
Am I **eating**? **Are** you **eating**? **Is** he/she/it **eating**? **Are** we/you/they **eating**?	**Yes**, I **am**. / **No**, **I'm not**. **Yes**, you **are**. / **No**, you **aren't**. **Yes**, he/she/it **is**. / **No,** he, she, it **isn't.** **Yes**, we/you/ they **are**. / **No**, we/you/they **aren't**.

Spelling of the present particle

- Most verbs add –ing. *eat – eating, speak – speaking*

  Verbs that ended with -e, drop the -e and add –ing. *make – making, write – writing*

- Verbs ended with a **consonant** preceded by a **vowel**, double the consonant and add –ing.

  swim – swimming, run – running, get – getting

- Verbs ended with -ie, change -ie to -y, add –ing. *lie – lying, die – dying*

Use

We use the Present Simple for:

- actions happening now, at the moment of speaking.

  He is watching TV now.

- actions happening around the time of speaking.

  She is working from home this week.

- Fixed arrangements in the near future, especially when we know the time an the place. Tom is driving us to school tomorrow.

- Temporary situations.
  Lisa is working part time before college starts again.

- Changing or developing situations.
  Andrew is getting better and better at English.

- Frequently repeated actions with *always, constantly, continually* to express annoyance or criticism.
  My neighbors are always making noise late at night.

  Note: The following verbs do not usually have a continuous form: have(=possess), like, love, hate, want, know, remember, forget, understand, think, believe, cost, prefer, agree, belong, be, need, etc. The dress costs too much. We have a car.

Time expressions used with the *present continuous*:
Now, at the moment, at present, nowadays, these days, this week, this month, today, tomorrow, next month, etc.

Present Continuous Practice

1. Put the verbs in brackets into present continuous. Which sentence describes:

- *A temporary action*
- *An action happening now*
- *A changing situation*
- *A fixed arrangement*
- *Annoyance*

1. Sam _____ (wash) his car in the drive now.

2. I _____ _____(not study) hard this month.
3. The children _____(play) football in the garden.
4. _____ (Mum/cook) dinner?
5. _____ _____ (you/watch) TV?
6. The Earth _____ (get) hotter and hotter.
7. You _____ (always/read) my messages!
8. Ann _____ (have) a party today.
9. They _____ (fly) to Athens tomorrow.
10. You _____ (always/interrupt) me when I'm talking.
11. Look! Molly _____ (listen) to the radio.
12. Look, I _____ (bake) a cake for my mum.
13. You _____ (clean) your bike now.
14. Mike _____ (read) a sad story.
15. Michelle _____ (wash) her hair now.
16. Mary _____ (sing) a lovely song.
17. The kids _____ (paint) a nice picture at the moment.
18. Today we _____ (have) a strawberry milk shake.
19. Listen, the band _____ _____ (play) rock 'n' roll.
20. Today they _____ (have) lunch at a restaurant.
21. We _____ (play) table tennis right now.
22. Look at our dog! I think he _____ (dream) of rabbits.
23. You _____ (watch) TV at the moment.
24. Right now Phillip _____ (talk) to his friend Duncan.
25. He _____ (wait) for his girlfriend.
26. Look! Isabelle _____ (eat) popcorn in the cinema.
27. I _____ (write) a love letter now.
28. Today you _____ (walk) to school.
29. Be quiet! The teacher _____ (look) at us!
30. Tina and Rick _____(study) for their English test today.

Present Simple vs Present Continuous

Present Simple	Present Continuous
Permanent states and facts	Tempotary situations

Habits/routines	Action happening now/around the time of speaking
Timetables/sport commentaries	Future arrangements/changing or developing situations

Present Simple / Present Continuous

Choose the correct verb form.

1 - I *have / am having* a great time on this holiday.

2 - She's Italian- she *comes / is coming* from Pisa.

3 - *'Are you enjoying / do you enjoy* your meal?' 'Yes, it's very good.'

4 - This term, *I study / am studying* Latin.

5 - *Do you come / are you coming* to see us next month?

6 - Let me know when you *receive / are receiving* this letter.

8 - Water *boils / is boiling* at a hundred degrees.

10 - I *make / am making* a lot of progress at the moment.

11 - It *worries / is worrying* me a lot at the moment.

12 - I *get / am getting* up at seven o'clock on weekdays.

13 - Gary and Jake *go swimming / are going swimming* every Saturday.

14 - Erica *doesn't understand* / *isn't understanding* her homework today.

15 - Where *does Rob go / is Rob going* this morning?

16 - My parents *don't drive / aren't driving* to work now. They're still at home.

17 -*Does Samantha wear / Is Samantha wearing* her favourite T-shirt today?

18 -Harry *doesn't know / isn't knowing* the way to the town centre from here.

18 - My friends and I *don't often go / aren't often going* to the beach. It's too far!

20 -Jack *needs / is needing* to leave now. It's nearly time for school.

Present Simple / Present Continuous

a) Complete

1) My sister ..... (be) tall and she ..... (have) dark hair and blue eyes.

2) I .....(not/believe) in fortune tellers.

3) She ..... (practise) her piano lessons right now.

4) We ..... (walk) to work every day.

5) Tom ..... (be) a lazy boy. He ..... (get up) at

12every day.
6) I ..... (like) pasta very much.
7) My grandma ..... (enjoy) visiting her grandchildren.
8) They …….…….. (practise) their piano lessons in the living room.
9) They ..... (play) chess at weekends.
10) We ..... (not) in miracles.
11) He ..... (wash) his own clothes.
12) Peter ..... (not / smoke) too much.
13) My grandfather ..... (not / know) anything about music.
14) Ernest ..... (have) a shop. He ..... (sell) pets.
15) I always ..... (wear) comfortable clothes.
16) Mum ..... (wash) the dishes now. She always …… (wash) the dishes after every meal.
17) They …….. (have) a bath now.
18) We …… (not do) the homework after class.

b) Complete with Simple Present or Present Continuous.

1) I ……. (study/usually) in the morning.
2) Tom and Peter ……. (have) breakfast at the moment.
3) Elisa sometimes …… (get) home at 6.
4) At weekends Paul ..... (meet / always) his friends at the club.
5) My daughter ..... (study) English, but now she ..... (study) Spanish.
6) Steve usually ……..…..... (go) to work by bus.
7) We can't go out now. It ..... (rain).
8) Sarah usually …… (take) a bus to school but this week she …… (go) by car.
9) We ..... (not swim) now.
10) I ..... (not cook) dinner at the moment. I …… (watch) TV.
11) Lisa …… (not do) yoga on Saturdays. She …….. (do) yoga on Wednesdays and Fridays.
12) Children usually …… (ask) many questions.
13) Look! Susan …… (climb) that tree!
14) My teacher always …….. (give) a lot of homework.
15) I …… (not like) pizza.
16) The students …… (not do) the exercises at the moment.

Present Simple or Present Continuous

Use the verbs given in brackets in proper tenses.

1. Tom usually (play) football but today he (play) tennis.
2. What language they (speak) in Holland? What language he (speak) now?
3. The professor (speak) five foreign languages. Right now he (speak) Dutch.
4. My friend always (tell) me the truth, but I see that she (tell) a lie now.
5. I usually (drive) to my work. Be careful! You (drive) too fast.
6. She, as a rule, (wear) smart hats. But today she (wear) a funny-looking one.
7. I (do) a lot of work every day. Don`t worry! I (know) what I (do).
8. Every Sunday he (watch) birds in the forest. Be quiet, the photographer (watch) that bird. He (want) to take a picture.
9. You (eat) fruit every day? What`s the name of the fruit you (eat) with such pleasure?
10. She (adore) French perfume but I can`t guess what perfume she (wear) tonight.
11. She (not understand) what the teacher (explain) now.
12. She (say) she (love) him very much now.
13. I (not recognize) the man who (give) a talk.
14. You usually (not drink) coffee at this time? What is that you (drink) now?
15. I (hear) Nick (want) to know where you (live) now.
16. I (feel) he (have) a lot of problems with his elder son at the moment.
17. I generally (feel) well in summer but right now I (feel) miserable.
18. Paul (feel) that his uncle John (notice) all his faults.
19. Frieda (hate) it when it (rain) outdoors.
20. We (think) they (try) to make up quarrel.
21. The pop-concert (take) place on Saturday. They still (sell) the tickets.
22. What platform the train for Sochi (leave)? – According to the time-table it always (start) from platform two.
23. The night-show (open) at 10.30 this evening.
24. It`s a national holiday today. The bank (work)?
25. Nelly, why you (hurry) so much? – My plane (leave) at 7.45.

Present Perfect

Form: have/has + past participle

Affirmative	Negative
I/You/We/They **have arrived** He/She/It **has arrived**	I/You/We/They **have not arrived** He/She/It **has not arrived**
Interrogative	**Short answers**
Have I/You/We/They **arrived?** **Has** he/She/It **has arrived**	**Yes**, I/you/we/they **have.** **No**, I/you/we/they **haven't.** **Yes**, he/she/it **has.** **No**, he/she/it **hasn't.**

Use:

We use the present perfect:

- For actions which started in the past and continue up to the present especially with the stative verbs such as be, have, like, know, etc.
  Martin has been friends with ben for ten years.
- To talk about the past action which has a visible result in the present.
  My dad has shaved his beard. He looks younger.
- For actions which happened at an unstated time in the past. The action is more important than the time it happened.
  She has cleaned her room.
- With today/this morning/ this afternoon/this week/this month/ so far, etc when these periods of time are not finished at the time of speaking.
  Mum has called you three times today.
- For recently completed actions.
  Adam has just hooved the carpets.
- For personal experiences/changes which have happened.
  It's the first time we have travelled to Egypt.

Time expressions used with the *present perfect*:

- **Already** (normally in affirmative sentences)
  We have already seen this film.
- **Yet** (normally in interrogative or negative sentences)
  Have you watered the flowers yet? Mum hasn't returned from work yet.
- **Just** (normally in affirmative sentences to show that action finished a few minutes earlier) Emma has just left for school.
- **Ever** (normally in affirmative and interrogative sentences)
  It's the best comedy I've ever seen.
  Have you ever been to Mexico?
- **Never** (negative meaning)
  They have never argued with each other.
  Veronica has never been late for classes.
- **For** (over a period of time)
  I have known Jack for five years.
  I haven't seen my friend for a long time.
- **Since** (from a starting point in the past)
  They have been married since last October.
  We haven't talked to each other since yesterday.

- **Recently/Lately** (normally in affirmative and interrogative sentences)
  Have you seen a good film recently/lately?
  They have recently promoted him to a manager.
- **So far** (normally in affirmative sentences)
  She has called me three times so far.

Present Perfect Practice

1. ***Complete the sentences by adding the past participle for each infinitive verb in brackets:***

1. I've (be) _____ to France twice.
2. I have (complete) _____ three computer courses.
3. He hasn't (speak) _____ to his bank manager since June.
4. They have just (leave) _____ the building.
5. I haven't (eat) _____ Chinese food before.
6. I think Jim has (have) _____ enough of Lauren.
7. Ben has (drive) _____ 300 miles in the past two days.
8. We haven't (sell) _____ many ice creams this week.
9. They have never (ask) _____ their parents for any help.
10. I've just (see) _____ that bag at a lower price in a different shop.
11. I think the manager has (offer) _____ him a job.
12. We have (make) _____ a dozen cakes for the party.
13. Has he (clean) _____ the car yet?
14. How long have you (live) _____ in the UK?
15. I have never (hear) _____ of that play. Is it any good?

2. ***Fill in the blanks with the PRESENT PERFECT:***

1. She already ..... (watch) this movie.
2. He ..... (write) his report yet?
3. We ..... (travel) to New York lately.
4. They ..... (not give) his decision yet.
5. Tracy ..... (not see) her friend for 2 years.

6. I ..... (be) to London three times.

7. It ..... (rain) since I stopped my work.

8. This is the second time I ..... (meet) him.

9. They ..... (walk) for more than 2 hours.

10. You ..... (get) married yet?

3. Change the sentences without changing the meaning:

1. She moved to Hanoi 2 years ago. (for)

_____

2. He began to study English when he was young. (since)

_____

3. I have never eaten this kind of food before. (This is)

_____

4. I have never seen such a beautiful girl before. (She is)

_____

5. This is the best novel I have ever read. (before)

_____

4. Fill in the blanks with PRESENT PERFECT:

1. There is no more cheese. I (eat) ..... it all, I'm afraid.

2. The bill isn't right. They (make) ..... a mistake.

3. Don't you want to see this program? It ..... (start).

4. It'll soon get warm in here. I (turn)..... the heating on.

5. ..... They (pay) ..... money for your mother?

6. Someone (take) ..... my bicycle.

7. Wait for few minutes, please! I (finish) ..... my dinner.

8. ..... You ever (eat) ..... Sushi?

9. She (not/come) ..... here for a long time.

10. I (work)..... here for three years.

11..... You ever ..... (be) to New York?

12. You (not/do) .....your project yet, I suppose.

13. I just (see)..... Andrew and he says he ..... already (do) .....about half of the plan.

14. I ..... just (decide) ..... to start working next week.

15. He (be) ..... at his computer for seven hours.

16. She (not/have) ..... any fun a long time.

17. My father (not/ play) ..... any sport since last year.

18. I'd better have a shower. I (not/have) ..... one since Thursday.

19. I don't live with my family now and we (not/see) .....each other for five years.

20. I..... just (realize) ..... that there are only four weeks to the end of term.

21. The train drivers (go) ..... on strike and they stopped working at twelve o'clock.

22. How long..... (you/know) ..... each other?

23. ..... (You/ take) ..... many photographs?

24. (She/ eat) ..... at the Royal Hotel yet?

25. He (live) ..... here all his life.

26. Is this the second time he (lose) ..... his job?

27. How many bottles..... the milkman (leave) .....? He (leave) ..... six.

28. I (buy) ..... a new carpet. Come and look at it.

29. She (write) ..... three poems about her fatherland.

30. We (finish) ..... three English courses.

Present Perfect Continuous

Form: have/has + been = verb-ing

Affirmative	Negative
I/You/We/They **have been working** He/She/It **has been working**	I/You/We/They **have not been working** He/She/It **has not been working**

Interrogative	Short answers
Have I/You/We/They **been working ?** **Has** he/She/It **been working?**	**Yes**, I/you/we/they **have.** **No**, I/you/we/they **haven't.** **Yes**, he/she/it **has.** **No**, he/she/it **hasn't.**

Use

We use the present perfect continuous:

- To place emphasis on the duration of an action which started in the past and continues up to the present.
  Nick has been surfing the Net all day.
- For an action that started in the past and lasted for some time. It may still be continuing, or finished, but it has left a visible result in the present.
  Alex is tired. He has been working nonstop for ten hours.
- To express anger, irritation, annoyance, criticism.
  Who has been making all this noise?

Time expressions used with the *present perfect continuous*: Since, for, how long (to place emphasis on duration)

Perfect Continuous Practice

I **You** **We** **They** **He** **She** **It**	**have been** **has been**	learn**ing** English work**ing** too much read**ing** this book discuss**ing** this question call**ing** you play**ing** computer games prepar**ing** for this test	for 5 years since 1993 all day (long) all night for 3 hours already for many years since school recently for a very long time

I- Match the sentences with the correct description:

1-... Oh, the kitchen is completely upside down. Who has been cooking?!

2-... I've been reviewing for the English test since this morning.

3-… I've only been teaching for 5 years.

4-... Who has been playing with water here! It's completely wet!

a- actions expressing anger, irritation, annoyance, criticism or explanation.

b- emphasis on duration of an action, using for, since or how long

c- actions started in the past and continuing up to the present.

d-past actions of certain duration(-ing) having visible results or effects in the present.

II-Write the correct form of present perfect continuous:

1. What /you/ do/ when the accident occurred?
_____
2. He/ work / here since 2000.
_____
3. We/wait / here for twenty minutes and nobody has taken our order yet
_____
4. I /consider/ moving house because I / become /dissatisfied with the neighbourhood recently.
_____
5. She looks really great! She/do /exercises at the fitness centre.
_____
6. I am fed up! I / look for/ a new job for weeks in vain.
_____
7. You /get/ good marks over the last few months.
_____
8. We /work/ all week. We are on strike.
_____
9. She /talk/to me for days.
_____
10. They/ prepare/this project for months but for weeks only.
_____
11. She / wash up /for two hours, she has been playing on the computer.
_____

III Write the interrogative form for each of the following sentences.

1. Ruby has been eating too much fried food for the last two weeks?
_____
2. I have been watching TV since 5pm because I have nothing to do.
_____
3. Tamara has been studying seriously for 5 hours.
_____
4. Pele has been playing football for a long time.
_____
5. We have been waiting for him for over an hour!
_____

IV- Write the interrogative form:

1. Ruby has been eating too much fried food for the last two weeksб
_____
2. I have been watching TV since 5pm because I have nothing to do.
_____
3. Tamara has been studying seriously for 5 hours.
_____
4. Pele has been playing football for a long time.
_____
5. We have been waiting for him for over an hour!
_____

V. Complete the sentences with *for, since* or *all.*

1. Geoff's been studying _____ ages. He's determined to get good marks.
2. John has been waiting in the headmaster's study _____ lunchtime.
3. She's been listening to the same song _____ evening. What's wrong with her?
4. He's been reading that book _____ a few days. I think he'll finish it soon.
5. They've they been learning English _____ they were three years old.
6. Have you been sitting there _____ day? Why didn't you tell me you were here?
7. We've been living here _____ we bought the house three years ago.

Present Perfect vs Present Perfect Continuous

Choose the correct form of the verb:

1) I (*have had/ have been* having) some family problems lately.

2) She (*has loved / has been loving*) chocolate since she was a child.

3) It (*has snowed / has been snowing*) a lot this week.

4) (*Have you studied / have you been studying*) hard this semester?

5) How long (*have you been/ have you been being*) in town.

6) I (*have read/ have been reading*) this book all afternoon.

Choose the correct answer:

1. Stevie ……on the phone for about an hour.

a. has been talking
b. has talked
c. is talking

2. Janet……...if you run you may catch her.

a. has been leaving
b. has left
c. has just left

3. When I was alone in the dormitory room, I……to anyone for hours.

a. haven't spoken
b. haven't spoke
c. haven't been speaking

4. The cat……..five kittens.

a. has had
b. has been having
c. has have

5. Mrs. Simpson …… well recently. She ……. the doctor three times.

a. hasn't been feeling
b. hasn't felt
c. has been feeling
d. has been seeing
e. has seen
f. hasn't seen

Write the present perfect continuous or present perfect:

1. When I arrived, he…….(just/leave).
2. They……. (argue) for hours, no way to calm them down.
3. She……. (never/clean) her car by herself.
4. We…….. (study) for three hours then we went out.

5. He…(not/do) the homework but he…(practice) the flamenco dance since I left him at six.
6. Linda ……(travel) around Europe for three months.
7. She …… (visit) six countries so far.
8. Jimmy ……(play) since he was five years old.
9. He ……(win) the national championship four times.
10. Bill and Andy ……(make) ten films since they left college.
11. They ……(make) films for many years now.
12. Look! Somebody ……(break) the window.
13. I ……(read) the book you gave all morning.
14. But I …… (not finish) it yet.
15. Sorry I'm late. That's all right. I ……(not wait) for a long time.
16. Peter …… (clean) the windows for some time.
17. So far he …… (clean) five of them and there are two more to go.
18. My brother is an actor. He …… (appear) in several films.
19. I ……(learn) Chinese for two years now.

PAST TENSES

Past Simple

Form

The past simple affirmative of regular verbs is formed by adding –ed to the verb. Some verbs have an irregular past form (see list of Irregular Verbs).

Affirmative	I/You/We/They **talked.**
Negative	I/You/We/They He/She/It **did not/didn't talk.**
Interrogative	**Did** I/you/we/they/he/she/it talk ?
Short answers	No, I/you/we/they/he/she/it didn't.

Use

We use the Past Simple for:

-an action or event at a definite point in the past

We visited our grandparents last Sunday.

- past actions which happened one immediately after the other.

The astronaut finished the routine check, returned to the spacecraft and wrote a report.

-past actions which won't take place again.
They discovered water on Mars in 2013.

Time expressions used with the *past simple*:

Yesterday/last month/a few minutes ago/ 10 years ago/last week/etc.

Past Simple Practice

1. Fill in the Simple Past. Example: John married Emily last year. (to marry)

1. She _____ her suitcase to the bus. (to carry)
2. They _____ in the park to play football. (to stop)
3. The children _____ to the playground. (to hurry)
4. John _____ to win a medal. (to try)
5. Peter _____ his trip to France. (to plan)
6. The thieves _____ the old lady. (to rob)
7. Grandma _____ the cup. (to drop)
8. The family _____ to Spain. (to travel)
9. The baby _____ because he was hungry. (to cry)
10. She _____ a bag. (to carry)

2. Make up questions:

1. _____ me this morning? (why/you/follow)
2. _____ to the chair-back? (he/refer)
3. _____ this story? (why/you/not/write)
4. _____ things so terribly hard for him? (why/she/make)
5. And _____ it up? (when/he/give)
6. _____ to or shake hands with you? (he/ever/speak)
7. _____ him so much? (you/really/like)
8. And at first, in hotels, _____? (what/it/matter)
9. _____ her face at the station? (you/see)

3.Change the verbs in brackets into the past tense. Some are regular and some are irregular.

Yesterday (to be) _____ a busy day. I (wake) _____ up at 6am, (have) _____ breakfast quickly and then I (go) _____ to work. I (finish) _____ at noon and then (eat) _____ some lunch. Afterwards I (drive) _____ to the shops, (buy) _____ some paint and then (paint) _____ my bedroom. My housemate (come) _____ home from work so I (help) _____ him paint his room, then we (repair) _____ his chair as it (wobble) _____ a lot. I (wish) _____ I hadn't, as I hurt my hand! After that I (clean) _____ my house. I (vacuum) _____ all the downstairs and then (tidy) _____ up the living room and the kitchen. I was pretty tired by then so I (eat) ate some dinner, (yawn) _____, and (go) _____ to bed!

4.Change the verbs below into the past tense

Pay :: Ring :: Think :: Drink :: See :: Eat :: Go :: Take :: Leave :: Say

1. I _____ that he was fired. 2. My mum _____ me last night but I wasn't at home to take her answer. 3. I _____ to the zoo with my son last weekend. 4. I _____ four cakes for lunch. I feel sick! 5. He _____ him to see the doctor because he had been ill for so long. 6. I _____ that new movie last night. It was great! 7.He _____ his son alone all day! 8. I _____ two bottle of grape juice last night. I don't feel too well today. 9. They _____ it tasted horrible. 10. It was too expensive and we _____ too much for it.

Past Continuous

Affirmative	I/He/She/It was sitting. We/You/They were sitting.
Negative	I/ He/She/It wasn't sitting. You/We/They weren't sitting.

Interrogative	Was I/he/she/it sitting? Were we/you/they sitting?
Short answers	Yes, I/he/she/it was. No, I/he/she/it wasn't. Yes, we/you/they were. No, we/you/they weren't.

Use

We use the Past Continuous for:

an action which was in progress at a stated time in the past.

It was raining at midnight yesterday.

- a past action which was in progress when another action interrupted it. We use the past continuous for the action in progress (longer action) and the past simple for the action which interrupted it (shorter action).
  I was cooking when my mother came in.
- to give background information in a story.
  It was an awful night. It was raining heavily.

Time expressions used with the past continuous: while, when, as, all day/night/morning, yesterday, etc

Past continuous practice

1.Make the past continuous.

1. (they / take the exam?)

_____

2. (when / he / work there?)

_____

3. (you / make dinner?)

_____

4. (they / drink coffee when you arrived?)

_____

5. (when / we / sleep?)

_____

6. (they / study last night)

_____

7. (we / talk when the accident happened)

_____

8. (he / not / exercise enough)

_____

9. (I / talk too much?)

_____

10. (it / not / snow)

_____

2. Change the given sentences into their negative and interrogative forms of Past Continuous Tense:

1) He was realizing his mistake.

_____

2) She was listening to me.

_____

3) Our team was winning the match.

_____

4) We were trying to catch a bus.

_____

5) The bee was sitting on a flower.

_____

3. Fill in the blanks with a correct form of PAST CONTINUOUS:

1. Alice hurt herself while she ……. (skate).
2. I met my neighbor while I ……. (walk) home from work.
3. Sally saw a friend while she …….. (ride) her bicycle along Park St.
4. Peter fell asleep while he …… (study).
5. Bob stepped on Jane's feet while they …….. (dance) together.
6. I cut myself while I …… (shave).

7. Mr. and Mrs. Brown burned themselves while they ……... (bake) cookies.
8. Tommy had a nightmare while he …….. (sleep) at a friend's house.

Past Perfect

Form: subject + had + past participle of the main verb

Affirmative	Negative
I/You/He/She/It/We/They had won.	I/You/He/She/It/We/They hadn't won.
Interrogative	**Short answers**
Had I/you/ he/she/it/we/they won?	Yes, I/you/ he/she/it/we/they had. No, I/you/ he/she/it/we/they hadn't.

We use the past perfect:

-for an action which finished before another past action or before a stated time in the past.

I was born after my parents had moved to London.

They had evacuated the town by noon.

Time expressions used with the *past perfect* : before, after, already, just, for, since, till/until, by, never, etc.

Past Perfect Practice

1.Fill in the correct form.

1. Paul _____ (not say) that he _____ (take) Albert's watch.

2. The days _____ (become) colder after it _____ (snow).

3. I _____ (feel) great after I _____ (pass) the exam.

4. It _____ (be) Freddy who _____ (clean) the room.

5. When I _____ (get) off the bike I _____ (see) that one of those tires _____ (lose) air.

6. I _____ (be) sorry that I _____ (not be) nicer to him.

7. Nobody _____ (come) to the meeting because Angela _____ (forget) to tell them about it.

8. I know that I _____ (see) her somewhere before.

9. Because she _____ (not check) the oil for so long, the car _____ (break) down.

10. She couldn't find the book that I _____ (lend) her.

2. Complete the sentences with the words in brackets.

1. ..... off the lights before you left home? (you - switch)

2. The plane crashed because the engines ..... fire. (catch)

3. By the time Joseph returned home Sarah ..... to get in touch with him several times. (try)

4. Why ..... me before you refused their offer? (you - call)

5. I was so sad because Jill ..... somewhere in Spain. (disappear)

6. What ..... with the computer before you called the technician? (you - do)

2.What had Ann done (not done) before she went to bed?

Example:

+ cook dinner	- go out with her friends
She had cooked dinner.	She hadn't gone out with her friends.
+ wash the dishes	- dry the dishes
+ walk her dog	- feed her cat
+ watch a video	- listen to music
+ have a shower	- wash her hair
+ say good night to her mum	- set her alarm clock

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Past Perfect Continuous

Form: subject + had + been + main verb + -ing

Affirmative	Negative
I/You/He/She/It/We/They had been doing.	I/You/He/She/It/We/They hadn't been doing.
Interrogative	**Short answers**
Had I/you/ he/she/it/we/they been doing?	Yes, I/you/ he/she/it/we/they had. No, I/you/ he/she/it/we/they hadn't.

Use:

-for an action which lasted for some time in the past and whose result was visible in the past.

It had been raining for two days, so the streets were flooded.

-to put emphasis on the duration of an action which started and finished in the past, before another action or stated time in the past, usually with for or since.

Time expressions used with the *past perfect continuous*:
before, for, since, until, how long, etc.

Past Perfect Continuous Practice

Exercise 1. The plane landed at the airport. What had these passengers been doing before it landed?

Mrs. Clark - look out of the window, Julie - play with her teddy bear, Peter - learn how to use his new phone, Mr. Gregson – sleep, Mrs. Gregson - take photos , Melanie - draw pictures, Fiona and Eve - talk to each other

Mrs. Clark

.....

Julie

.....

Peter

.....

Mr. Gregson

.....

Mrs. Gregson

.....

Melanie

.....

Fiona and Eve

.....

Exercise2. Make questions with the words in brackets.

How long ..... before you crashed? (you | drive) Why were Marion's eyes so red? .....? (she | cry) The road was covered with snow in the morning. ..... all night? (it | snow) How long ..... when you got up? (you | sleep) ..... my wine? The bottle was nearly empty. (you | drink) How long ..... before you sat the exam? (you | revise) Your hands were covered with chocolate. ..... a cake? (you | make) How many days ..... when they reached the port? (Bill and Jack | sail) Kate knew all about it. ..... to our conversation? (she | listen) Why were your trousers so dirty? ..... on the ground? (you | sit)

Exercise 3. Complete the dialogues with positive and negative forms.

A Sam, how long ..... the laptop before it started working? (you | repair)
B The laptop? It took me five hours to repair it.
A I was so tired at the end of the hike!

B But ..... so much. (we | not walk)
A Why was your shirt full of stains?
B ..... my car. (I | clean)
A You looked so exhausted.
B Really? But ..... so hard. (I | not work)
A Why did Sarah get sunburnt?
B Because ..... on the beach all day. (she | lie)
A Mr. Clark, why were you so annoyed?
B Because ..... to my arguments at all. (they | not listen)
A ..... for a long time when you saw the doctor? (you | cough)
B Not really. For two or three days.
A Miss Jones, how long ..... French when you moved to France? (you | learn)
B To tell the truth I'd never learned French before that.
A Hi, Sam. Did you talk to Susan at last?
B Yes, I did. But ..... to me for a week before that. (she | not speak)
A The police finally caught the bank robbers early in the morning.
B I know. ..... for them day and night. (they | look).

Future Simple

Form: subject + **will** + main verb

Affirmative	Negative
I/You/He/She/It/We/They **will go**/They'**ll go**.	I/You/He/She/It/We/They **will not** go/They **won't** go.
Interrogative	**Short answers**
Will I/you/ he/she/it/we/they **go**?	**Yes,** I/you/ he/she/it/we/they **will.** **No,** I/you/ he/she/it/we/they **won't.**

Use

We use the future simple:

- For **on-the-spot decisions**.
  This is a nice dress. I'll buy it.
- For **future predictions based on what we believe or imagine will happen** (usually with the verbs: **hope, think, believe, expect, imagine**, etc.;

with the expressions: **I'm sure, I'm afraid**, etc.;
with the adverbs: **probably, perhaps**, etc.).
Perhaps students will finish the test on time.
I hope the manager will give me a promotion.

- For **promises** (usually with the verbs promise, swear, etc.)
  I promise I will do the work on time.
- For **threats, warnings, hopes, offers**
  If you hand in your test late, I will not accept it.
  You should leave now or you'll miss your flight.
  She hopes her new groupmates will like her.
  I'll drive you to work tomorrow.
- For actions/ events/ situations which **will definitely happen** in the future and which **we cannot control.**
  It will be summer soon. Ann will be 18 next month.

Time expressions used with the *future simple*:
Tomorrow, the day after tomorrow, next week, next month, next year, tonight, soon, in a week/month/year, etc.

Future Simple Practice

1. **Put in the verbs in brackets into the gaps and form sentences.**
2. **Give the negative form of the sentences.**
3. **Make questions and give affirmative and negative answers**

1) Tomorrow it _____ in Minas Gerais. (to rain)
2) My friend _____ 12 years old next Monday. (to be)
3) Hey John! Wait a minute. I _____ to study with you. (to go)
4) She _____ her boss next week. (to contact)
5) I think you _____ this job. (to get)
6) They _____ at about 6 pm. (to arrive)
7) The teacher _____ this exercise. (to explain)
8) He _____ the report tomorrow. (to read)
9) Lots of accidents _____ in that weather. (to happen)
10) She _____ if you show her the spider. (to scream)

Future continuous

Form: subject + **will + be** + verb - **ing**

Affirmative	Negative
I/You/He/She/It/We/They **will be working** /They'**ll be working.**	I/You/He/She/It/We/They **will not** be working/They **won't** be working go.
Interrogative	**Short answers**
Will I/you/ he/she/it/we/they be **working**?	**Yes,** I/you/ he/she/it/we/they **will.** **No,** I/you/ he/she/it/we/they **won't.**

We use the future continuous for:

- For **action which will be in progress at a stated future time.**
  This time next week I will be flying to Rome.
- **Actions which will definitely happen in the future as a result of a routine or arrangement**.
  They will be holding interview all day tomorrow.
- **When we ask politely about someone's plan for the near future** (what we want to know is if our wishes fit in with their plans).
  Will you be driving to work tomorrow? I need a lift.

Future Continuous Practice

Complete the sentences. Use future continuous.

1. This time next week Helen …… (travel) to Brazil with her husband.
2. My aunt ……..(open) her new restaurant in town.
3. They ……(swim) in the sea before the end of the month.
4. …… your friend ……(wait) for you at the airport?
5. My grandmother ……(have) an operation very soon.
6. Jackeline ……(interview) the candidates for the post.
7. I know you won't be asleep at 12.00. You……(play) computer games.
8. Next Saturday night Sonia …(have) dinner with some friends.
9. The mechanic ……(repair) my car in the garage.
10. Joanna ……. (live) in Greece happily with her family.
11. My mom ……(decorate) our new flat.
12. The tennis player ……(compete) for the World Cup.
13. The police …… (investigate) the kidnapping of the kid.
14. We …….. (celebrate) Christmas in a month's time.
15. Why …you…(write) these novels is a short period of time?
16. By half past seven your father …… (arrive) in Berlin.

17. I ……..….. (not wash) all my summer clothes by ten o'clock.
18. You …… (answer) all my questions for the survey.
19. My grandparents ……(spend) next month in Cuba.
20. The gardener …… (cut) the old trees in a week.
21. Barbara ……(do) the shopping in two hours.
22. Your teacher …… (correct) the final exams right now.
23. The woman ……(talk) with her friend on the phone.
24. My alarm clock …… (ring) tomorrow morning at 7:15

Future Perfect

Form: **will** + **have** + past participle of the main verb

Affirmative	Negative
I/You/He/She/It/We/They **will have left**/They'**ll have left.**	I/You/He/She/It/We/They **will not have left** /They **won't have left**.
Interrogative	**Short answers**
Will I/you/ he/she/it/we/they **have left**?	**Yes,** I/you/ he/she/it/we/they **will.** **No,** I/you/ he/she/it/we/they **won't.**

The future perfect is used for an action that will have finished before a stated time in the future. The lecture will have finished by 12.

Time expressions used with the *future perfect*:
By, by the time, by then, before, until/till, etc.

Future Perfect Practice

Complete the sentences.

1. ____ you ____ finish) your homework by the time the film stars?
2. She _____ (have) the baby by the end of the month.
3. Do you think that you _____ (get) married by the time you are 20?
4. In fifty years' time the pollution _____ (double).
5. She's so lazy. I bet you that she _____ (not do) anything when we get there.
6. My dad _____ (retire) by 2020.
7. There's no point in going now - the film _____ (start) when we get there.
8. We _____ not reach) the camp site by nightfall.
9. School _____ (start) by the time we get back from holiday.
10. The battery _____ (go) flat before I can get home.

11. You can call me at work at 8 am. I _____ (arrive) at the office by then.
12. They will be tired when we arrive. They _____ (not sleep) for a long time.
13. Unless further action is taken, the black rhino ____ (become) extinct in a few years time.
14. If global warming isn't halted, a large part of the polar caps __ (melt) in 50 years' time.
15. He _____ (break) that toy by the end of the day.

Future Perfect Continuous

Form: will + have + been + verb-ing

Affirmative	Negative
I/You/He/She/It/We/They **will have been working**/They'**ll have been working.**	I/You/He/She/It/We/They **will not have been working** /They **won't have been working** .
Interrogative	**Short answers**
Will I/you/ he/she/it/we/they **have been working**?	**Yes,** I/you/ he/she/it/we/they **will.** **No,** I/you/ he/she/it/we/they **won't.**

The future perfect continuous is used to emphasise the duration of an action up to a certain time in the future. The future perfect continuous is used with: by….for

By the time Adam retires, he **will have been working** for the company **for thirty years**.

By the end of next month, Kate **will have been designing** clothes for ten years.

Future Perfect Continuous Practice

Make up sentences using future perfect continuous:

1. By the beginning of April/my father/to work as the General Manager of this corporation/for fifteen years.
2. By 8 o'clock/we/ to surf the Net/for five hours.
3. By the end of next month/we/ to live/in this city/for ten years.
4. By the end of this day/Dolly/ not to design/this fancy dress/for seven hours.
5. Ted/to work/ as an attorney/for twenty years/by the end of March?
6. Jack and Alison/to build/their house/for a year by Easter?
7. My parents/ to run/this cafe/for six years/by next September.
8. By 4 o'clock/ they/to play volleyball/for three hours.

9. By 3 o'clock/the students/to write/the test for two hours and a half.
10. By next Friday/Henry/to train/for the competition/for ten months.

Mixed future tenses practice

Future simple VS Future continuous:

1. I _____ (work) in the garden all day long tomorrow.
2. He _____ (be) tired after his work.
3. He can't come at two o'clock tomorrow because he _____ (work) at that time.
4. He _____ (send) us a telegram as soon as the steamer arrives.
5. While my mother is having her breakfast. I _____ (read) the newspaper

Fill in with: Present Continuous, Present Simple, Future Simple, Future Continuous

1. The course ……(begin) in October.
2. You can't come with me. Dad …… (not / let) you.
3. This time next week I ……(have) breakfast with my sister in Paris!
4. Do you have any plans for tonight? – Actually, I do. I …… (go) out with Penny.
5. The course ……(begin) in October.
6. You can't come with me. Dad …… (not / let) you.
7. This time next week……. (have) breakfast with my sister in Paris!
8. Do you have any plans for tonight? – Actually, I do. I …… (go) out with Penny.
9. I _____ (finish) the book by the evening.

1. Match the following sentences with the correct tense description

1. Look out! That dog is going to bite you!
2. I'll be flying to Morocco this time tomorrow.
3. She's worried that he'll be angry.
4. By 11 o'clock she'll have been waiting for three hours.
5. The London train arrives at 4.45.
6. I'm seeing my bank manager this morning.
7. When I'm older, I'm going to learn to drive.
8. I think I'll make some tea. Do you want some?
9. He'll have finished by tomorrow afternoon.
10. Will you be going into town today?
11. I'm sure he'll pass the test.
12. I'm going to buy a new car tomorrow.

a. fixed arrangement in the near future.
b. Action which will be finished before a stated future time.
c. Timetable
d. Fear about the future
e. Evidence that something will definitely happen in the near future.
f. Future intention
g. Action in progress at a stated future time.
h. Duration of an action up to a certain time in the future
i. On-the-spot decision
j. Something we are not sure about yet.
k. Polite enquiry about people's arrangements
l. Predictions

2. Put the verbs in brackets in the right future tense

1. I ..... (see) my bank manager tomorrow. I .....(ask) him for a loan but I expect he .....(refuse).
2. ..... (you/do) anything next weekend?// Yes, my nephews ..... (come) and I .....(show) them round London. // .....(you/take) them to the theatre? // No, they're too young for that. I .....(take) them to the zoo.
3. John usually gives me a lift home, but we both .....(come) home by train tomorrow as his car ..... (be) repaired.
4. His father left him $400,000 but he lives so extravagantly that he .....(spend) it all before he's 30.
5. There ..... (be) a bus strike. Everyone .....(walk) to work next week.
6. I .....(ring) you tomorrow at six.// No, don't ring me at six. I .....(bathe) the baby then. Ring me later.
7. .....(you/light) the fire for me, please? Here are the matches.
8. Where ..... (I/put) it? Put it behind the piano.
9. .....(he/ring) us up as soon as he .....(arrive) in England.
10. If we ..... (not hurry), the sun .....(rise) before we reach the top.
11. I ..... (not fill) up this form! The questions are impertinent. // If you don't, madam, you .....(not get) your visa.
12. ..... (I / put) more salt in the stew?
13. Tourist: We've only got five hours in Rome; we .....(leave) at six; but I'm sure that we ..... (see) everything of importance by then.
14. We'd better go out tomorrow because Mary ..... (practise) the piano all day.
15. ..... (you/sign) here, please?
16. I don't know how to use this camera// It's quite easy. I .....(show) you.
17. I think Jane ..... (get) the job. She has a lot of experience.
18. I .....(not tell) anyone what happened, I promise.

Revision of tenses

Exercise 1

1. Choose the correct answer.

- I **helped / was helping** my mum yesterday. It's your turn today.
- Tom often **walk / walks** to school.
- We **have / doesn't have** dinner at nine o'clock every evening.
- I **was finishing / finished** my homework an hour ago.
- **Were you watching / Did you watch** TV at six o'clock yesterday?
- **Did you talk / were you talking to** a friend when I met you yesterday?
- I **did / was doing** my homework when you called.
- We have studied English **for three years / last summer**.
- They haven't spoken to each other **since last week / yesterday evening**.
- What time did she arrive **since yesterday / last night**?
- Did they finish cooking **just/ an hour ago**?
- I didn't do the homework. I think the teacher **will be / is going to be** angry.
- Sarah **will go / is going** on holiday next week.
- Paul **isn't going to meet / won't meet** us after school. He's got football practice.
- Maybe John and Mark **won't be / aren't going to be** in the football team. They aren't good enough.
- **Before / Until** we eat, I'll make a salad.
- I will buy a computer **until / as soon as** I have got enough money.
- **Before / When** Jerry calls, we'll tell him our plans.
- **The moment / After** they are hungry, we'll have dinner.
- She hasn't practiced the guitar **on Tuesday / since Tuesday**.

Exercise 2

Write sentences from the words in the given tense!

1. We – can- climb – mountain (past simple)
2. What – you – think –of England? (present simple)
3. We – learn – the whole night. (past perfect progressive)
4. I – go – doctor (present progressive)
5. We – walk down – street (past progressive)
6. He – ever – visit – grandmother? (present perfect simple)
7. We – never- read – books (present simple)
8. Jane – not able to – walk – after the accident (past simple)
9. She – wait – for an hour (present perfect progressive)
10. He – be – an interesting man (past simple)
11. I – come – by 7 (future perfect)
12. We – discuss- the topic – for hours (present perfect progressive)
13. She – get – up – now? (present progressive)

14. We – just finish – our homework (present perfect simple)
15. They – play – baseball – whole day (present perfect progressive)
16. He – often – shop –at Harrods (present simple)
17. He said – Mum – already – go – out (past perfect simple)
18. I – find – this cap – this morning (present perfect simple)
19. John and Sheila – marry – on Wednesday (present progressive)
20. We – watch – TV - when – phone – ring (past progressive and past simple)
21. You – ride – a camel – in Egypt? (past simple)
22. I – cannot – go out – last night (past simple)
23. Where – he – go? (present perfect simple)
24. I – read – book (past perfect simple)
25. At this time tomorrow – Susan –fish – in the pond (future progressive)
26. We – get – married – June 5th (present progressive)
27. While – Susan – take pictures – Charlie – watch – her (past progressive)
28. They –live – here – 1940 (present perfect progressive)
29. You – write – wonderful – story (past simple)
30. You- ever – go – church – Sundays? (present perfect simple)
31. We – not lie – on the beach (present progressive)
32. John – never – smoke (present simple)
33. They – spy – on us (past perfect progressive)
34. My father – be – very unhappy (conditional 1)
35. You – finish – your –model plane? (past simple)
36. How many times – you – wash- yourself (present simple)
37. You – get – prettier (present progressive)
38. I – just find – new house (present perfect simple)
39. We – take – the beautiful one (future simple)
40. They – come – to see – us (conditional 2)
41. It - rain –three hours (present perfect progressive)
42. You – visit – them – last week? (past simple)
43 John – walk – to school – yesterday – at nine (past progressive)
44. I – read – book (present perfect progressive)
45. I – go – to the doctor – next Monday (future progressive)
46. We - have – accident (past perfect simple)
47. Jack – have – party (present progressive)
48. John and I – not leave – London (present progressive)
49. How often – you – go – dentist? (present simple)

Exercise 2

Put the verbs in the right tense. Sometimes there is more than one answer.

1. He couldn't go to the theatre because he (not buy) …… a ticket.

2. He (smoke).... 30 cigarettes every day, but at the moment he (try).....to give it up.

3. We (not use).....this room today because it's very cold in here.
4. When I arrived home, I found that my mother (go out).....
5. My English teacher (not allow).....us to use dictionaries in the exams.
6. I (not play).....football for ages. The last time I (do) .....it was 5 years ago.
7. "What (you /do) ..... at 9 o´clock last night?" the policeman asked.
8. Danny (think) .....he is the most handsome boy in the world.
9. Henry came home from his holidays yesterday and discovered that someone (come into) .....his house while he was out.
10. The objective of the last campaign (not be) .....only to sell as many products as possible.
11. I (phone)..... my parents tomorrow, as soon as I (have) .....the results of my check – up.
12. I'm sure that Atlético de Madrid (win) .....the Spanish Cup.
13. Those clouds are very black, aren´t they? It (rain) .....soon.
14. My boss (leave) .....early every Friday, so we (not work) ….. very hard on Fridays.
15. Mr. Smith (be)..... free 5 minutes ago, but now he (talk) ..... to some customers on the phone.
16. German is a language that (have) ..... as many irregular verbs as English.
17. I can´t do gymnastics today because I (just break) ..... my arm.
18. (You / work)..... hard when you were at school, grandma?
19. At 8:30 last night, I (not read) ..... was watching television.
20. Beethoven (write) ..... many good pieces of classical music.
21. Can I borrow your pen or (you / use) .....it at the moment?
22. The sun (rise) .....in the East.
23. They have been living here since they (get married).....in 2001.
24. I (never visit)..... Dublin
25. While we (do sport) ..... someone came in and left this note on the table.
26. At this time next Thursday I (have) .....lunch with my aunt.
27. I hope they (find) .....a better job by the end of the summer.
28. "Was Tom at the party when you arrived?" –
"No, he (say)..... goodbye more than an hour before".
29. I believe that you (not like).....him: he is so unfriendly.
30. I (not finish) ..... the book you bought me last Christmas yet.
31. (Jenny / change).....her car recently?
32. Water (not boil) .....at 90º C.
33. - "Can you take me to the airport tonight?
"Of course, I (take) .....you. I´d be happy to.
34. He has cut my hair too short –
Don´t worry; it (grow) .....again very quickly.
35. The milk (smell).....bad. (You / keep)..... milk a long time?
36. They (build) ..... that bridge when I (spend) ..... my holidays here last year. They haven´t finished it yet.

37. Everyone was studying quietly when suddenly, the door (open).....wide and a complete stranger (come) .....in.
38. The clock is very slow.
    It isn´t slow, it (stop).....

39. "Has George decided what to do when he finishes school?"
    "Oh yes, he has. His intentions are clear: He (take) ..... a vacation for a few weeks, and then he (start)..... a computer programming course.

40. After we (see) .....the beautiful island, we took a boat to the continent.

Exercise 3

Put the verbs in brackets into the right tense

1) While I (drink) tea, my mum (do) the dishes.
2) Most people never (try) kumquats.
3) We never (eat) late.
4) John ever (write) an essay?
5) Babe! Babe! You (listen) to me?
6) Henry (fly) to Tivat* next Friday.
7) We always (plan) our holiday in advance. We (visit) Scotland next year.
8) We (complete) half of the tasks so far.
9) In 2000 years time, robots (rule) the world.
10) Michael (bring) the cake last night.
11) In ancient times, people (not eat) unhealthy food.
12) She always (bite) her nails. It drives me nuts.
13) Maggie and Tom (get) married on Sunday.
14) When the bomb (explode), I (drive) through the city.
15) He (work) in that office since 1995.
16) I (play) basketball for a year, but I (not do) it any more.
17) Pollution (be) even worse in 2150.
18) Children (help) elderly people from time to time.
19) A: What would you like to drink?
    B: Hmmm, I (have) orange juice with lots of ice.
    A: Come again?
    B: I (have) orange juice.
20) A: You look terrible. Are you OK?
    B: No, I've got a splitting headache.
    A: Wait! I (get) you an aspirin.
    B: No, thanks. I (go) to bed and have a rest.
21) While the beautiful girl (text) her boyfriend, her teacher (explain) a very difficult Math problem.
22) It (be) love at first sight. From the moment they (meet), they (know) they were destined to be together.
23) Chocolate (be) my favourite sweet.

24) A: You (see) my pen anywhere?
B: No, I _____. When you (use) it last?
A: I (have) it with me last night. I'd better check in the computer room.
25) This house (build) in 1943. Nobody (know) who the architect was.
26) Well, up to now, we (complete) 20 application forms.
27) Mathew (do) business with them for two years now.
28) Coffee (make) and the cake (bake), so you can come any time you like.
29) This tea (taste) sour. Here, try it.
30) I haven't decided yet. I (think) of buying a cheaper car. I can't afford the expensive one.
31) By this time next year, my husband (finish) his PhD.
32) By the time we (get) to the airport, James already (take off) for NY.
33) Scouts (hike) all morning ad so far they (cross) 24 km.
34) This time next Monday, Mary (sing) in the famous opera house.
35) Jerry (think) he's better than anyone else.

Exercise 4

Text 1

Choose the correct answer

THE MAGIC OF PHOTOGRAPHY

Today, people **see /sees** photography as an ordinary part of life, but at its start in the 1800s, people **think /thought** it was a kind of magic. When they saw portraits, they believed that the little people inside the pictures **had looked / were looking** at them. To have your photograph taken in those days, you **had to / have to** sit without moving for up to 15 minutes. Since then, photography **has developed / developed** in amazing ways. First, with the invention of light, user – friendly cameras in 1963, anybody, not only professional photographers, **can / could** take photographs. Much later, in 1996, the digital camera was invented, making film unnecessary. Today, many people **are carrying / carry** a mobile phone with a camera, so that they can take photos anywhere, anytime. If we **wait / will wait** a few more years, **we'll /'d** probably see even more "magic". Perhaps one day we **will be taking / will take** pictures only using our eyes!

Text 2

Put the verbs in brackets into the right tense

Fill in the correct verb forms My friend, Herbert, has always been fat, but things (**GET)** so bad recently that he decided to go on a diet. He (**BEGIN)** his diet a week ago. First of all, he **(WRITE)** out a long list of all the foods which were forbidden. The list included most of the food he **(LOVE**) : butter, potato es, rice, beer milk , chocolate, sweets and so on. Yesterday, I (PAY) him a visit. I **(RING)** the bell and

was not surprised to see Herbert as fat as ever. He **(LEAD)** me to his room and hurriedly (**HIDE)** a large parcel under his desk. He was very embarrassed. When I **(ASK)** him what he (DO) he **(SMILE**) guiltily and then **(PUT)** the parcel on the desk. He **(SHOW)** me the contents of the parcel. It contained five large bars of chocolate and three bags of sweets!

Text 3

Put the verbs in brackets into the right tense

Six years ago, I finished high school. Since that day and until last week, I **(not/ SEE)** any of my classmates again and I was kind of happy because of this. I know it **(SOUND)** weird but let me tell you why I think this way. Back at school, some of my mates **(USE)** to tell me horrible things and I was fed up with **(BEG)** them to leave me alone but they neither **(PAY)** attention to my words nor apologized for **(BE)** so cruel to me. There was this girl who **(CALL)** Andrea, whom I especially disliked. **(not/ ASK)** me why, but there **(BE)** no way we could get along. Maybe, if we **(TAKE)** the time to get to know each other better, we **(not/ DISLIKE)** each other the way we did. Last week, as I **(WALK)** along Milford street, I **(HEAR)** the most terrifying voice I **(ever/ HEAR)** : "Carla! Carla! It's me, Andrea! **(you/ not/ REMEMBER)** me?" My school nightmare was back. I **(cannot/ BELIEVE)** what **(HAPPEN)** to me. I asked the universe "What **(I/ DO)** to deserve such punishment?!" As no answer **(RECEIVE)** , by my confused mind, I said to Andrea "Hi there!" How **(you/ BE)** all this time? You look fantastic." As I **(SAY** this, I remembered a Spring Day celebration eight years before when I **(CALL)** *Piggy* by her and her girl friends and I wished the earth would swallow me up. "Well, you know, this and that," she replied. She went on "I **(STUDY)** at university when I **(MEET)** a wealthy man- which was what I **(actually/ LOOK)** for at university!- so I dropped out. I got married and **(BUY)** a three-storey house downtown. I **(also/ TRAVEL)** a lot recently; in fact, I **(TRAVEL)** the globe three times already. What else...?" "Oh, you have a wonderful life! Congrats!" I said reluctantly. And then, the most feared moment came. "What about you?" she asked. "What **(you/ DO)** recently?" she added. Not having time to think of a better answer, I replied with the truth. "I **(WORK)** in a small grocery for five years but I **(TRY)** to find a better job for quite some time now. I **(also/ LEARN)** how to speak Spanish, as I hope one day I **(BE)** able to visit my parents' family in Spain." She said she was in a hurry, kissed me goodbye and left. No comment **(MAKE)** about my news. As I started walking towards the bus stop, I could hear a silly laughter coming from her. "Poor thing!" I thought "She **(not/ CHANGE)** in the least; she is still the same shallow Andy... still the same..."

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