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**МЕТОДИЧНІ РЕКОМЕНДАЦІЇ ДЛЯ
САМОСТІЙНОЇ РОБОТИ З ІНОЗЕМНОЇ МОВИ
ДЛЯ СТУДЕНТІВ ІІІ КУРСУ ФІЛОЛОГІЧНОГО ФАКУЛЬТЕТУ,
ФАКУЛЬТЕТУ ДОШКІЛЬНОЇ ТА ПОЧАТКОВОЇ ОСВІТИ**

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Методичні рекомендації для самостійної роботи з іноземної мови для студентів III курсів філологічного факультету, факультету дошкільної та початкової освіти. / Укладач О.Є. Дем'яненко. – Миколаїв: МНУ імені В.О.Сухомлинського, 2019. – 101 с.

Методичні рекомендації для самостійної роботи з іноземної мови для студентів III курсів філологічного факультету, факультету дошкільної та початкової освіти спрямовані на формування навичок розуміння та засвоєння необхідного обсягу лексичного і граматичного матеріалу, що відповідає вимогам навчання іноземної мови. Зміст завдань відповідає навчальним програмам, а тематика вправ сприяє покращенню навичок читання, письма, говоріння у студентів.

Посібник призначений для студентів закладів вищої освіти, викладачів англійської мови.

ЗМІСТ

Передмова	4
Unit 1. «Personality».....	6
Unit 2. «Travel».....	23
Unit 3. «Work».....	38
Unit 4. «Language».....	49
Unit 5. «Advertising».....	64
Unit 6. «Business»	85
References.....	101

ПЕРЕДМОВА

Самостійна робота студентів з іноземної мови є складовою навчального процесу, важливим чинником, який формує вміння навчатися, сприяє активізації засвоєння студентом знань. Мета самостійної роботи – сприяти формуванню самостійності як особистісної риси та важливої професійної якості майбутнього фахівця, суть якої полягає в уміннях систематизувати, планувати, контролювати й регулювати свою діяльність без допомоги й контролю викладача.

Вивчення іноземної мови в комплексі з іншими предметами має велике значення і посідає одне з основних місць в освітньо-професійній підготовці бакалаврів, є невід'ємною частиною загальної підготовки кваліфікованих фахівців. Вивчення предмету базується на принципах міжпредметних зв'язків, взаємопов'язаних видів мовленнєвої діяльності, теорії поетапного навчання. Самостійна робота з іноземної мови вирішує такі завдання: удосконалення знань, навичок і вмінь набутих на практичних заняттях; розширення світогляду студентів; розвиток творчих здібностей і самостійності.

Методичні рекомендації призначені для організації самостійної роботи студентів, що навчаються на третьому курсі за підручником «Language Leader. Intermediate. Pearson Longman. Ian Lebeau, Gareth Rees» згідно з вимогами і змістом робочої та навчальної програми. Самостійна робота передбачає позааудиторну підготовку студентів до практичних занять з виконанням різних видів вправ за темами визначеними програмою.

Основна мета посібника – надання студентам ґрунтовних знань, подальший розвиток їх словникового запасу в рамках розмовних тем, передбачених програмою, на базі знань, вже набутих у процесі вивчення англійської мови. Матеріали посібника підібрані за ступенем складності з урахуванням різного рівня підготовки студентів. Матеріали посібника перевірені й випробувані експериментально в процесі проведення практичних занять зі студентами. Викладач не обмежується у виборі інших завдань для

самостійної роботи за умови відповідності змісту завдання до робочої навчальної програми дисципліни.

Самостійна робота передбачає самостійне опрацювання матеріалу, який охоплює граматичний і лексичний матеріал згідно з вимогами і змістом робочої та навчальної програми і складається з таких блоків: Grammar practice, Vocabulary practice.

У методичних рекомендаціях наведено тексти різні за обсягом і ступенем складності; серію вправ для розвитку навичок вживання лексичних одиниць і автоматизацію вживання граматичних структур; завдання для розвитку навичок говоріння, письма. Граматичний матеріал реалізується на знайомій студентам лексиці, що знімає лексичні труднощі і дає можливість зосередити увагу на новій граматичній структурі. Письмові завдання рекомендується виконувати вдома з подальшим аналізом під час аудиторних занять з метою контролю засвоєння матеріалу і розвитку мовленнєвих навичок. Самостійна робота для студентів містить також творчі завдання, які передбачають поглиблене вивчення і ширше розуміння тематичного матеріалу, а також сприяють розвитку вміння складати та формулювати особисті думки з певної теми.

Завдання розраховані для роботи в аудиторії та в процесі самостійної роботи.

UNIT 1. "PERSONALITY"

GRAMMAR PRACTICE

Question forms

Exercise 1. Write questions for these answers:

1. They're watching the news.
2. James arrived yesterday.
3. She lives in Madrid.
4. Joanna comes from Poland.
5. Yes, I can drive.
6. I like blues and rock 'n' roll.
7. It costs 25 euros.
8. No, he didn't enjoy the film.
9. They're coming at 3 o'clock.
10. We usually go to our Granny.

Exercise 2. Correct the questions. Use the answers to help you:

1. Are you like Italian food? - A: Yes I do.
2. Do you have finished the exams? - A: Yes, I have.
3. Why is the best company to work for? - A: The Purple Group.
4. Do they discuss the issue at the moment? - A: Yes. They are.
5. Who did see the accident? - A: That man did.
6. How often are they being in the office? - A: Every Monday.
7. Were you go to the exhibition? - A: No, not yet.
8. Which car do you choose? - A: I chose the black one.
9. Have you seen David on the TV last week? - A: Yes, I did.
10. Are they done all their homework? - A: Yes, they have.

Exercise 3. Choose the correct question word: which, whose, who, why, where, when, what, how:

1. _____ is the bank?
2. _____ are you smiling?
3. _____ time is it?
4. _____ do I open this
5. _____ books are these?
6. _____ do you live with?
7. _____ is yours - this one or that one?
8. _____ do you usually do on week-ends?
9. _____ did you last see Peter?
10. _____ do you get up?

Exercise 4. Write the words in the correct order:

1. the who mobile Do invented know you phone?
2. you Can meeting? the to me if tell John's coming

3. whether I good you wonder a bookshop. can recommend
4. the idea take? will interview how you any Have long
5. we timetable. a We'd where get to can bus like know
6. Can what ask later you're this I doing evening?
7. were Could whether me was while phone I there calls tell out? any
you
8. you Would mind often telling travel on business? how abroad
me you

Exercise 5. Write the questions for the underlined part:

1. She is opening a present.
2. The boys are hiding under Tom's bed.
3. My sister prefers porridge for breakfast.
4. On Thursday Jack has German, history and maths.
5. Yesterday Carol and Jane went to the swimming pool.
6. The plane is landing at the airport.
7. The telephone is ringing .
8. Sarah has to stop because of a security check.
9. Andrew's new mountain bike costs €1000.
10. At sunset Peter is walking along the beach .

Exercise 6. Choose the correct question word: what, when, where, who:

1. _____ is your name ?
2. _____ are you from ?
3. _____ is your birthday ?
4. _____ lives in that house ?
5. _____ do you live ?
6. _____ is your phone number ?
7. _____ is your favourite hobby?

8. _____ speaks English here ?
9. _____ is the park ?
10. _____ will you go home ?

Exercise 7. Write questions for the answers:

1. How many brothers and sisters _____ ? I've got two brothers and a sister.
2. Where _____ he _____ ? He works in a hospital in the centre of town.
3. What _____ you _____ last weekend? We went to the coast.
4. _____ you _____ Steven Spielberg's new film? Yes, I have. I saw it last night.
5. What _____ Dad _____ ? He's working in the garden.
6. Why _____ come to my party? Because I had to revise for my exams.
7. _____ your sister _____ her baby yet? Yes, she has. She had a boy at 5 a.m. yesterday.
8. _____ your children _____ a home computer? No, they haven't, but they've got a computer at school.
9. Where _____ at nine o'clock last night? I was at home.
10. How long _____ you _____ learning English? I've been learning English for about two years

Present Simple and Present Continuous

Exercise 1. Complete the sentences with the Present Simple form of the verbs:

forget, not eat, go, live, play, lose, have, finish, study, not speak

1. My cousin _____ in the States.
2. I _____ French or Spanish.
3. Bill often _____ people's names.
4. The exam _____ at 12.30 exactly.
5. Nadia _____ very healthy food.
6. I _____ shopping for clothes every weekend.
7. My dad _____ the guitar.
8. We _____ a karate lesson on Friday afternoon.
9. He _____ temper easily.
10. A psychologist _____ the way people's mind work.

Exercise 2. Put the verbs in brackets into the correct form of the Present Simple

or the Present Continuous:

1. How do you make this soup? It _____ wonderful. (taste)
2. Anna can't come to the phone because she _____ her hair. (wash)
3. We usually _____ abroad in summer. (go)
4. _____ you _____ for your exams at the moment? (study)
5. Can you be quiet, please? I _____ to the radio. (listen)
6. He _____ next month. (get married)
7. I'm very tired. I _____ very well at the moment. (not sleep)
8. They _____ for lunch once a month. (meet)
9. John! Answer the door, please! I _____ dinner. (prepare)
10. It _____ a lot in this area in winter. (rain)

Exercise 3. Circle the correct form of the verb in each sentence:

1. *We have/We're having* a house near the beach.
2. *Do you know/Are you knowing* what's happening?
3. I used to love basketball but I think *I'm preferring/ I prefer* volleyball now.
4. *I don't enjoy/I'm not enjoying* cooking very much.
5. They paid for the car so *it is belonging/it belongs* to them now.
6. *He's thinking/He thinks* that school is boring.
7. *Do you see/Are you seeing* my problem?
8. *She thinks/She's thinking* of going to university.
9. I'm feeling tired so I think *I'm deserving/I deserve* a holiday.
10. Those clothes *are looking/look* great on you!

Exercise 4. Make sentences using Present Simple or Present Continuous:

1. They / live / in Paris.
2. This summer / people / buy / lots of sun cream.
3. He / look / like / a very thoughtful person.
4. Our sales people / usually / not come / to the office.
5. More and more people / believe / in personality tests?
6. In the background / two women / dance.
7. I / not see / the connection.

8. They / go / to Canberra twice a month? Yes, they do. Every month.
9. The publication of new books / decline / every year.
10. You / how / study / at the institute?

Exercise 5. Use the verbs in brackets in the Present Simple or in the Present

Continuous:

1. Bob ___ (watch) the news on TV every morning.
2. I have to go now. It ___ (get) dark.
3. They ___ (have) a great time at today's party.
4. Who _____ (he/wait for?) I guess for his mother.
5. How often _____ (you/eat out)? Not very often. Once a month.
6. You ___ (look) sad. What's the matter?
7. Would you like some chocolate? No, thanks. I ___ (hate) chocolate.
8. Who ___ (do) the dishes every day in your house? My sister.....
9. Why ___ you (not/believe) him? He ___ (tell) you the truth.
10. Becky ___ (live) with some friends until she ___ (find) her own apartment.

Exercise 6. Write the verb in brackets using the Present Simple or Present

Continuous:

1. Every Monday, Sally (drive)her kids to football practice.
2. Usually, I (work)as a secretary at ABT, but this summer I (study)French at a language school in Paris.
3. Shhhhh! Be quiet! John (sleep).....
4. Don't forget to take your umbrella. It (rain).....
5. I hate living in Seattle because it (rain) always.....
6. Becky ___ (live) with some friends until she ___ (find) her own apartment.
I'm sorry I can't hear what you (say)because everybody (talk)so loudly.
7. Justin (write) currently...a book about his adventures in Tibet. I hope he can find a good publisher when he is finished.
9. Jim: Do you want to come over for dinner tonight?
Denise: Oh, I'm sorry, I can't. I (go)to a movie tonight with some friends.
10. Whereshefrom? (to come)

Exercise 7. Present Simple or Continuous? Choose the correct variant in the sentences below:

1. Today she *is spending/spends* time with her grandmother.
2. They usually *are going/go* to the gym on Sundays.
3. We *are having/have* a barbecue later on. Do you want to come?
4. No, she can't answer the phone, she *has/is having* a shower.
5. I always *have/am having* a coffee before *I am leaving/leave* for work in the morning.
6. They sometimes *fly/are flying* to Sweden, but usually they *are going/go* by boat.
7. Where are you? *I am sitting/sit* outside in the sunshine!
8. He always *brings/is bringing* a monolingual dictionary to his English class.

Exercise 8. Put the verbs into the correct tense (Present Simple or Continuous):

- 1) The train always _____ (to leave) on time.
- 2) "What's the matter? Why _____ you _____ (to cry)?"
- 3) That's strange. They _____ (not to watch) TV.
- 4) He _____ (not to speak) very good English.
- 5) Please be quiet! I _____ (to do) my homework.
- 6) Where _____ they _____ (to live)?
- 7) Listen! John _____ music! (to play)
- 8) I never _____ (go) to the swimming pool.

Exercise 9. Write the verb in brackets using the Present Simple or Present Continuous:

Harold Black's a famous pianist. He _____ (1) give) two or three concerts every week. He _____ (2) travel) a lot and this week he's in New York. He _____ (3) stay) at an expensive hotel. He's at his hotel now. He _____ (4) have) his breakfast in the dining-room. He _____ (5) drink) a cup of coffee and he _____ (6) read) a newspaper. Harold's always very busy. He _____ (7) play) the piano regularly. He _____ (8) practise) for four hours every day. He _____ (9) go) to bed late and he always _____ (10) get up) early. But he sometimes _____ (11) get) dressed too quickly, and this morning he _____ (12) wear) one blue sock and one red one!

Exercise 10. Complete the sentences below using one of the verbs in the box in the correct form (Present Simple or Continuous). You may use each verb once only:

*enjoy, prefer, play, produce, work, seem, know,
interview, wait, talk, finish*

1. I always _____ tennis on Fridays.
2. He _____ his report. He will bring it into the office when it is complete.
3. "My parents phoned me this morning. They ____ themselves in the Seychelles. Champagne every night! In fact, they don't want to leave."
4. We _____ to entertain our guests in a local restaurant rather than the canteen. Although it is expensive, we can talk freely there.
5. I _____ the answer to your problem. Get a new computer.
6. "Where is John?" "In his office _____ for an important telephone call."
7. I can't make the meeting tomorrow. I ___ the applicants for the sales manager's job.
8. My brother _____ for the firm which makes bathroom fittings.
9. Who _____ to Bill? Is it the new secretary?
10. The new contract _____ fine to me. However, could you just check it through once more?

Exercise 11. Translate into English:

1. Харизматичні люди можуть притягувати до себе інших і вони почуватимуться щасливими. 2. Гарна та талановита жінка, яка могла затьмарити кожного. 3. Щоб уникати помилок, ми повинні бути розважливими у такій ситуації і не приймати швидких рішень. 4. Ця робота справді нудна, тому нам необхідно наняти амбітну людину. 5. Я і не очікувала, що він приїде вчасно, він такий ненадійний. 6. Екстраверти насолоджуються біти в центрі уваги, вони самовпевнені, компанійські та лідери. 7. Інтроверти відчувають себе зручно на самоті, вони уникають великих скупчень людей, більшість часу задумливі та тихі. 8. Він створює атмосферу напруги і передчуття. 9. Фільми повинні бути про важливі людські емоції такі, як: сльози, сміх та страх. 10. Білл

Клінтон відомий промовець, який виступає з промовами по всьому світові перед різними аудиторіями.

VOCABULARY PRACTICE

Exercise 1. Use one word to complete the sentences with the words from the box:

boring	challenging	exciting	flexible	glamorous
	rewarding	repetitive	stressful	

1. My work is very _____. I put the tops on toothpaste tubes.
2. Because I work at home my hours are very _____.
3. Being a model is a very _____ job. You get to wear all those lovely clothes!
4. I hate being an interviewer. It's so _____. People always say the same things.
5. Dealing with difficult patients is very _____!
6. I want a _____ job. A job that keeps me working hard.
7. Working with sharks is very _____ but very dangerous.
8. Nobody notices what I do and the money isn't very good. My job isn't very _____.

Exercise 2. Match the character adjectives to the definitions:

- | | |
|------------------|------------------------------------|
| 1) sociable | a) want things to be perfect |
| 2) sentimental | b) like going to parties |
| 3) conservative | c) show pity/love |
| 4) perfectionist | d) can be trusted |
| 5) arrogant | e) hate change/new ideas |
| 6) confident | f) can't wait for long |
| 7) moody | g) make sensible decisions |
| 8) reliable | h) be sure of your abilities |
| 9) practical | i) change feelings frequently |
| 10) impatient | j) think you're better than others |

Exercise 3. Use the sentences below to write adjectives that describe Naomi and Sylvina. The first two letters of each personality adjective is given for you:

NAOMI	SYLVINA
2) She rarely gets angry.	1) She wants to be the manager of the

4) She loves giving presents.	company.
6) She's very relaxed about things.	3) She is always pushing her ideas.
8) She's always ready to accept new ideas.	5) She always tells people what to do.
10) You can trust that she will get things done.	7) Some days she's happy, others angry.
	9) She always has lots of new ideas.

1. am 2. ev 3. as 4. ge 5. bo
6. ea 7. mo 8. op 9. cr 10. re

Exercise 4. Read and translate the text:

OPTIMISTS AND PESSIMISTS

The study of personality has changed in recent times and more focus is now placed on the different ways that people understand their environments. One example of this type of approach is the study of optimism and pessimism. So what is the definition of optimism and pessimism?

Optimists tend to see all the events in their lives in a positive light. Everything seems positive to optimists. Even negative events may still be viewed as having the potential to be positive. Pessimists on the other hand generally focus on the negative potential of everything.

For example, pessimists who receive a poor grade in an exam will probably see this as a problem with their ability. In other words, they will see a poor grade as their own fault. Alternatively, pessimists may blame an external reason that is not within their control, e.g. a poor exam question or a strict examiner. The result is that pessimists will have lower expectations for the future and this can even lead to depression.

In contrast, optimists will most likely view a poor exam result as useful feedback. They will take it as a warning that they need to change their study habits or exam preparation techniques. Optimists often then make the decision to change that aspect of their study patterns and would fully expect to do better in the next exam.

In general, and not surprisingly, optimists do better in life. Taking students as an example, optimists generally believe that factors such as making an effort and

improving study habits will lead to better results. Of course such beliefs lead to greater achievement. In one academic study, low-achieving students did much better when researchers helped them to overcome their negative feelings.

However, optimists should be careful. Over-optimistic people can sometimes ignore potential problems. Indeed, a person who is always positive in every situation, including times of crisis, is unlikely to be considered normal.

4.1. Based on the information in the article, are the following statements 'true', 'false' or 'we don't know'?

1. Being an optimist always results in better outcomes. false
2. Optimists are likely to blame bad results on other people.
3. Optimists can sometimes view bad events as having potentially positive outcomes.
4. Pessimists will always view a poor exam result as their own fault.
5. Low-achieving students are always pessimistic.

Exercise 5.1. Read, translate and discuss the text:

UNDERSTANDING A PERSONALITY

Before you can define who you are, you have to understand your personality. Ask yourself a question, such as "What do I like to do?" or "Who am I?" When you can answer that question, then you can use the information to discover what your personality is. There are many different personality types, and it is sometimes difficult to classify a person into a single type as there are many different personality traits you can possess.

Personality traits are simply: actions, attitudes, behaviours you possess. Some personality traits are positive: being honest: no matter what the consequences are it is a personality trait people should aspire to; having responsibility for all of your actions and being a little bit of a perfectionist; adaptability and compatibility: it can help you get along with others; having the drive to keep going; having compassion and understanding; patience; getting up the courage to do what's right in tough situations; loyalty to your friends and loved ones.

Here are a few adjectives to describe positive personality traits: adventurous, affable, conscientious, cultured, dependable, discreet, fair, fearless, observant, independent, optimistic, intelligent, persistent, capable, charming, confident, dutiful, encouraging, reliable, helpful, imaginative, obedient, trusting, valiant.

Adjectives to describe negative personality traits: lazy, picky, pompous, dishonesty, finicky, sarcastic, arrogant, coward, rude, quarrelsome, impulsive, self-centered, boorish, unfriendly, tough, stingy, bossy, vulgar, conceited.

Determining Personality Types

Your personality type can be determined by many factors. You can approach it the scientific way, by testing yourself and having a psychologist analysis. A personality test is rather simple. By answering a few questions about your likes and dislikes and where you would like to go in life, a professional can give you a report detailing the type of personality you have.

In psychology, there are five factors that determine different personality types. The big five factors are:

- 1) Openness: appreciation for a variety of experience;
- 2) Conscientiousness: planning ahead rather than being spontaneous;
- 3) Extraversion: it involves going out with friends and being energetic;
- 4) Agreeableness: being agreeable;
- 5) Neuroticism: refers to worrying or being vulnerable.

Your personality test assesses how much of each of these five factors you possess. Another way of determining your personality type is to just take a long and deep look at yourself. Asking questions is a great way of discovering who you are and what you are. Ask things like: "If a child is hurt and alone, what would you do?" The main thing you want to know is if you are a good person.

How Do I Create My Personality?

Your personality is entirely up to you. It is in the actions you take and the decisions you make. Either you are a patient person, or not; a responsible person or not. The only way to change your personality is to take active steps to become the person you want to be. Taking up a hobby is a great way to become well rounded and

improve your personality. Sports can make you stronger, arts and crafts can make you patient, volunteering can make you caring. Even just reading a book can push you to be better.

How Can My Personality Affect Others?

Being positive and upbeat can influence everyone around you, and so can negativity. For example, a friendly smile to strangers can brighten up their day, as a glare can frighten them and cause their mood to drop. Like the famous quote, "Do unto others as you would have them do to you".

While you may not be able to help it if you are having a bad day or if you don't like doing a particular thing, changing your attitude changes everything. Complaining and sulking will only make time drag on when doing an unpleasant task. Singing a song in your head or even humming makes it just a little easier to deal with. Being a pleasant person helps every day.

Understanding examples of personality traits is a great way to start the journey into self discovery. Remember, if you're up for the challenge, you can make positive changes to your personality type.

Exercise 5.2. Questions for discussion:

1. What are some characteristics of your personality?
2. What makes you happy? What makes you angry?
3. Are you happy with your personality? Would you like to be different?
4. Are you a determined person? Are you a stubborn person?
5. Are you shy? In which occasions are you shy?
6. Are you more introverted (focused on your inner world) or more extraverted (focused on other people and the outer world)?
7. Do you consider yourself to be even-tempered?
8. Is your personality suited to your job?
9. Do you think you have an unusual personality? Why?
10. In what way has your personality changed since your childhood? Why has it changed?

11. Do you think you can change a major characteristic of your personality if you try?
If so, what would you change?
12. Do you think it's possible to change any aspect of your personality
13. What personality traits do you consider important in a good friend / a boss / a partner?
14. Do you think birth order makes a difference in your personality?
15. What is one thing that many people don't know about you?

Exercise 6. Discuss:

a) Which of the adjectives describe positive/ negative qualities of a person's character?

funny, unreliable, self-confident, caring, imaginative, outgoing, helpful, rude, easy-going, stubborn, cooperative, selfish, shy, disorganised, forgetful, active, lazy, loyal, arrogant, polite

Positive	funny,
Negative	unreliable,

b) Use adjectives to talk about members of your family or your friends.

e.g. My friend John is very funny. He always makes us laugh with his jokes.

Exercise 7. Read, translate and discuss the text. Where is it taken from: an encyclopaedia, a newspaper or a light-hearted magazine?

READ MY LIPS

Forget about fortune tellers and horoscopes. The shape of a person's lips can say a lot about them. The 5,000-year-old art of face reading is gaining popularity. So, take a look at the shape of someone's lips to find out about their personality.

People with full lips are usually responsible. You can always trust them to do what you ask them to do. They are also decisive; they make decisions quickly. On the other hand, they tend to be rather bossy. They like telling other people what to do!

People who have a thin upper lip and full lower lip are energetic. They work very hard and like participating in a lot of activities. They are ambitious as well; they want to be successful in life. However, these people tend to be self-centred. They

seem to only care about themselves and they sometimes forget about other people's feelings.

People with thin lips are determined; they know what they want and they do all they can to get it. They are careful people who do their work with a lot of attention and thought. However, they tend to be reserved; they don't like showing their feelings or expressing their opinions. They can also be mean; they don't like sharing things or spending money.

People who have lips with down-turning corners are very generous. They love giving things to other people and helping them. They are also intelligent and understand difficult subjects quickly and easily. On the other hand, they can be sensitive at times; they get upset easily, so be careful of what you say to them.

Exercise 8. Comparative text patterns. Read and translate the texts:

8.1. When writing comparative texts, there are typically two patterns which are used. One piece of writing may use one of these patterns or a combination of both. If you are aware of the two patterns, it can help to structure your writing.

Texts A and B contain the same content. One represents the 'horizontal' pattern of organisation and the other represents the 'vertical' pattern of organisation. Which text is 'horizontal' and which text is 'vertical'?

Text A

There are clearly differences between men and women but are these differences as big as we think? The most common distinctions between the two sexes are often presented as proof that men and women are essentially two different animals. Anatomically, there are obvious differences between men and women and these are defined even before we are born. Men tend to be aggressive and assertive whereas women are peace-loving and sensitive. Men are also often antisocial compared with the caring and social nature of women. It is also often said that men are good at mathematical tasks while women are better at subjects such as literature and languages. Finally, men are presented as being single-minded and unable to cope with more than one task at a time. In contrast, women are able to multi-task and cope simultaneously with a number of situations.

Text B

There are clearly differences between men and women but are these differences as big as we think? The most common distinctions between the two sexes are often presented as proof that men and women are essentially two different animals. Anatomically, there are obvious differences between men and women and these are defined even before we are born. Men tend to be aggressive and assertive and are also often antisocial. It is also often said that men are good at mathematical tasks. Finally, men are presented as being single-minded and unable to cope with more than one task at a time. On the other hand, women are described as peace-loving and sensitive people who are caring and sociable. Typically, they are presented as being better at subjects such as literature and languages. Finally, women are also referred to as multi-taskers able to cope simultaneously with a number of situations.

8.2. Taking notes while reading: A good way to take notes when reading a comparative text is to use a table so you can easily pick out the points of comparison. Take notes on the texts above using a table with two columns.

Men	Women
<i>aggressive and assertive</i>	

Exercise 9.1. Is it important to have a standard daily routine? Why/Why not?

Read the text to find out:

"Routine" is usually seen as a negative term nowadays, largely because we no longer belong to a society of nine-to-fivers. We live in what is fast becoming a 24-hour society, where everything is open all hours. You can buy your groceries at midnight, book your holiday on the Internet at 3 a.m., and do business online at the crack of dawn. Before you join the 24-hour revolution, however, take a minute to listen to what your body is trying to tell you – that a round-the-clock lifestyle is not what nature intended.

In an area of our brains called the hypothalamus, we have a "body clock" that controls our body's natural rhythms. It tells us when it's the right time to eat, sleep,

work and play. It plays an important part in our physical and psychological well-being. It is, in fact, what makes us tick and it controls many things including our hormones, temperature, immune functions and alertness. It synchronises all these like a conductor with an orchestra; it regulates tempo and brings in all the different instruments on time to make music rather than random noise. If we try to ignore our body clocks, or even to switch them off for a while, we not only deprive ourselves of much needed rest but we also run the risk of seriously damaging our health.

Ignoring your body clock and changing your body's natural rhythms can not only make you depressed, anxious and accident prone, it can lead to much more serious health problems. For example, heart disease, fatigue, ulcers, muscular pain, and frequent viral infections can all result from trying to outsmart our body clocks. Altering our patterns of sleeping and waking dramatically affects our immune system. While we sleep the body's repair mechanisms are at work; when we are awake natural killer cells circulate around our bodies and cause more damage. Our digestive system is affected, too – high levels of glucose and fat remain in our bloodstream for longer periods of time and this can lead to heart disease.

Unfortunately, we were not designed to be members of a 24-hour society. We can't ignore millions of years of evolution and stay up all night and sleep all day. We function best with a regular pattern of sleep and wakefulness that is in tune with our natural environment. Nature's cues are what keep our body clocks ticking rhythmically and everything working in harmony. So, next time you think a daily routine is boring and predictable, remember that routine may well save your life in the long run.

Exercise 9.2. Read the text again and choose the correct answer A, B, C or D, for questions:

1. In what way is our body clock like the conductor of an orchestra?

- A The hypothalamus controls our actions.
- B It makes all the body's functions work together at the right time.
- C The body clock is very precise.
- D We have a special programme.

2. If we change our sleep patterns, we ...

A will get an infection.

B will disturb our immune system.

C will get heart disease.

D get high levels of dangerous cells.

3. According to the text, we should...

A do things when our body tells us to.

B organise our body clock according to a strict schedule.

C use the natural environment to work out a regular routine.

D have a boring, slow-paced lifestyle.

4. According to the text, our body clock...

A can be changed without harm.

B determines when we should do things.

C helps us to fight sleep.

D is a boring routine.

UNIT 2. "TRAVEL"
GRAMMAR PRACTICE
Past Simple

Exercise 1. Read a sentence about the present and then write a sentence about the past:

Example: Granny usually *gets up* at 6.30. Yesterday *she got up* at 6.30.

1. Granny usually wakes up early. Yesterday morning _____
2. Granny usually walks in the garden. Yesterday _____
3. Granny usually has a sandwich for lunch. Yesterday _____
4. Granny usually goes out in the evening. Yesterday evening _____
5. Granny usually sleeps very well. Yesterday _____

Exercise 2. Put one of these verbs in each sentence:

hurt, teach, spend, sell, throw, fall, catch, buy, cost.

Example: I was thirsty, so I *bought* apple juice in the shop.

1. My father _____ me how to drive when I was 17.
2. James _____ down the stairs and _____ his leg.
3. We needed some money so we _____ our summer house.
4. They _____ a lot of money yesterday. They _____ a dishwasher which _____ 100 \$.
5. The boy _____ the ball to the dog and the dog _____ it.

Exercise 3. Make up questions:

- | | |
|-----------------------------------|---------------|
| 1. The dog ran in the garden. | Where |
| 2. He wrote the book last year. | When..... |
| 3. He rode the bike very quickly. | How..... |
| 4. She had 4 brothers. | How many..... |
| 5. Kate washed the windows. | What..... |

Exercise 4. Put the verbs into the correct form, use Past Simple Tense.

1. Tom(not/shave) this morning because he (not/have) time.
2. We(eat) much because we(be) hungry.
3. I(not/rush) because I(not/be) in a hurry.
4. She(be) interested in the book because she(need) to read it.

5. He(invite) me to the party, so I(come).

Present Perfect and Past Simple

Exercise 1. Circle the correct time expression in each sentence:

1. Don't worry about phoning him because I've *already/ever* done it.
2. I haven't finished my lunch *never/yet*.
3. I've *already/never* been skiing, but I'd like to try it.
4. I can't come out because I've *yet/just* washed my hair.
5. Have you met our new teacher *yet/just*?

Exercise 2. Write sentences or questions. Use Past Simple or Present Perfect:

1. He/live/in the country all his life _____ .
2. They/sell/their house six months ago _____ .
3. she/find a new job/yet _____ ?
4. My mother/work as a lawyer/before her retirement _____ .
5. they/enjoy/their party last night _____ ?
6. We/never/fly in Concorde in our lives _____ .
7. Which countries/you/visit/up to now _____ ?
8. Where/you/go to school/as a child _____ ?
9. I/be/in my present job/for eight years _____ .
10. How long/they/study German/before stopping _____ ?

Exercise 3. Write the words in brackets in Past Simple or Present Perfect.

1. They _____ (climb) Mount Everest twice before and are going for a third time this year.
2. _____ you ever _____ (ride) on a camel?
3. When _____ he _____ (die)?
4. _____ he _____ (have) time to see Martin last week?
5. He _____ (just announce) another attempt to reach the South Pole.
6. She _____ (raise) money for charity last year by crossing the desert.
7. I _____ (never live) abroad. What's it like?
8. We _____ (meet) loads of wonderful people when we went to Ethiopia last year.
9. How many exams _____ you _____ (have) so far this month?
10. I _____ (visit) so many countries in my life that I can't remember them all.

Exercise 4. Read the extract from the blog of someone who has taken six months' leave from work to travel around Central and South America. Fill in the gaps using the Past Simple or Present Perfect form of the verb given in brackets.

It is Saturday and finally I _____1 (arrive) in Arequipa in the south-west corner of Peru after setting off from Quito ten days ago. I _____2 (not / write) anything on my blog since last week and I _____3 (already / fill up) the memory stick on my new digital camera. I _____4 (do) so much this week, it _____5 (be) truly incredible.

I _____6 (cross) the border with Ecuador at Tumbes and _____7 (look around) for a bit before taking a plane straight to Lima. When I _____8 (get to) Lima, I _____9 (take) a bus to the centre and then a taxi to the hostel that I had booked. I _____10 (only / stop off) in Lima for a day and then _____11 (jump) on a bus straight down to Pisco and then Nazca. I _____12 (always / have) a lifelong ambition to see the Nazca lines in the desert. I can honestly say that I _____13 (never / see) anything so amazing in my life.

In the middle of the desert, there are huge designs and drawings of shapes and animals that can only be seen from the air. I _____14 (join) a group of five people from my hotel. We _____15 (take off) in a small plane and _____16 (circle) the Nazca lines. The pilot _____17 (tilt) the plane to the side so we could look straight down at the designs below. I _____18 (even / manage) to take some photos so click the link to have a look at my photo album! I must finish uploading all my photos soon because I _____19 (not / do) them all yet and I need the space on my camera. There _____20 (be) too many distractions this week! With all this going on, I mustn't forget that I am going on to Cuzco early tomorrow morning by train.

Exercise 5. Change the verb into the correct form of Past Simple or Present Perfect:

- 1) Last month I(go) to Scotland.
- 2) I'm sorry, John isn't here now. He(go) to the shops.
- 3) We(finish) this room last week.
- 4) I(finish) my exams finally - I'm so happy!
- 5) Yesterday, I(go) to the library, the post office and the supermarket.

- 6) I(go) to the supermarket three times this week.
- 7) She(live) in London since 1994.
- 8) She(live) in London when she was a child.
- 9) I(drink) three cups of coffee today.
- 10) I(drink) three cups of coffee yesterday.

Exercise 6. Change the verb into the correct form of Past Simple or Present

Perfect:

- 1) Last night I(lose) my keys – I had to call my flatmate to let me in.
- 2) I(lose) my keys - can you help me look for them?
- 3) I(visit) Paris three times.
- 4) Last year I(visit) Paris.
- 5) I(know) my great grandmother for a few years - she died when I was eight.
- 6) I(know) Julie for three years - we still meet once a month.
- 7) I(play) Hockey since I was a child - I'm pretty good!.
- 8) She(play) hockey at school but she didn't like it.
- 9) Sorry, I(miss) the bus - I'm going to be late.
- 10) I(miss) the bus and then I(miss) the aeroplane as well!

Exercise 7. Make sentences from the prompts using Past Simple or Present

Perfect:

1. Pablo Picasso / be / a painter.
2. There / never be / a wedding / in space.
3. When / the American War of Independence / end?
4. We / have / 6,200 thefts / on the underground / last year.
5. This year / seen / an increase / in profits from tourism.
6. The consultant / arrive / yet?
7. The guides / lead / 2,500 climbers / to the top of the mountains/ already this month.
8. There / be / violence at the stadium / already. It / start / twenty minutes ago.
9. Ever / be / you / to France ?
10. She / raise / money / last year / for charity.

Exercise 8. Complete the sentences with *in, on, at, ago, for, since, while, during,* or *nothing*:

1. She started acting _____ the age of twelve.
2. It's been raining _____ early this morning.
3. They got divorced _____ they were living abroad.
4. I saw them _____ last Sunday.
5. I'm tired. We've been walking _____ hours.
6. She left the house hours _____ .
7. Shall we meet _____ half past nine?
8. We all had a wonderful time _____ their wedding day.
9. I felt really sick _____ the flight to New York.
10. My parents were born _____ the 1930s.

VOCABULARY PRACTICE

Exercise 1. The underlined words are all in the wrong sentences. Correct them:

1. After picking up your luggage, you need to go through inoculation.
2. I want to urge a new way of life so I'm going to visit the Sahara.
3. When in Istanbul, make sure you see all the destinations.
4. Will you ever go explore or will you always stay in England?
5. There are many abroad you can go to from Frankfurt Airport.
6. If I have time, this summer I want to vast the Amazon.
7. I broaden you to think again. It's a very important decision.
8. Before going to Malaysia, you need to take an sights for malaria.
9. It's good to experience your horizons.
10. The world is so customs. You couldn't visit all of it.

Exercise 2. Complete the sentences using the words in the box:

voyage, tour, trip, cruise, travel, journey

1. Last year Sam went on a ____ of Europe, and visited seven countries in two weeks.
2. I went on a one-week ____ around the Mediterranean, on a huge ship called the "Ventura".

3. Last Saturday Tina went on a school ____ to London and visited the Houses of Parliament.
4. None of Tim's friends enjoy _____, so he always goes on holiday alone!
5. It was a long _____ from Cairo to Istanbul, but all the travellers enjoyed it.
6. Our ship sailed from Australia on a long _____ that took us all the way to Britain.

Exercise 3. Complete the questions with the words in the box:

destinations, travel, journey, abroad, trip, package, home

1. What's the furthest you have travelled from _____?
2. Have you ever been _____?
3. Have you ever been on a business _____?
4. Do you like ____ holidays where everything is arranged for you?
5. What is the longest _____ you have been on?
6. Do you think that _____ broadens the mind?
7. What are the most popular _____ for people from your country?

Exercise 4. Complete each sentence with *trip, travel* or *journey*.

1. I'll get some _____ brochures today and we can start planning our holiday.
2. John is away on a business _____ all week.
3. It's a rather difficult overnight _____ to the mountains but it's well worth it.
4. I prefer to arrange my holidays myself rather than use a _____ agent.
5. On Saturday we went on a day _____ to an interesting old castle.
6. Was it a tiring _____ from Seoul to Los Angeles?
7. On summer weekends we often used to go on camping _____.
8. Do you use a special firm to arrange business _____ for your staff?
9. Do you make your own _____ arrangements or does your secretary do it all?
10. I hope your flight is on time tomorrow. Safe _____! See you at the airport.

Exercise 5. Put each of the following words in its correct place in the passages below:

Seasick, tickets, certificate, liable, through, permit, stewardess, booking-office, cruise, left-luggage office.

1. You can leave your luggage at the

2. I don't like sea voyages as I am always
3. When coming to some countries you may need a of vaccination.
4. If you are carrying weapons you need a
5. As the was closed we couldn't buy tickets.
6. There is nothing to duty.
7. My brother is going to have a world by sea.
8. While travelling abroad you have to go customs.
9. She worked as a five years ago.
10. I always try to buy return wherever I go.

Exercise 6. Put the words from the box into the correct column:

Bus, receptionist, underground, guest, museum, sightseeing, activity, tourist, beach, gallery, chambermaid, travel, agent, ferry, tour, plane, castle, store

transport	type of holiday	people	places to go

Exercise 7.1. Read the following text. While reading this text find any advantages and disadvantages of different means of travelling and make your own conclusion according to your research: Which is the best way to travel? Prove your opinion:

Millions of people all over the world spend their holidays travelling. They travel to see other countries and continents, modern cities and the ruins of ancient towns, they travel to enjoy picturesque places, or just for a change of scene. It is always interesting to discover new things, different ways of life, to meet different people, to try different food, to listen to different musical rhythms.

Those who live in the country like to travel to a big city and spend their time visiting museums and art galleries, looking at shop windows and dining at exotic restaurants. City dwellers usually like a quiet holiday by the sea or in the mountains, with nothing to do but walk and bathe and laze in the sun.

Most travellers and holiday-makers take a camera with them and take pictures of everything that interests them – the sights of a city, old churches and castles, views of mountains, lakes, valleys, plains, waterfalls, forests; different kinds of trees,

flowers and plants; animals and birds. Later, perhaps years later, they will be reminded by the photos of the happy time they had.

There are many ways of travelling - by train, by plain, by ship, on foot. Of course, travelling by air is the fastest and the most convenient way, but it is the most expensive too.

Travelling by train is slower than by plane, but it has its advantages. You can see much more interesting places of the country you are travelling through. Modern trains have very comfortable seats. There are also sleeping cars and dining cars which make even the longest journey enjoyable. Speed, comfort and safety are the main advantages of trains and planes. That is why many people prefer them to all other means.

Travelling by sea is popular mostly for pleasure trips. On board large ships and small river boats people can visit foreign countries and different places of interest within their own country. It is very pleasant to see the rise and fall of the waves, to feel the fresh sea wind blowing and hear the cry of the seagulls.

Many people like to travel by car. It is interesting too, because you can stop when and where you like, you do not have to buy tickets or carry your suitcases.

A very popular method of travelling is hiking. It is travelling on foot. Walking tours are very healthful. Hitch-hiking is a very popular method of travelling among young people. But it is more popular abroad than in our country.

All means of travelling have their advantages and disadvantages. And people choose one according to their plans and destinations. If we are fond of travelling, we see and learn a lot of things that we can never see or learn at home, though we may read about them in books and newspapers, and see pictures of them on TV. The best way to study geography and foreign languages is to travel, and the best way to get to know and understand people is to meet them in their own homes.

Exercise 7.2. Translate and study the word combinations:

- to spend one's holiday travelling
- the ruins of ancient towns
- a picturesque place

- for a change of scene
- to discover
- to listen to different musical rhythms
- to spend one's time doing smth
- city dweller
- to bathe and laze in the sun
- a holiday-maker
- to take pictures
- sights of a city
- to be reminded by the photos
- sleeping and dining cars
- convenient
- an advantage (a disadvantage)
- pleasure trips
- on board a ship
- healthful
- to get to know people

Exercise 7.3. Make up your own sentences using vocabulary:

Exercise 7.4. Find the words in the text according to their definitions. Fill in the table:

	A. a period in which a break is taken from work or studies for rest, travel, or recreation
	B. a person who goes on holiday
	C. to swim or paddle in a body of open water or a river, esp. for pleasure
	D. one of the earth's large land masses
	E. an interesting or famous place, that is usually visited by tourists
	F. excitingly different, strange or unusual; especially from a distant and tropical country

	G. to rest lazily
	H. a territory distinguished by its people, culture, language, geography, etc
	I. a travelling from one place to another
	J. dealing or concerned with another country, area, people, etc

Exercise 8. Fill the gaps with the words below. You may need to change the form

of the word:

travel *travels* *landing* *immigration* *change*
carry-on *connections* *stopover* *airport* *itinerary*
ticket *long-haul* *clearing* *checks* *suits*
duty-free *aisle* *fasten* *books* *no smoking*

Giorgio Ronchi is actively involved in putting together his own _____ plans.

“No one else can really do it, because only I know all the right _____,” he explains. For example, he plans only 15 minutes to clear _____ in Atlanta, but counts on 90 minutes in New York. Ronchi _____ with three lightweight _____ and three _____ of clothes. He never _____ baggage, but limits himself to _____. He never buys _____ goods, nor does he shop anywhere else. He _____ only _____ seats near the front of the aircraft in the _____ section. Before _____ his seat belt, he removes his jacket, empties all his pockets and stows it away. Ronchi then settles down to work. He never watches the movie or sleeps, unless he is on a _____ flight.

After _____ and _____ customs, Ronchi often has a business meeting at one of the growing number of airport business centres, especially in Europe, where _____ don't add to the price of a _____. Faxes, telexes and other messages may be waiting for him at the _____. Also waiting for him will be a detailed schedule and _____ for that evening and the next day, sent by his secretary in Milan.

Exercise 9. Read the magazine article. What is the writer's opinion? Underline the sentence in the text that helped you choose your answer:

1. The writer is neutral. He presents both sides of the argument and does not suggest an opinion.
2. The writer probably believes that travel blogs are a good thing.

3. The writer probably believes that travel blogs are not necessarily a good thing.

REFLECTIONS ON MODERN LIFE: TRAVEL BLOGS

For people in the UK, taking a gap year to travel around the world is no longer a rare and unusual thing to do. Many students take a year out to go travelling after leaving school and before starting university. Increasingly, older people are also choosing to take a year away from their work or careers in order to spend time travelling to discover new cultures, become more independent and broaden their horizons.

One major difference between modern-day travellers and those in the past is the rise of technology and the increasing use of online websites or 'travel blogs' to chart a traveller's progress around the world. Blogs (a short form of 'web logs') are online diaries that open up the travelling experience to the world. Using both text and pictures, travellers can communicate their adventures to anyone with access to the web simply by stopping off once in a while in an internet café. Such adventurers are no longer solitary people who disappear from society for a year to appear 12 months later as changed and wiser people. They no longer carry a diary to fill with notes and sketches. They are permanently connected to the world.

Those who believe that blogging is an essential part of modern life claim that there are a number of advantages to using travel blogs. One suggested advantage is that you only need to write once for all your family and friends to be informed of where you are and what you are doing. It is also free. There is a whole range of sites available for you that do not require any payment and give you a generous amount of storage space for uploading photos. Finally, it is supposed to be a secure way to store your information. Once uploaded, your photos are safe. Once saved, the text you have written should be there for good. So, there is no need to carry a heavy diary with you and the risk of dropping your valuable information on a bus you will never see again is significantly reduced.

However, there is a growing feeling that the advent of such online recording of travelling is actually detracting from the overall experience. There is a strong argument that travelling is essentially a solitary experience. The whole point of a gap

year is to distance yourself from your normal life. The aim is to discover new and fascinating things not only about the world but also about yourself. Furthermore, although your friends and relatives can access the information free, it can become an onerous task for them to follow an almost daily, generic diary and access hundreds of photos while being simultaneously bombarded with Internet advertising. Finally, although generally secure, using an online storage system is not free from risk. If the website you use ceases to exist or is taken over by another company, you could potentially lose a significant amount of time and effort.

So, are online travel blogs killing the benefits of travelling? Are they destroying the mystery and the pleasure of escaping for a year to play out the fantasy of adventure? Is it not more exciting to return home full of stories to tell around a fire on a cold, frosty night?

Exercise 10.1. Read the text and discuss it:

BLOG AROUND THE WORLD (Tips for trips)

Many people from the U.S.A., and all over the world, are fascinated with the U.K. They dream of travelling there, so here are some tips, dreamers!

Bring comfortable walking shoes. Believe me, you are going to need them. In London, when you ask people how far something is, the answer is always “about a five-minute walk.” Do not believe them. The British are all world-class speed walkers.

Americans, a subway is not a subway. If you go down some stairs next to a sign that says SUBWAY, you are simply going to go under a street and back up to the other side of it. You are not going to catch the next train to Piccadilly Circus. If you want to get a train to go there, look for the London Underground sign. Of course, subway tunnels under streets are a very good idea because the British drive on the wrong side of the road!

When you check into a hotel, ask for a short lesson about the bathroom. No two of these in Britain are the same. I usually have to look around for several minutes before I can figure out how to flush the toilet. And I can almost never operate the shower without instructions. I once had to get out of a shower in Oxford and go

downstairs to ask the hotel receptionist how to turn it off. There is actually a postcard called The British Bathroom, with everything on it labeled to help tourists!

Seriously, though, if you are going to travel to the U.K., or to any other foreign country, spend some time learning about it before you go. Your trip will be much more fun and less stressful!

Exercise 10.2. Read the blog. What was unusual about this travel experience?

I recently spent two weeks in beautiful Thailand. The capital, Bangkok, has several amazing markets, such as the enormous Chatuchak weekend market, where you can buy traditional Thai clothes and handicrafts. One day, I was looking at silk blouses in one of the thousands of stalls in the market, and I wanted to try on a blouse. The vendor spoke only a little English, and of course, I don't speak Thai at all! I indicated that I wanted to try on the blouse, but she said no. At that moment, a Thai woman was walking past the stall. She stopped and said to me, "I'll help you." She convinced the vendor to let me try on the blouse, and I bought it. But here's the amazing part! We started talking, and it turned out that we both live in a very small community near San Antonio, Texas. That was a big coincidence, but that's not all. It also turned out that she owns my favourite Thai restaurant! So that is how I met the owner of Thai Spice in San Antonio, Texas, in the middle of the city of Bangkok (population 9 million), in the middle of a market with thousands of stalls and thousands of people! To get to the Chatuchak market in Bangkok: take the Skytrain (BTS) to the Mochit station (five-minute walk from there)

Exercise 10.3. Choose a place you visited or that you know well and make some notes for a blog entry like the one in Exercise 9.1. Use the questions below to help you:

1. Where did you go? When did you go there?
2. What experiences or places were especially memorable? Why?
3. What information do you want to include for other travelers?

Exercise 10.4. Write your blog entry.

Exercise 11.1. Read some geographical information about different English-speaking countries:

A JOURNEY THROUGH THE ENGLISH-SPEAKING WORLD

A. Ireland

LAND: The Republic of Ireland takes up about 83% of the island of Ireland, which is located in north-western Europe. Ireland is a small country with an area of just 70,285 km². Although there are high mountains near the coasts, the central part of Ireland is flatter and used for farmland.

CLIMATE: Most of Ireland is mild and wet throughout the year, giving Ireland its green countryside and earning it the name The Emerald Isle.

PEOPLE: Dublin is both the capital and the largest city. However, only about 57% of the Irish people today live in urban areas. The first Irish people probably came from Scandinavia to Scotland and then to Ireland about 8,000 years ago. Since then, Ireland has been invaded and colonised by Celts, Vikings, English and Scots. Today, most of Ireland's 3,590,000 population are of Celtic origin. It was the Celts who first introduced the language we know today as Irish, which is one of the country's official languages. English is the other official language.

B. New Zealand

LAND: Located in the southwest Pacific Ocean, New Zealand is a small country of about 270,543 km². It is made up of two main islands, the North Island and the South Island, as well as a number of smaller islands. The North Island is famous for its volcanoes and many hot springs as well as its many forests, hills and mountains. The South Island has many high, snow-capped mountains.

CLIMATE: Most of the country is mild and rainy throughout the year, with the South Island much cooler than the North.

PEOPLE: Although Wellington is the capital city, it is not the largest. About one third of New Zealand's population lives in Auckland, the largest city in New Zealand. Today, only about 15% of all New Zealanders live in rural areas. Most of New Zealand's 3,683,000 population are descendants of British settlers. There are also increasing numbers of people of Asian and Pacific island descent living in New Zealand. About 526,000 Maoris also live in New Zealand. Their ancestors came from

the Polynesian Islands about 1,000 years ago. Today, the official language of New Zealand is English, although many Maoris speak their own language, Maori, as well.

C. Canada

LAND: Canada, with an area of 9,970,610 km², is the second largest country in the world, spread across the top of North America. Canada is perhaps best known for its vast size, and variety of natural wilderness areas. The high mountains in the west of Canada are covered with green forests and crystal clear lakes, while in the centre are flat lands known as prairies. Further south, there are rolling hills.

CLIMATE: The climate ranges from temperate in the south to arctic in the north. In fact, the far north arctic landscape is so cold that trees cannot grow there. In the north the winters are cold and summers are short and quite cool, whereas in the south the winters are cold, and the summers are warm. It is wet on the coasts and dry in the centre.

PEOPLE: Ottawa is the capital of Canada, but Toronto is the largest city, with a population of over 4 million. More than one third of Canada's population of 29,450,000 are the descendants of British immigrants and there are almost as many descendants of French immigrants. This is why both English and French are the official languages of Canada. Other large immigrant groups include German, Italian and Asian people. Native American Indians and Inuit make up only a small part of Canada's population.

Exercise 11.2. Which country(ies)?

- is smaller than only one other country?
- are islands?
- has one official language?
- have a constant climate throughout the year?
- has an area where there are no trees?
- are made up of many different cultural groups?
- have a population of about three million?
- have minority racial groups?

UNIT 3. "WORK"

GRAMMAR PRACTICE *Present Perfect Continuous*

Exercise 1. Put the verb in brackets into the Present Perfect Continuous:

1. I (work) on this problem for two months. 2. She (sleep) all this time? 3. You (talk) this nonsense all day long. 4. "Any news about your latest project?" - "I just (tell) about it." 5. He says he (not/feel) well for the past week. 6. You are red all over. How long you (lie) in the sun today? 7. I (try) to get you all day, George! 8. I (not/sleep) well for months. 9. We (see) each other regularly since the party at Helen's. 10. "Jack isn't working now." - "He (not/work) for years."

Exercise 2. Make up sentences using the Present Perfect Continuous:

1. Have a rest now. (you/work too hard/lately)
2. You are shivering, (you/stand/in this cold/long?)
3. Her hands are red and wet. (she/scrub/the floors/for three hours)
4. The children are quite voiceless, (they/sing at the top of their voices/since morning)
5. You are dirty all over. What (you/do) - What have you been doing?

Exercise 3. Translate into English:

1. Ти давно на мене чекаєш? 2. Ви знову билися? 3. Як давно ви дивитесь цей фільм? 4. Він читає вже дві години. 5. Я вчу іспанську з вересня. 6. Анна шукає роботу шість місяців. 7. Мій брат грає в цьому театрі десять років. 8. Вони працюють у Києві з березня. 9. Який глибокий сніг! Скільки часу йшов сніг? 10. У тебе очі червоні. Ти плакала? 11. З якого віку ти граєш в шахи? 12. Як давно ви живете в цьому місті?

Present Perfect and Present Perfect Continuous

Exercise 1. Put the verbs in brackets into the correct tense Present Perfect or Present Perfect Continuous:

1. Someone _____ (eat) my chocolate. There's only half of it left.
2. I've got a terrible headache. The neighbours _____ (play) loud music all day.

3. A) What ____ you ____ (do)? Your clothes are covered in flour!
 B) I ____ just ____ (make) a cake.
4. I'm really sorry – I _____ (break) your glass.
5. We _____ (drive) for hours and we still _____ (not find) the right road.
6. She _____ (have) twelve driving lessons up to now.
7. He _____ (like) classical music since he was a child.
8. The children ____ (play) computer games all morning and they are driving me mad!

Exercise 2. Write questions using the Present Perfect Simple or Continuous:

Example: Paul is training to be an actor.

'How long have you been training?'

'What plays have you appeared in?'

1. Sue and Ann are backpacking round Europe.

'How long _____?'

'Which countries _____?'

2. You arrive at a restaurant and your friend is already sitting at a table.

'Have you _____ long?'

'Have you _____ yet?'

3. Helen collects dolls from around the world.

'How many _____?'

'How long _____?'

4. Your younger brother is having German lessons.

'How many _____?'

'What _____?'

5. Your friend has been using your car without permission.

'Why _____?'

'How many kilometres _____?'

Exercise 3. Circle the correct form of the verb Present Perfect or Present Perfect Continuous:

1. *I've been studying/I've studied* for hours and I've just finished.
2. You're very red. *Have you been running/ Have you run?*
3. *I've been completing/I've completed* half the work up to now.
4. The children are in the garden. *They have played/ They have been playing* outside since lunch-time.
5. *I've visited/I've been visiting* lots of different countries over the years.
6. *We've been watching/We've watched* this film twice already
7. *I've been learning /I've learnt* Polish for a year.

Exercise 3. Complete the sentences with the correct form of the verb in brackets

Present Perfect or Present Perfect Continuous:

- 1) I (do) half of the questions in this activity and I still don't understand it.
- 2) I (apply) for jobs since last January but I even (not have) an interview yet.
- 3) I have excellent knowledge of Microsoft Office because I (teach) computer skills for the last two years in my current position.
- 4) I (finish) my CV. Do you think I should send it to them now?
- 5) Can you believe I (write) eight covering letters in the last two days?
- 6) I (write) covering letters for years now but I'm still terrible at them.
- 7) You (have) too much time to think about this application. Just write it.
- 8) I know I need to find a job! I (look) in the newspaper, OK?
- 9) I really don't know what you (do) there all this time.
- 10) I (love) you ever since I first saw you.

Exercise 4. Put the verbs in brackets into Present Perfect and Present Perfect Continuous:

1. Many people believe that our climate (change) very markedly. 2. I (collect) the pictures with bridges since I graduated from the University. Now I (collect) enough to organize an interesting exhibition. 3. She (read) a fairytale to the children since breakfast. They (not/ finish) yet. 4. Those people (wait) for a tram for the last fifteen minutes. I'm afraid, they don't know that the electricity (go) out. 5. What (happen) to Mary? John (ring) her up the whole, evening and nobody (answer). 6. "You (come) out at last," he said. "Well, I (stand) here long, and (listen) to the

nightingale.” 7. So, you (arrive). We just (speak) of you. 8. “How long you (know) about it?” - “I (know) it all the time.” 9. “Why you (turn) off the music?” - “I (play) the records for hours; I'm tired now.” 10. I definitely (decide) to give Ann up.

Exercise 5. Put the verbs in brackets into Present Perfect and Present Perfect

Continuous:

1. We (meet) before? 2. I often (see) his name in the papers this year. 3. I (try) to catch the waiter's attention for about 15 minutes now. 4. She (study) English for a year and (learn) many words and expressions. 5. I (not/hear) about him since yesterday. 6. I (look) for him since I finished my lesson but I (not/find) him. I (be) to his office and to the laboratory but he isn't there. 7. “Hello, Sven. You (see) Alex yet?” - “No, I (not/be) to the shop floor today. I (talk) on the phone to our clients all morning.” 8. I (be) up here since about six. I (wander) around for hours. 9. I (come) to you to invite you for a ride in the car. 10. I expect these young men (inform) you who I am.

Exercise 6. Put the verbs in brackets into Present Perfect and Present Perfect

Continuous:

1. “I know what you (think) of these last days,” he said. “You (make) up your mind?” 2. They (struggle) with this problem for about a month and they (solve) it at last. 3. They (discuss) the case for hours but (be) unable to come to any decision. 4. You (see) Harry again. He (put) this idea into your head. 5. You (listen to) gossip. The things you (hear) are quite impossible. 6. I (wait) here since 10 o'clock. Nobody (look) in here. 7. I (tell) you so for years but you never (pay) any attention. 8. She (talk) about it ever since I met her and nothing (come) out of it. 9. She (do) shaping since September and her figure (improve) remarkably. 10. You (ask) him this question for a week and still he (not/ answer) you.

Exercise 7. Put the verbs into the correct tense (Present Perfect or Present

Perfect Continuous):

1. One can see through the windows again. Jane (clean)them.
2. You are absolutely sunburned. You (sit)in the sun too long.
3. We can watch the film now. Michael (connect)the DVD player.

4. The room looks much nicer now. I (hang)up some pictures.
5. Freddy is soaked wet. He (wash)the dog.
6. I am not hungry. I (eat / already)something.
7. Can I go outside? I (do)my homework.
8. My eyes are red because I (cut)onions.

Exercise 8. Put the verbs into the correct tense (Present Perfect or Present Perfect Continuous):

1. I (play)football for five years.
2. My team (win / only)two matches so far.
3. The others (be / always)better.
4. Are we not there yet? We (walk)for hours.
5. But we (cover / only)an area of five miles so far.
6. I (finish/just)my homework.
7. I (work)on this essay since two o'clock.
8. Jane (go out)with Bob for seven years.
9. Martin (date)three girls this week.
10. How long (wait / you)for us?

Exercise 9. Complete the sentences with the Present Perfect or Present Perfect Continuous:

1. They ____ (work) in this office for six weeks.
2. I _____ (know) the result since last week's meeting.
3. How many cartons _____ (arrive) from Thailand?
4. Exam week _____ (not be) as frightening this year.
5. We _____ (see) more serious illnesses since last month.
6. ____you _____ (look) for his report? I've got it here.
7. The department _____ (investigate) the site for more than three years.
8. I'm sure he _____ (not finish) the project yet.
9. The company _____ (lose) money every day since he resigned.
10. How long _____ your dog _____ (not eat) his food?

VOCABULARY PRACTICE

Exercise 1. Use one word to complete the sentences: *work, employment, job, occupation:*

1. I don't like my ... It's not well-paid. What is more, it's exhausting and boring.
2. I go to ... every day, including Saturday.
3. You must write your name, age and ... on the application form.
4. Have you finished your ... for today?
5. All high school graduates must be provided with equal career and ... opportunities.
6. Your ... is badly done. Come to me after you redo it.
7. I haven't been able to find a ... for the last three months.
8. If you can't find a job, apply to the state ... office.
9. She is a tour guide by ...
10. My present ... doesn't satisfy me financially, so I'm going to quit.

Exercise 2. Complete the sentences with the correct form of the words *job or work:*

1. Does he have a lot of ____ to do? 2. Do you have an interesting ____ ? 3. Steve ____ as a fire fighter. 4. Sarah is looking for ____ in a school. 5. I've got a few ____ to finish before I can go home. 6. Our boss is not at ____ today. 7. Where does your brother ____ ?

Exercise 3. Complete this text with the best word for each gap:

Laura has always been ambitious. She is still at secondary school, but she has already. _____ 1 on a career plan. She knows exactly what she wants. She does not dream of _____ 2 a fortune, she just wants to work for one of the big IT companies and _____ 3 research in informatics. 'Some people just want to _____ 4 a lot of money,' she says. 'For me, that's not a top priority. Of course I'd like to make a good. _____ 5, but what's really important is to _____ 6 a job that I love. What I want more than anything else is to work for a dynamic company that's strong on R&D and that can _____ 7 attractive career opportunities.'

1. a) thought b) decided c) followed

- | | | |
|--------------|-----------|------------|
| 2. a) making | b) moving | c) taking |
| 3. a) work | b) make | c) do |
| 4. a) win | b) do | c) earn |
| 5. a) life | b) live | c) living |
| 6. a) have | b) make | c) work |
| 7. a) take | b) offer | c) improve |

Exercise 4. Complete these sentences with the verbs from the box: make, take, have, decide, offer:

1. Employees in large multinationals _____ excellent career opportunities if they are willing to travel. 2. Some people _____ a career break to do something adventurous like sailing round the world or going trekking in India. 3. One way to _____ a career move is to join a small but rapidly growing company. 4. Certain companies _____ career opportunities to the long-term unemployed or to people without formal qualifications. 5. Ambitious people often _____ on a career plan while they are still at school or university.

Exercise 5. Complete this text with the best word for each gap:

graduation, enjoyable, choice, workers, recently, personal, importance, employers, financial, stressful

Although the majority of people say that they work, "for the money", the 1) _____ reward isn't actually the only thing that they think about. 2) _____, research has shown that people consider many different factors to be of 3) _____ when they make their 4) _____. A worldwide survey of students showed that after 5) _____ they would be looking for jobs that allowed them to balance their 6) _____ lives with their work lives.

It's not just the younger generation who think like this either. There has even been an increase in the number of middle-aged 7) _____ who are moving away from highly-paid executive positions into less 8) _____ jobs. They are looking for something which is more 9) _____ and gives them more leisure time. All this has meant that 10) _____ are realising that they need to do more than just offer good wages if they are going to keep their workers happy and motivated!

Exercise 6. Complete the text with the best words:

Career advice for junior managers

Junior managers who _____1 a promotion often face many problems when they have more authority and responsibility. This is partly because everyone expects them to perform to extremely high _____2. In addition, many of their_____3 and colleagues are always ready to criticise any serious mistake they may_____4. What advice can we give to young managers, then? First of all, they should have _____5 in their own skills and abilities. If they are not sure that they can succeed, they are less likely to perform competently. They should also_____ 6 their progress regularly. Secondly, they should_____7 themselves ambitious goals so that through hard work and commitment to the company they can in fact _____8 them sooner than is expected of them. That is how they can_____ 9 both personal and professional success.

- | | | |
|------------------|----------------|-------------|
| 1. a) take | b) get | c) earn |
| 2. a) level | b) standards | c) quality |
| 3. a) superiors | b) secretaries | c) chefs |
| 4. a) do | b) make | c) show |
| 5. a) confidence | b) belief | c) strength |
| 6. a) test | b) improve | c) evaluate |
| 7. a) find | b) make | c) set |
| 8. a) reach | b) move | c) work |
| 9. a) achieve | b) grow | c) demand |

Exercise 7.1. Read the letter to William from his grandmother:

A LETTER FROM GRANNY

Dear Will,

It must be strange for you to receive a letter on paper with that Internet mail business that everyone seems to be using these days. Your mother asked me to write to you because she said you've been getting some careers advice at school about what to do when you reach school-leaver age next year.

I find it hard to imagine that you are still thinking about being a professional footballer at your age. You're such a lovely lad and these days footballers seem to be nothing more than a bunch of irresponsible young men with more money than sense. When your grandad and I were young, footballers were such good, honest people

who did useful, full-time jobs and then played for fun. Some of them used to do an early morning shift in the mine before turning up to play in the afternoon!

I know it looks glamorous but don't you think being a footballer would be quite boring and repetitive? Every day, getting up to play football in the morning and exercise in the gymnasium? Then you would have to play at evenings and weekends. I can't see it will be good for your personal development. On top of that, I doubt your colleagues would be friendly and you'd have to spend so much time travelling to games all over the country.

And all that foreign travel? Very stressful. Also, earning that much money, you will never find yourself a nice girl to settle down with. You'll be followed by people who just want you for your wallet.

Both your grandad and your dad have good jobs. I'm sure you would be well suited to either. Your grandad's lorry driving is rewarding and flexible. Every time he sets off, he's doing some good for our society – don't forget most of that food on your table has arrived by road. He gets regular bonuses, flexible hours and lots of opportunities for foreign travel but only if he wants it. He's been all over Europe – in fact, he's in France at the moment!

And then there's your dad. He has made a good career of being an accountant. That's a challenging and satisfying type of job. He has a pleasant working environment, a good pension and excellent opportunities for promotion. On top of that he gets a company car! What a perk! I know sometimes he does jobs where he doesn't get home until late at night but you can live with that when you're working for a prestigious company.

Anyway, whatever you decide to do, love, I'm sure you'll make us proud. But be careful.

Love, Granny

Exercise 7.2. Read the letter to William from his grandmother and answer the following questions:

1. Did Will's granny write to him by email?
2. How old do you think Will is?

3. Why do you think Will has been getting ‘careers advice’ at school?
4. Does Will’s granny think that being a professional footballer is a good job?
5. Does Will’s granny think that footballers are sensible with money?
6. Does Will’s granny think that being a footballer offers good opportunities to travel?
7. Do you think Will’s grandad enjoys his job?
8. What perk does Will’s dad have with his job?
9. Do you think Will’s dad has to work hard in his job?
10. Does Will’s dad work for a good company?
11. Do you think Will’s granny will persuade him that being a footballer is not a good job?

Exercise 7.3. Find the adjectives that Will’s granny uses to describe the three jobs she talks about. Write them in the table below:

Footballer	Lorry driver	Accountant
<i>irresponsible</i>		

Exercise 8. Read the extract from a covering letter for a job as a lecturer in the School of Education at a British university. Covering letters should contain action words and phrases to create a positive impression. Fill the gaps in the letter with the positive action words and phrases from the box:

can bring, have worked, have shown, have started, have supported,
experience of, developed

I am writing to apply for the post of Lecturer in Teaching English to Speakers of Other Languages (TESOL) as advertised in the job vacancies section of your website. I am currently employed as a lecturer at the University of Exeter and believe that the skills, experience and knowledge I have developed throughout my career can serve to make a significant contribution to your academic school.

I ____ 1) extensive knowledge and experience to this position including teaching at all levels. With 14 years’ ____ 2) English Language Teaching,

postgraduate teaching and teacher training, I _____ 3) closely with international students both in the UK and abroad. I am an active researcher and I _____ 4) and supervised postgraduate dissertations. I _____ 5) and _____ 6) activities that have brought money into the centres where I have worked. Finally, I _____ 7) a high level of organisational and administrative skills as a Degree Director, manager of several large-scale projects and in promotional activities for the university.

UNIT 4. "LANGUAGE"

GRAMMAR PRACTICE

Future forms

(will/ be going to/ Present Continuous)

Exercise 1. Choose the correct future form ("be going to", "will" or "Present Continuous") to complete the sentences below:

1. I'm hungry - Oh, I(make) you a sandwich.
2. He ...(study) Law at Sheffield University next year.
3. Oh darling! I love you so much, (you/marry) me?
4. The flight (leave) at 8 p.m.
5. Look at those clouds! It ... (rain) any minute.
6. Jack (meet) Kim tomorrow afternoon.
7. I think he (be) very successful.
8. Whenyou... (visit) me next year?
9. Class ... (begin) at 9, it ... (begin) at 10.
10. As soon as she arrives in Manchester she ... (give) you a call.

Exercise 2. Put in the verbs in brackets. Use *will* or *be going to*:

- 1) Philipp15 next Wednesday. (*to be*)
- 2) Theya new computer. (*to get*)
- 3) I think, my motherthis CD. (*to like*)
- 4) Paul's sistera baby. (*to have*)
- 5) Theyat about 4 in the afternoon. (*to arrive*)
- 6) Just a moment. Iyou with the bags. (*to help*)
- 7) In 2020 peoplemore hybrid cars. (*to buy*)
- 8) Marvina party next week. (*to throw*)
- 9) Weto Venice in June. (*to fly*)
- 10) Look at the clouds! Itsoon. (*to rain*)

Exercise 3. Complete the questions with *the Present Continuous* or *be going to*:

1. A: What ___you ___(do) after class?
B: Meeting a friend.

2. A: ___you ___(go) away next summer?
B: No, I'm staying here.
3. A: ___you ___ (read) an English book this year?
B: Yes, I am. I have a detective novel I want to read.
4. A: ___ you ___ (work) tomorrow?
B: Yes, I am. I start at 8am!
5. A: ___ you ___ (study) English next year?
B: Yes, I think so.

Exercise 4. Circle the correct form of the verb *will* or *be going to*:

1. A) We've just booked a trip to the ballet.
B) Oh, what *will you/are you going to* see?
A) Swan Lake. Why don't you come too?
B) OK. *I'll/I'm going to* book a ticket as well.
2. A) Have you decided what to buy Dad for his birthday?
B) Yes, *I'm going to/I'll* get him a book on gardening.
A) That's a good idea, and *I'll/I'm going to* get him some plants for the garden.
3. A) Why are you putting on your boots?
B) Because *I'm going to/I'll* take the children to the park.
A) That sounds nice. I think *I'm going to/I'll* come with you.
4. A) Have you found a new job yet?
B) Yes, *I'll/I'm going to* work for a new marketing company in Cambridge.
They've got lots of opportunities. Why don't you apply, too?
A) No, thanks. I've decided not to go to another company. *I'll/I'm going to* work for myself.
5. A) Isn't your train at 5.15?
B) Oh, no! *I'll/I'm going to* miss it.
A) Don't worry! *I'll/I'm going to* give you a lift.

Exercise 5. Complete the sentences with the correct future form of these verbs
Present Continuous, will or be going to:

fly, have, not let, phone, study, take, visit

1. This shirt is a real bargain! I ____it.
2. Mark _____to London tonight. He's asked me to take him to the airport.
3. When ___you _____Pete? Don't forget he's waiting for your call.
4. A: Are you ready to order sir?
B: Yes, I _____the roast chicken and a green salad, please.
5. Sorry, I can't make it to your dinner party. I _____my cousin next weekend.
6. Ann is crazy about computers and she _____Information Technology after the summer.
7. I'll tell my boss about my problem, but I'm sure he _____me have the day off.

Exercise 6. Circle the correct option:

1. Robin *is starting/will start/is going to* start his own business. He's rented an office in town.
2. *Will you do/Are you going to do/Are you doing* anything special next Saturday evening?
3. No one knows for sure, but I hope *you'll do/you are doing/you're going to* do well in tomorrow's test.
4. A: The water's boiling.
B: OK, *I'm starting/I'm going to start/I'll start* cooking the spaghetti, then.
5. Yasmin *isn't going to come/isn't coming/won't come* with us tonight. She's arranged to have dinner with her grandparents.
6. What have you decided? *Will you tell/Are you telling/Are you going to* tell Joe the news tonight?
7. What's your guess? Do you think Lisa *is going to drop/will drop/is dropping* out of university?

Exercise 7. Complete the sentences with verbs from the box and the correct form of will or going to:

be, cry, snow, look for, see, change, walk, do, spend, meet

1. We've already made plans for the summer. We _____ a week in France and the rest of the time at home.
2. A: Who are you looking at?

B: That baby over there. He doesn't look very happy. I think he _____ .

3. Scientists think that computers _____ our lives completely in the 21st century.

4. She's fed up with her boss. She's made up her mind that she _____ a new job.

5. Tomorrow's weather _____ warm and sunny.

6. I've decided I need to get fit so I _____ to work tomorrow.

7. A: We're going to the airport now.

B: OK. I _____ you after your holiday.

8. It's suddenly gone very cold and the sky looks very heavy. I think it _____ .

9. Oh, dear. I forgot to post your letter, but don't worry, I _____ it now.

10. A: Would you both like to go the cinema this evening?

B: Sorry, we can't. We _____ some friends for a drink.

First conditional, time clauses

Exercise 1. Put two sentences together and make one first conditional sentence:

1. He sees you. He gives you the tickets. (If he ...)

2. No-one speaks the language. It dies. (If no-one....)

3. You start studying. You fail the exam. (Unless you...)

4. You can't attend the course. You buy the CD-ROMs. (If you ...)

5. I have a swim. I finish this work. (As soon as ...)

6. Humans become extinct. It isn't disastrous for the ecological system. (If humans...)

7. He's not here. I must start the meeting without him in five minutes. (If he...)

8. I have a spare ticket. I take you to the concert tomorrow. (If I...)

Exercise 2. Put the verbs in brackets into the correct form (will or Present Simple).

1. As soon as we _____ (arrive), we _____ (give) you a ring.

2. She _____ (feel) much happier when she _____ (get) her exam results.

3. There _____ (be) a short break before the film _____ (start).

4. We _____ (not go) out until the weather _____ (improve).

5. I _____ (give) her the message when I _____ (see) her.

Exercise 3. Write sentences with First conditional:

1. If/you/mix red and yellow/you/get orange
2. She/help us/if/we/ask her
3. People/put on weight/if/they/eat too much
4. If/they/enjoy the film/they/recommend it to their friends
5. They/travel on the motorway/if/the traffic/not be/too bad

Exercise 4. Complete the sentences with the verb in brackets. Use the First Conditional:

1. If my aunt comes to visit, she (give) us a present.
2. If it doesn't rain, we (go) to the beach.
3. If it (snow) tonight, we will make a snowman tomorrow.
4. If you don't try, you (not succeed).
5. If you (bring) the sandwiches for the picnic, I will bring the drinks.
6. If he talks too long, his parents (not let) him use the phone.
7. He will turn on the heater if it (get) too cold.
8. You won't understand the questions unless you (read) the book.

Exercise 5. Complete the sentences with the verbs in brackets. Use the First Conditional:

1. If we (go) to London, we (visit) my friend George.
2. If she (do) well in her exams, my sister (go) to university.
3. Jenny (not eat) supper if she (eat) all that ice cream.
4. My brother (drive) us to the cinema if we (ask) him.
5. Uncle Tim (phone) us if he (want) to come with us.

Exercise 6. Put the verb into the correct First Conditional form:

1. If I _____ (go) out tonight, I _____ (go) to the cinema.
2. If you _____ (get) back late, I _____ (be) angry.
3. If we _____ (not / see) each other tomorrow, we _____ (see) each other next week.
4. If he _____ (come), I _____ (be) surprised.
5. If we _____ (wait) here, we _____ (be) late.
6. If we _____ (go) on holiday this summer, we _____ (go) to Spain.
7. If the weather _____ (not / improve), we _____ (not / have) a picnic.
8. If I _____ (not / go) to bed early, I _____ (be) tired tomorrow.
9. If we _____ (eat) all this cake, we _____ (feel) sick.

10. If you _____ (not / want) to go out, I _____ (cook) dinner at home.
11. I _____ (come) early if you _____ (want).
12. They _____ (go) to the party if they _____ (be) invited.
13. She _____ (stay) in London if she _____ (get) a job.
14. He _____ (not / get) a better job if he _____ (not / pass) that exam.
15. I _____ (buy) a new dress if I _____ (have) enough money.
16. She _____ (cook) dinner if you _____ (go) to the supermarket.
17. They _____ (go) on holiday if they _____ (have) time.
18. We _____ (be) late if we _____ (not / hurry).
19. She _____ (take) a taxi if it _____ (rain).
20. I _____ (not / go) if you _____ (not / come) with me.

Exercise 7. Put the verb into the correct First Conditional form:

1. He ... (find) the answers if he ... (look) at the back of the book.
2. If you.... (want) me to, I ... (come) for a walk with you.
3. If he ... (write) to her, she ... (answer) at once.
4. If you... (wait) for a moment, the waiter.... (bring) your coffee.
5. He ... (lose) weight if he... (stop) eating too much.
6. If she ... (be) patient, I ... (try) to explain.
7. I ... (wear) a purple tie but only if I... (must).
8. If we... (leave) at once, we... (catch) the early train.
9. If he... (do) that again, his father... (punish) him.
10. If she.... (drink) this medicine, she(feel) much better.

Exercise 8. Combine the two sentences by using the time expression in parentheses. Pay attention to the verb tense you use in the time clause.

Example: I'll call Tom tomorrow night. I'll tell him the good news. (when)

When I call Tom tomorrow night, I'll tell him the good news.

1. Katie will lock all the doors. She will go to bed. (before)
2. I'm going to be in Paris for two days. I'm going to visit the Louvre. (when)
3. The play will start. The curtain will go up. (once)
4. Nancy is going to change the oil in her car. She's going to take a bath. (after)

5. We'll call you. We'll come over to pick you up. (before)
6. I'll call you. I'll get an answer from my bank about the car loan. (when)
7. I'll get paid. I'll pay my rent. (as soon as)
8. I'll go home. I'll finish my work. (when)
9. I'll go shopping. I'll call you. (before)
10. The mail arrives. I eat breakfast. (after)

Exercise 9. Choose the correct variant in the sentences below:

1. I ___ my homework as soon as this programme ____.
a) do, will finish
b) will do, finishes
2. When she ___ my letter, she ___ my problem.
a) reads, will understand
b) will read, understands
3. I ___ home as soon as I ___ work.
a) will go, finish
b) go, will finish
4. We ___ in the classroom until the teacher ___ us to leave.
a) will stay, tells
b) stay, will tell
5. I ___ you as soon as we ___ somewhere to live.
a) will marry, find
b) marry, will find
6. As soon as we ___ the tickets, we ___ them to you.
a) will get, send
b) get, will send
7. I ___ you as soon as I ___ at the hotel.
a) will ring, arrive
b) ring, will arrive
8. As soon as I ___ some news, I ___ you.
a) will have, phone

b) have, will phone

9. I ___ my work after I ___ a bath.

a) do, will have

b) will do, have

10. I ___ to you again before I ___.

a) will speak, leave

b) speak, will leave

Exercise 10. Complete the sentences with the verbs in brackets:

1. I'll be ready as soon as you _____ (be).

2. We'll stay here till she _____ (return).

3. Please, call us when you _____ (arrive).

4. I'm going to tell her before she _____ (leave).

5. I don't know when the party _____ (start).

6. He'll drive you there whenever you _____ (need).

7. The moment summer _____ here, the garden will be so beautiful! (be)

8. I am going to take the exam after I _____ all these books. (study)

9. He will wait for you until you _____ (be back).

10. Don't worry! I'll watch you while you _____ in the lake. (swim)

VOCABULARY PRACTICE

Exercise 1. Complete the sentences with a word or words from the box:

challenging • look it up • parrot-fashion • coming along • monolingual get by • rewarding • mother tongue • pick some up • accent • multi-lingual communicate • self-access centre • recycle • lingua franca • native • progress fluent • second language • bi-lingual • pronunciation

1. People speak lots of different languages in my country, but the ___ is English - it is used in business, politics and education as the main language of communication. 2. My school has an excellent ___ where we can listen to tapes, watch videos and use computers to improve our English. 3. I have terrible problems with my English _____. Nobody can understand a word I say. 4. Always carry a good

dictionary around with you. If you don't understand a word, you can then _____. 5. When you learn a new word, you should try to _____ it as much as possible in your written and spoken English. 6. I didn't learn Spanish at school, but I managed to _____ when I was travelling around Spain. 7. He has an unusual _____; it's not British, and it's not American. It's something in between. 8. There are two types of dictionary you can use; a _____ one, which gives a translation of the word, and a _____ one, which explains the word in the same language. 9. I think my English is _____ well. Last year I passed my PET exam, this year I passed my FCE, and now I'm studying for the CAE. I can definitely say that I'm making good _____. 10. Of course I speak good English. I've spoken it all my life. It's my _____. I also speak French as a _____. 11. My English, French, Spanish and Portuguese are _____. I speak them perfectly, like a _____ of those countries. I suppose you could say that I'm _____. 12. When I learnt German at school, I learnt it _____; we listened to the teacher and simply repeated what he said. I never learnt to use it properly. 13. My Italian isn't great, but when I go to Italy I can usually _____ in restaurants, shops, bars, etc. Basically, people understand what I'm trying to say. 14. Learning a language can be _____, but it is always _____, especially when you find you can _____ with people in their own country.

Exercise 2. Translate into English:

Англомовні країни; рідна мова; в усьому світі; займати особливе місце; бути запозиченим; міжнародна мова; говорити побіжно; робити помилки; складати теми і діалоги.

Exercise 3. Fill in the missing preposition:

1. English is the most widespread language ... the earth.
2. It is the language ... progressive science and technology.
3. English is used ... various spheres of life all ... the world.
4. If you want to travel abroad and communicate ... people, you should be good ... pronunciation and speak English fluently.
5. During the English course students make ... different topics and dialogues and study English grammar.

Exercise 4.1. Read the text below and answer the questions that follow it:

Why Foreign Languages Learning is Important for Us

Nowadays it is very important to learn foreign languages. You can't imagine an educated person, who doesn't know any foreign language. Some people learn languages because they need them in their work; others travel abroad; for the third studying languages is a hobby. Every year thousands of people go from one country to another either on business or for pleasure and the knowledge of languages helps them to communicate with people and understand them.

English occupies a special place, as it is a language spoken by many people and used in various spheres of life. English is very important for the development of international contacts. More and more contacts are established with the countries of Europe, with the USA and other English-speaking countries. Our foreign partners need specialists who have a command (to know) of one or more foreign languages and can speak them fluently.

A real professional can't do without knowing foreign languages, especially English as it is an international language. Hundreds and hundreds of books, magazines and newspapers are printed in English and read all over the world. Half of the world's scientific literature is written in English. It's the language of progressive science and technology, trade and cultural relations, commerce and business.

English is the language of international communication. The majority of international telephone calls are made in English. More than 70 percent of international mail is written and addressed in English. Eighty percent of all computer texts, including all web sites, are stored in English.

English is a world language. It's the most widespread language on earth, and it is second only to Chinese in the number of people who speak it. It's spoken in the British Isles, the USA, Australia, New Zealand and much of Canada and South Africa. English is also a second language of another 300 million people living in more than 60 countries. English is indeed a world language. English is spoken by more than 400 million people. It is the official language of the UK, the USA, Australia and New Zealand. In our country English is very popular. It is studied at

schools, colleges and universities. Learning a language is not an easy thing. It's a long and slow process that takes a lot of time and patience. But it's a must necessity.

Exercise 4.2. Find in the text English equivalents of the following words and word combinations:

Іноземна мова; спілкуватися з людьми; розвиток міжнародних контактів; говорити побіжно; найпоширеніша мова; віднімати багато часу і терпіння; необхідність.

Exercise 4.3. Complete the following sentences:

1. Some people learn languages because...
2. Every year thousands of people go from one country to another either...
3. English is very important for...
4. It is the official language of ...
5. During the English course students ...

Exercise 4.4. Answer the questions:

1. Why do people learn foreign languages?
2. Is English important for the development of international contacts? Why?
3. Where is English used?
4. Why is English called a world language?
5. How is English taught at universities?
6. Is it easy to learn a foreign language?

Exercise 5.1. Read the text below and answer the questions that follow it:

How to learn a foreign language

The importance of foreign language study is quite obvious. There are different ways to improve your command of a foreign language. First of all you should work hard every day. You are to work systematically. Learning a foreign language is a hard job. But this hard work can nearly always bring success, when you do your best in learning the language.

First of all you are to have a desire to learn the language; otherwise you can't be successful. Learning a foreign language requires a lot of mental and physical activity. You should learn different aspects of the language - phonetics, grammar,

vocabulary. Besides you should acquire habits and skills in hearing (listening comprehension), speaking, reading, and writing.

To master a foreign language means to learn and know how to ask questions and answer them on a topic, a text or a picture (orally and in writing); to make up a story on a picture, to speak about a topic; to understand tape recorded texts, dialogues, songs; to read aloud the text correctly and understand new texts based on the language material already learnt; to divide texts into logically connected units, entitle the units and retell the texts with the help of the titles used as a plan. The most important thing is to learn a foreign language as a means of communication and a means to acquire cultural background information. In order to know a foreign language well you are to work with a dictionary, reference literature, tape recorder, videos; you need to train your memory. To achieve this you are to learn by heart as many words, word combinations, colloquial phrases, dialogues and mini texts as you can.

To know a foreign language you are to learn grammar structures and substitute them with different proper words; to apply your knowledge of grammar and vocabulary in talking, reading books, doing various exercises, that is to develop practical skills and habits.

You are to be active in a foreign language learning. Collecting stamps, post-cards where English is used, learning English songs, reading books, listening to tapes, translating, carrying on conversations on different topics and so on may increase your vocabulary and speaking practice. Try to test your knowledge of grammar and vocabulary. In short, you are to master the language while reading, listening, writing and speaking. You need practical knowledge of the language. Don't be afraid of making mistakes. Try to repeat everything while listening. Learn a foreign language through practice and you'll be successful.

Exercise 5.2. Find in the text English equivalents of the following words and word combinations:

Удосконалювати рівень володіння мовою; здобувати навички та вміння; усно і письмово; працювати зі словником і довідковою літературою; тренувати

пам'ять; вчити напам'ять слова і словосполучення; розширювати словниковий запас; перевіряти знання; робити помилки.

Exercise 5.3. Complete the following sentences:

1. Learning a foreign language is...
2. Learning a foreign language requires...
3. To master a foreign language means...
4. In order to know a foreign language well you are...
5. You are to master the language while...

Exercise 5.4. Answer the questions:

1. What are the ways of improving your command of a foreign language?
2. What should you do to be successful in foreign language learning?
3. What aspects of the language should you learn?
4. How can you develop your practical skills and habits?

Exercise 6.1. Read the text below and answer the questions that follow it:

English in My Future Career

Nowadays we can't imagine a highly qualified specialist without any knowledge of a foreign language. Foreign languages are required in all spheres of our life. And the profession of biotechnologist is not an exception.

Biotechnology is a branch of science that is rapidly gaining significance and opportunities for youngsters who want to explore the new frontiers of science are immense. Modern biotechnology commonly utilizes genetic engineering, the modification of genetic material to achieve specific goals. People who are involved in this profession read a lot, make scientific discoveries, and have a lot of scientific publications. To be successful in this profession and to achieve greater progress, one needs to get international experience. That's why if these specialists want to communicate with other scientists, to exchange ideas or to obtain an international experiment, first of all they have to improve their English.

Knowing English can make communication easier. English is official language in 53 countries, and it is one of the official languages in many important international

organizations such as UN, EU and WTO. It is also one of the working languages at most international businesses and meetings.

If you want to know more about the world and modern technology, English is a great bridge. Most of books, magazines, newspapers and movies are in English. Going online, most of the world's stored information and web pages are in English. English is also the most commonly used language in the sciences. In 1997, the Science Citation Index reported that 95% of its articles were written in English, even though only half of them came from authors in English-speaking countries.

In a word, English is very important in our life and in our future career. Therefore, learning English is essential in today's Global World. If a person wants to succeed in his chosen field he has to know English, so start to improve your English as soon as possible.

Exercise 6.2. Find in the text English equivalents of the following words and word combinations:

Висококваліфікований фахівець; галузь науки; гenna інженерія; досягати особливих цілей; робити наукові відкриття; процвітати в чомусь; удосконалювати свою англійську.

Exercise 6.3. Complete the following sentences:

1. We can't imagine a highly qualified specialist without...
2. Foreign languages are required...
3. People who are involved in the profession of biotechnologist...
4. To be successful in this profession...

Exercise 6.4. Answer the questions:

1. Is English required in the profession of biotechnologist?
2. What is Biotechnology?
3. What should biotechnologists do to be successful in their profession?
4. Where is English used?
5. Why is it necessary for biotechnologists to know the English language?

Exercise 6.5. Discussion. Do you agree or not? Comment on the following statements:

1. If we speak a different language, we would perceive a somewhat different world.
2. Practice makes perfect.
3. To have another language is to possess a second soul
4. A different language is a different vision of life.
5. Language is the road map of a culture. It tells you where its people come from and where they are going.
6. There is no royal road to learning.

Exercise 6.6. Write an essay on one of the following topics:

1. The role of television in learning English.
2. Internet as a means of learning English.
3. Learning English... What for?
4. Success doesn't come to you...you go to it.

Exercise 7. Read the text below and decide which answer (A, B, C or D) best fits each gap:

The Death of Languages

The death of languages has been repeated many times in history. Localised disasters such as great floods or warfare have (1)_____ a part, but in the modern era the increased international movement of people has greatly (2)_____ the destruction. Local languages may be overpowered by a metropolitan language, thus increasing the pressure to neglect ancestral tongues in (3)_____ of the new one, which is seen as the key to prospering in the (4)_____ culture. Children may be forbidden to use their mother tongue in the classroom, as has occurred to many groups, including the Welsh and Aboriginal Australians. The death of a language is not only a tragedy for those directly affected, but also an (5)_____ cultural loss for the world. Through language, each culture expresses a 20 unique worldview. Thus, any effort to (6)_____ linguistic variety implies a deep respect for the positive values of other cultures.

- | | | | |
|-----------------|-----------------|--------------|-----------------|
| 1. A done | B made | C adopted | D played |
| 2. A speeded | B accelerated | C urged | D hurried |
| 3. A favour | B preference | C support | D choice |
| 4. A foremost | B major | C leading | D dominant |
| 5. A invaluable | B irretrievable | C inimitable | D irrepressible |
| 6. A champion | B hold | C preserve | D collaborate |

UNIT 5. "ADVERTISING"

GRAMMAR PRACTICE *Second Conditional*

Exercise 1. Complete the sentences with the correct form of the verbs in brackets:

1. What would you do if you (win) lots of money?
2. If I were you I'd (stay) at home tonight.
3. If I (see) a crime happening, I would phone the police.
4. What would you do if you (forget) something very important?
5. If I (pass) all my exams, I would be so happy.

Exercise 2. Choose the correct form:

1. What would you wish if you three wishes?
a) have b) had
2. Tim if he asked for a pay-rise.
a) wouldn't be fired b) wasn't fired
3. Suppose you had to marry Rachel, what first?
a) would you do b) you would do
4. I wouldn't accept the job on condition that I very early.
a) had to get up b) would have to get up
5. If we a TV set, we could watch the Olympic games.
a) buy b) bought
6. He'd go with us in case we help.
a) needed b) would need
7. If the flowers were dry, them?
a) will you water b) would you water
8. We would deliver the parcel today on condition that you extra charge.
a) paid b) payed
9. We would support your project provided that you it till the end of this year.
a) finished b) finish
10. If you gave me your address, I send someone to have a look at it.

a) will be able

b) could

Exercise 3. Match the beginnings of the sentences to the correct endings, to make logical conditional sentences:

- | | |
|---|--|
| 1. If I were taller, | a. ... if I thought he really loved me. |
| 2. I'd buy a new computer... | b. ... you lost your job? |
| 3. How would you feel if... | c. ... if you apologized. |
| 4. If you could visit any country in the world, | d. ... I'd come to the party with you. |
| 5. He'd be really upset... | e. ... if he knew about the theft. |
| 6. I'd marry him tomorrow... | f. ...I wouldn't wear high-heeled shoes. |
| 7. I'd forgive you... | g. ... if I had enough money. |
| 8. If I didn't feel so ill, | h. ... where would you g |

Exercise 4. Complete the Second Conditional Sentences:

1. If I(play) the lottery, I(have) a chance to hit the jackpot.
2. If I(win) the jackpot, I (be) rich.
3. If I (be) rich, my life(change) completely.
4. I(buy) a lonely island, if I (find) a nice one.
5. If I(own) a lonely island, I (build) a huge house by the beach.
6. I(invite) all my friends if I(have) a house by the beach.
7. I(pick) my friends up in my yacht if they(want) to spend their holidays on my island.
8. We(have) great parties if my friends(come) to my island.
9. If we(like) to go shopping in a big city, we (charter) a helicopter.
10. But if my friends' holidays(be) over, I (feel) very lonely on my lonely island.

Exercise 5. Complete the Second Conditional Sentences:

1. If I ... (to come) home earlier, I (to prepare) dinner.
2. If we (to live) in Rome, Francesco (to visit) us.
3. If Tim and Tom (to be) older, they (to play) in our hockey team.
4. If he (to be) my friend, I (to invite) him to my birthday party.
5. If Susan (to study) harder, she (to be) better at school.

6. If they ... (to have) enough money, they (to buy) a new car.
7. If you (to do) a paper round, you ... (to earn) a little extra money.
8. If Michael (to get) more pocket money, he (to ask) Doris out for dinner.
9. If we ... (to hurry), we (to catch) the bus.
10. If it (to rain), Nina (to take) an umbrella with her.

Exercise 6. Complete the Second Conditional Sentences:

- 1) If I ... (be) you, I (get) a new job.
- 2) If he (be) younger, he (travel) more.
- 3) If we (not/be) friends, I (be) angry with you.
- 4) If I (have) enough money, I (buy) a big house.
- 5) If she (not/be) always so late, she (be) promoted.
- 6) If we (win) the lottery, we (travel) the world.
- 7) If you (have) a better job, we (be) able to buy a new car.
- 8) If I (speak) perfect English, I (have) a good job.
- 9) If we ... (live) in Mexico, I (speak) Spanish.
- 10) If she (pass) the exam, she (be) able to enter university.

Exercise 7. Complete the Second Conditional Sentences:

1. She (be) happier if she (have) more friends.
2. We (buy) a house if we (decide) to stay here.
3. They (have) more money if they (not/buy) so many clothes.
4. We (come) to dinner if we (have) time.
5. She (call) him if she (have) his number.
6. They (go) to Spain on holiday if they (like) hot weather
7. She (pass) the exam if she (study) more.
8. I (marry) someone famous if I (be) a movie star.
9. We (be) late again if we (buy) a new car.
10. If I (speak) perfect English, I (have) a good job.

Exercise 8. Write Second Conditional Sentences for the following situations:

Example: I haven't got the right qualifications, so I can't apply for the job.

If I had the right qualifications, I could apply for the job.

1. There isn't an early train, so I won't be there on time. ____
2. My sister lives abroad. We don't see her more than once a year. _____
3. I can't get up because I haven't got over my operation. _____
4. We can't take our car. They aren't any parking spaces. _____
5. They can't have a dog because they haven't got a lot of room. _____
6. There aren't any beers left, so I can't offer you one. _____
7. James lives with his parents because he can't afford a flat of his own. _____
8. My boss isn't very experienced so he isn't very decisive. _____
9. He hasn't got a fax machine, so I can't send this immediately. _____
10. We don't know his address, so we can't write to him. _____

Exercise 9. Write sentences using the prompts:

Example: win €1 million / go on holiday

If I won €1 million, I would go on holiday.

- 1) go on holiday / meet someone nice
- 2) meet someone nice / get married
- 3) get married / buy a house
- 4) buy a house / need more money
- 5) need more money / get a job

Exercise 10. Put the verb in the correct form to complete each sentence. Decide whether to use *First or Second Conditional* structure:

1. If global warming continues, temperatures ____ (rise) even higher.
2. What would you do if you _____ (win) a million dollars?
3. If people stopped using cars completely, there _____ (be) much less pollution.
4. When it _____ (rain) again, I won't forget to bring my umbrella.
5. If I spoke English fluently, I _____ (not/need) to take lessons.
6. If Norway _____ (not/be) so cold, I'd go there in winter.
7. Tom will be at the party tonight. If I see him, I _____ (say) hello.
8. If it _____ (not/rain) so much in England, you wouldn't see so many umbrellas.
9. I _____ (call) you when I get home.
10. Where _____ (you/live) when you move out of your flat?

Exercise 11. Study each situation and complete the sentence below. Decide whether to use *First or Second Conditional* structure:

1. According to the weather forecast there is a chance of snow tomorrow.

If it (snow), I (need) to buy a pair of gloves.

2. Patrick is deciding whether to go to France or Spain on his next holiday.

If Patrick (go) to Spain, he (be) very satisfied.

3. John works 12 hours a day.

If John (not/be) so busy, he (have) more time for his family.

4. Kate is out of work, but she goes shopping every day.

If Kate (continue) to go shopping, she (run out) of money.

5. It is a sunny day with clear blue skies.

If it (rain), I (need) an umbrella.

6. Anne's boss is very demanding.

If Anne's boss (not/be) so demanding, she (not/be) so stressed.

7. Daniel has an exam tomorrow.

If Daniel (pass) his exam, he (celebrate) with his friends.

8. Fabio and Carlo are best friends.

If Fabio and Carlo (not/be) best friends, they probably (not/be) living together.

9. Derek doesn't have a car. It takes him an hour to get to work.

If Derek (have) a car, it (not/take) him so long to get to work.

10. The Olympic Games are held every four years.

If the Olympics (be) held every year, they (not/be) so interesting.

Comparison: adjectives, modifiers

Exercise 1. Complete the text, using the correct form of comparison of the adjectives:

OK, let me tell you about my opinions about these adverts. I think the most effective advert is the one by the Smith Group. It's ¹_____ (clever) than the advert by Bodlers and ²_____ (funny). It's not as ³_____ (cheap) as the advert by Greggs. In fact,

it is the ⁴ _____ (expensive) advert but worth every penny. The one by Addlers is the ⁵ _____ (successful). It was truly awful!

Exercise 2. Fill in the blanks:

1. The Pacific Ocean is ... (large) than the Atlantic Ocean. 2. The ... (big) city in the USA is New York. 3. The ... (high) peak in Europe is Elbrus. 4. I am older ... Nick. 5. There are more days in January ... in February. 6. Kiev is not ... large ... New York. 7. In our country the days are ... (cold) in winter ... in summer. 8. Jack is ... (old) of the family. 9. (young) and ... (small) of the family is John. 10. The temperature today is ... (high) ... it was yesterday.

Exercise 3. Use the adjectives in brackets in the necessary form:

1. Oil is ___ (light) than water. 2. We shall wait for a ___ (dry) day to go on the excursion. 3. A bus is ___ (fast) than a tram. 4. Take some of these sweets: they are very ___ (nice). They are ___ (nice) than the sweets in that box. 5. He clearly did not like the explanation, and as he listened to it, he became ___ (angry) and ___ (angry). 6. The ___ (tall) trees in the world grow in California. 7. Please be ___ (careful) next time and don't spill the milk again. 8. Bobby was ___ (quiet) than his sister. 9. Her eyes are ___ (grey) than mine. 10. He was the ___ (fat) man in the village.

Exercise 4. Put in the adjective in bold from the first sentence into the second sentence in its correct form (comparative or superlative):

- 1) This is a nice cat. It's much than my friend's cat.
- 2) Here is Emily. She's six years old. Her brother is nine, so he is
- 3) This is a difficult exercise. But the exercise with an asterisk (*) is the ... exercise on the worksheet.
- 4) He has an interesting hobby, but my sister has the hobby in the world.
- 5) In the last holidays I read a good book, but father gave me an even one last weekend.
- 6) School is boring, but homework is than school.
- 7) Skateboarding is a dangerous hobby. Bungee jumping is than skateboarding.
- 8) This magazine is cheap, but that one is

- 9) We live in a small house, but my grandparents' house is eventhan ours.
10) Yesterday John told me a funny joke. This joke was thejoke I've ever heard.

Exercise 5. Put in the adjective in bold from the first sentence into the second sentence in its correct form (comparative or superlative):

- 1) My father is heavy. My uncle is muchthan my father.
2) The test in Geography was easy, but the test in Biology was
- 3) Florida is sunny. Do you know theplace in the USA?
4) Stan is a successful sportsman, but his sister isthan Stan.
5) My mother has a soft voice, but my teacher's voice isthan my mother's.
6) Amy has a beautiful baby, but my daughter has thebaby on earth.
7) I live in a large family, but my grandfather lived in afamily.
8) We have only little time for this exercise, but in the examination we'll have eventime.
9) Lucy is clever, but Carol isthan Lucy.
10) Have you visited the old castle? It was the ...castle we visited during our holidays.

Exercise 6. Write the appropriate form of the modifier in parentheses to complete each sentence:

Example: Tanya is a *better* athlete than her twin sister. (good)

1. Soccer is the ___ sport Eddy plays of all. (well) 2. We hiked until we could go no _____. (far) 3. Hillary felt about the _____unkind remark than about anything else. (bad) 4. Phil ate the_____ amount of food of anyone at the party. (little) 5. Elsa was the _____guest to leave. (late) 6. Jed needed no _____explanation. (far) 7. This is the _____meal I ever ate. (good) 8. Suddenly the patient became _____than before. (ill) 9. I did _____of all on Part IV of the test. (badly) 10. This week's winner won the _____money ever in a sweepstakes. (much)

Exercise 7. Choose the correct answer:

1. Tom's car is *as big as* / *the biggest* his friend's. 2. Who is *shorter than* / *the shortest* person in your family? 3. Who is *more independent than* / *the most independent* person you know? 4. These sofas are *more comfortable than* / *the most*

comfortable ours. 5. My brother is *taller than / the tallest* in the class. 6. Is Jason's dog *older than / the oldest* yours? 7. Who is *the best / better* than singer in the world? 8. We are *younger than / the youngest* the rest of the class. 9. My hair is *the straightest / straighter* than your hair. 10. He is *more popular / the most popular* singer in the world.

Exercise 8. Write the sentences in the correct order:

1. trousers / John / got / has / new / light.
2. Mary / clothes / likes / bigger
3. an / expensive / Rick / wearing / coat / is
4. the / Carol / has / scarf / got / shortest
5. the / student / he / tallest / is
6. actress / Mary / the / was / popular / most
7. He / the / was / footballer / best
8. plays / than / better / you / Mary
9. father / is / your / than / stronger / mine
10. taller / than / Gary / Rick / is.

Exercise 9. Complete the sentences with the correct form of the adjective in brackets:

1. We like wearing the _____ (late) fashion.
2. These trousers are ____ (comfortable) than those jeans.
3. She is _____ (happy) now than he was last year.
4. You are the _____ (pretty) girl in class.
5. My grandma is _____ (old) than my grandpa.
6. The red dress is the _____ (attractive) in the shop.
7. I always tell the _____ (fun) jokes.
8. Your hair is _____ (curly) than my hair.
9. My hair is _____ (short) than yours.
10. Carol is as good ____ (good) as you at sport.

Exercise 10. Choose the correct answer:

1. Tom's car is *as big as / the biggest* his friend's.

2. Who is *shorter than / the shortest* person in your family?
3. Who is *more independent than / the most independent* person you know?
4. These sofas are *more comfortable than / the most comfortable* ours.
5. My brother is *taller than / the tallest* in the class.
6. Is Jason's dog *older than / the oldest* yours?
7. Who is *the best / better* than singer in the world?
8. We are *younger than / the youngest* the rest of the class.
9. My hair is *the straightest / straighter than* your hair.
10. He is *more popular / the most popular* singer in the world.

Exercise 11. Rewrite the following sentences by using “less” or “least” without changing the meaning:

1. The mango is sweeter than the apple.
2. Iron is more useful than copper.
3. Gold is more precious than silver.
4. This is the most useless of my gadgets.
5. Platinum is one of the rarest minerals.
6. The wild-apple is the sourest of all fruits.
7. You are uglier than the baby.
8. I have got more energy than I used to have.

VOCABULARY PRACTICE

Exercise 1. Match the method of advertising to the sentence:

1) This can be found in ancient sites.	a) poster
2) You need the postal service for this.	b) product placement
3) If it it's a good film it'll work.	c) wall painting
4) You only need your friends.	d) word-of-mouth
5) Found in newspapers.	e) endorsement
6) On the wall.	f) commercial
7) Usually come between programmes.	g) classified ad
8) You need someone famous for this.	h) handbill
9) You need lots of people on the streets for this.	i) mail order

Exercise 2. The underlined words are all in the wrong sentences. Correct them:

1. Tropical fruit juice advertisements are always filmed in catchy locations.

2. Everybody recognises the *shocking* of McDonalds.
3. The new *sponsorship* will be 'A bite a day, keeps the doctor away'.
4. Our profits haven't increased. The campaign hasn't been very *misleading*, has it?
5. It's *dull*. People will think we are selling fruit. We're not!
6. I want a *logo* message that makes people think their lives will be better if they choose us.
7. I thought the war videos David took were really *exotic*.
8. We can't afford to do it ourselves. We need *slogan*.
9. The song in the advert is really *persuasive*. It's playing in my head all the time.
10. Can you think of something *effective* to make people laugh?
11. The film was so *witty* I fell asleep in the middle.

Exercise 3. Read the text and think of the word which best fits each gap. Use only one word in each gap:

make, switch, promote, be, have, go, know, work, sell, become

Advertising everywhere!

Advertising has _____ 1) a part of everyday culture. People are exposed to hundreds of adverts every day whenever they _____ 2) on the TV or radio or open a newspaper or magazine. This means that we _____ 3) all about the tricks that advertisers use to _____ 4) us their products and so they need to _____ 5) harder than ever to keep us interested. The latest trend designed to do this is known as ambient advertising. This is the practice of putting ads in unusual places to _____ 6) the product stick in people's minds. It also allows the advertisers to be flexible and to try all sorts of new approaches to advertising. Ambient ads started out on the sides of taxis and the backs of bus tickets but even these _____ 7) now become commonplace. One recent award-winning campaign advertised a modern art agency by putting stickers on everyday objects such as lamp-posts and paving stones, describing them as if they were works of art. Another involved projecting images of an English football team onto the White Cliffs of Dover to _____ 8) a brand of trainers. It seems that wherever you _____ 9) these days some advertising agency will have got there first and will _____ 10) desperately trying to grab your attention.

Exercise 4. Fill in the gaps with the words from the box:

regulate, produced, consume, share, publicity,
sponsor, compete, packaged, advertisement, advertise

1. Governments in the UK and the United Statescigarette advertising.
3. The of our product appears on all major search engines today.
4. We need to get as much as possible for our company, so that people will know about us.
5. Many large sport companies like Nike and Puma ...sports events.
6. Our ...of the market is only two per cent.
7. Small companies find it difficult to against large multinationals.
8. The biscuits are by machines.
9. Women more chocolate on average than men.
10. Retailers often a new product by putting it in the most eye-catching places.

Exercise 5.1. Read the text below and answer the questions that follow it:

Do you know?

The origin of the word "advertisement" is the Latin "*ad vertere*" which means "to turn the mind towards something".

ADVERTISING

Mass marketing of goods would not be possible without advertising. Advertising tells people about new products and tries to persuade some of them to buy these products. It speeds up the movement of goods from factories to the public. Simply defined, advertising is any form of nonpersonal presentation and promotion of ideas, goods, and services usually paid for by an identified sponsor. As we see from the definition advertising has three peculiar features:

1. Advertising is nonpersonal; because it is directed toward a large group of anonymous people. Even direct-mail advertising, which may be addressed to a specific person, is prepared by a computer and is signed by a machine.
2. Advertising typically is paid for. This fact differentiates advertising from publicity, which is not usually purchased. Sponsors such as Coke and Delta pay for

the time and the space they use to get their message across. (Some organizations such as the Red Cross advertise but do not pay for time or space. Broadcast stations, newspapers, and magazines run these ads free as a public service.)

3. For obvious reasons, the sponsor of the ad is identified. In fact, in most instances identifying the sponsor is the prime purpose behind the ad - otherwise, why advertise? Perhaps the only situation in which the identity of the advertiser may not be self-evident is political advertising. Because of this, broadcasters and publishers will not accept a political ad unless there is a statement identifying those responsible for it.

In the competition between producers of similar products, advertising often makes the difference between the success of one product and the failure of another. Some people say this is bad. They say it would be better and less wasteful not to have so many products. Others say that competition among mass producers, marketers, and advertisers helps to keep quality high and prices low.

Shoppers are sometimes confused by advertising, especially when several producers claim that their product is best or most effective. Yet advertising is a useful way for a producer to inform shoppers about a new product.

Exercise 5.2. Comprehension questions:

1. What is the role of advertising in the system of mass marketing?
2. What are the main features of advertising?
3. What is the aim of advertising?
4. What is the difference between advertising and publicity?
5. What is your personal attitude towards advertising?

Exercise 5.3. Match the definitions on the left with the words on the right:

1. Making a product or service known to the public (through the press, television, cinema, etc.) in order to sell it.	a) Public Relations
2. Attracting the public's attention but not necessary to sell anything specific.	b) advertising
3. All the activities intended to stimulate demand for products and services, e. g. advertising, sales	c) marketing

promotion, branding, consumer tests, market surveys and so on.	
4. Part of marketing and promotion, but without direct involvement in selling. Its function is to build up a good image and reputation, to show that the firm is socially aware and has the public interest at heart.	d) publicity

Exercise 6.1. Read the text below and answer the questions that follow it:

TYPES OF ADVERTISING

Advertising can be divided into several categories. As we know advertising is directed at a target audience, a specific segment of the population for whom the product or service has a definite appeal. There are many target audiences that could be defined. The most general are consumers and businesses. Consequently, consumer advertising, as the name suggests, is targeted at the people who buy goods and services for personal use. Business-to-business advertising is aimed at people who buy products for business use. Industrial, professional, trade, and agricultural advertising are all part of this category.

There are some other classifications of advertising. The most familiar type of advertising is product advertising, which tries to sell specific goods or services. Product advertising generally describes the product's features and may mention its price.

Institutional advertising, on the other hand, is designed to create goodwill and build a desired image for a company rather than to sell specific products. Also known as corporate advertising, institutional advertising is often used by corporations to promote an entire line of products. At the same time, institutional ads serve to remind investors that the company is doing well. Institutional ads that address hotly debated public issues are called advocacy advertising.

The term comparative advertising is applied to those ads that specifically highlight how a product is better than its competitors. In some countries, comparative ads are tightly regulated and in some cases banned. Comparative advertising is frequently used by competitors vying with the market leader, but it is useful

whenever you believe you have some specific product strengths that are important to customers. Sometimes comparative ads can cross legal and ethical boundaries.

Finally, advertising can be classified according to the sponsor. National advertising is sponsored by companies that sell products on a nationwide basis and makes it possible for producers to sell their products all over the country. They do this by getting people to recognize their products by their brand name. A brand-name product is usually widely advertised and distributed over a large area. When customers shop, they may choose a product with a brand name they have heard about most favourably or most often.

By using national advertising, small producers may be able to grow into large national producers. Then they can mass produce for a larger market at lower costs. The term national refers to the level of the advertiser, not the geographic coverage of the ad. If a national manufacturer places an ad in only one city, the ad is still classified as a national ad. Local advertising, on the other hand, is sponsored by a local merchant. Its objective is to provide details about where a product can be found, at what price, and in what quantity. The grocery store ads in the local newspaper are a good example. Cooperative advertising is a cross between local and national advertising in which producers of nationally sold products share the costs of local advertising with local merchants and wholesalers.

Exercise 6.2. Comprehension questions:

1. What are the main types of advertising? Can you give a short characteristic of each type?
2. Can you give your examples of different types of advertising and characterize them?

Exercise 7. Read the following information about the forms of advertisements; match the English words below the text with their Ukrainian equivalents:

Advertisements (informally ads or adverts *BrE*) which promote or market a product or service appear in many forms. A *billboard* (also *hoarding BrE*) is a large sign placed next to a road with a picture advertising a product on it. *Flyers*, which are small sheets of paper advertising something, are given out to people in the

street. *Junk mail* is unwanted advertising material that you receive in the post and *spam* is unwanted emails advertising something. A *mailshot* is advertising material that a company sends by post to a large number of people at the same time. *Commercials* are advertisements on TV or radio. *Banner ads/web banners* are advertisements on a webpage with a link to the website of an *advertiser*, and a *popup* is an advertisement that suddenly appears in a separate window when you are looking at a website. When the maker of a product arranges for the product to appear in a film or television programme, this form of advertising is known as *product placement*.

1. billboard (hoarding)	a) просувати (товар / послугу)
2. flier	b) Інтернет банери
3. junk mail	c) рекламна розсилка
4. mailshot	d) розміщення прихованої реклами
5. banner ads	e) рекламний щит
6. web banners	f) спам
7. popup	g) банери
8. product placement	j) флаєр, листівка
9. commercials	k) комерційна реклама
10. to promote	l) спливаюче вікно

Exercise 8. As you probably know advertising fulfills four basic functions in society:

1) marketing function, 2) educational function, 3) economic function and 4) social function.

Match the following definitions of the above mentioned functions with the functions themselves:

a) People learn about new products and services or improvements in existing ones through advertising.

- b) Displaying the material and cultural opportunities available in a free-enterprise society, advertising helps increase productivity and raises the standard of living.
- c) Advertising helps companies that provide products or services sell their products. Personal selling, sales promotions, and advertising blend together to help market the product.
- d) The ability to advertise allows new competitors to enter the business arena. Competition, in turn, encourages product improvements and can lead to lower prices. Moreover, advertising reaches a mass audience, thus greatly reducing the cost of personal selling and distribution.

Exercise 9.1. Read the text below and answer the questions that follow it:

Different ways to advertise products and services

Advertising persuades members of a particular market to take some form of action, such as buying a product or service. There are many ways to spread an advertising message.

Television Advertising

TV commercials are a popular way to mass-market messages to large audiences. Although this medium has the ability to reach a high number of potential buyers, it is also one of the most costly forms of advertising.

Infomercials are another form of television advertising. The infomercial is different than a commercial because it is longer, includes more product information, and has more of a personal tone. Although they are also costly to produce, infomercials are highly effective in creating impulse buys because of their demonstrative and persuasive nature.

Radio Advertising

Radio commercials are an effective way for businesses to target a group of people based on location or similar tastes. For example, a local night club seeking college student clientele would probably consider advertising on a local pop station.

Print Advertising

Magazine and newspaper ads are another way to spread the word about a product or service. Print also offers the ability to target a specific audience based on

geography or common interests. Print advertising usually includes larger display ads, as well as classified advertising.

Online Advertising

Advertising online is an increasingly popular method for promoting a business. There are many forms of online advertising. Banner ads are image ads displayed on web pages. Social network marketing has been the fastest-growing form of Internet advertising. This includes using sites like Facebook, Twitter etc to promote a product or service.

Billboard Advertising

Billboard ads are large advertisements displayed on structures in public places. Most commonly, billboards are located along highways to target passing motorists. Another type of billboard advertising is a mobile banner or billboard. This can range from the signs seen at major sporting event arenas to billboard advertisements pasted on the sides of semi trailers.

In-Store Advertising

In-store advertising takes place within a retail store. For example, a company that produces a new cleaning product might include an end cap display when they ship the product to stores. This gives the store an attractive display that draws attention to the new product.

Word of Mouth Advertising

While some may argue that word of mouth is not advertising because it's free, this form of promotion is one of the most credible and priceless assets of any business. Even if business owners can't buy word of mouth advertising, they can encourage their customers to tell their friends and family about the great product or service they purchased.

Endorsements

Endorsement is similar to word of mouth promotion but typically does cost money. Having a product or service endorsed by a celebrity can increase sales and product awareness.

Which Type of Advertising is Best?

The best type of advertising depends on the business or organization and its particular needs. The best advertising campaigns typically involve several forms of media to effectively gain maximum exposure.

Exercise 9.2. Comprehension Questions:

1. What are the main ways to spread an advertising message?
2. How can you characterize each advertising media?
3. What type of advertising media is the most popular nowadays?
4. What does the best way of advertising depend on?

Exercise 10. Choose the best word to fit the gap:

1. A common, shortened form of the word advertisement is
 - a) ad
 - b) advert
 - c) admonish
 - d) ad and advert
2. A is a short phrase that is used in advertising promotions and/or commercials. "Just do it!" is a famous example of this.
 - a) announcer
 - b) slogan
 - c) celebrity
 - d) spam
3. A is a identifying symbol or statement that is used by companies in order to promote their companies and/or products.
 - a) logo
 - b) marketeer
 - c) media
 - d) delivery
4. A is a short song or verse that is used in advertising campaigns and commercials.
 - a) logo
 - b) jingle
 - c) epic
 - d) passport
5. A is a word or short phrase that is used to describe a product or a company's aims, principles and/or character.
 - a) motto
 - b) catch

c) board

d) forum

6. Many companies try to use tunes or phrases. These are memorable phrases or songs that many people like instantaneously.

a) catchy

b) timely

c) direct

d) spotty

7. Companies want to create billboards because they want potential customers to notice the products or services that are displayed and promoted.

a) eye-catching

b) indirect

c) minute

d) bland

8. Some companies use celebrity to promote their products or services. This is when a company hires a celebrity to promote its products and/or services in commercials, announcements etc.

a) spam

b) androids

c) marks

d) endorsements

9. Sending to email accounts is a common way of advertising since the inception of the Internet. These are unsolicited emails that are sent to a large number of addresses at once.

a) bazaars

b) sponsors

c) spam

d) festivals

10. A phrase is a popular phrase or wording used in pop culture. It is widely known because it's used on a repetitive basis.

a) open

b) fair

c) market

d) catch

11. The company will be a new range of health foods over the next few months.

a) promoting

b) encouraging

c) competing

d) supporting

12. Their products are only available through selected

a) outlooks

b) outlets

c) outlines

d) outfits

14. The advertising company have come up with a catchy new..... for the car.

a) slogan

b) saying

c) image

d) feature

15. This particular of ice cream is supposed to contain very little fat.

a) name

b) brand

c) label

d) product

Exercise 11.1. Read the text and complete the activities below:

A university Business School student has written a short summary of a seminar discussion. The discussion was about the four main approaches which multinational companies can take to advertising when launching a product worldwide.

THE ERA OF GLOBAL ADVERTISING

One of the ways in which multinational enterprises (MNEs) promote their goods and services is by advertising. The method that they choose to promote their products worldwide will usually be defined by the nature of the product itself.

In this age of global companies, there are four general ways in which an MNE might promote a product across the globe.

The first method is 'identical product and identical message'. This is when an MNE believes that its product can sell worldwide without it being changed. Therefore, the product remains the same in every country and so does the way it is promoted.

The second method is 'identical product but different message'. This approach is used when the MNE feels that the product does not need to be changed in order for it to be sold in other countries. However, the message conveyed to the consumers in the advertising and promotion may differ from country to country.

The third approach is ‘modified product but same message’. With this method, a different version of the product is produced for different country markets. Despite the requirements of different markets, the needs of the consumer may be the same. Therefore the advertising message is not changed.

Finally, the fourth approach is ‘modified product and modified message’. This is adopted when the way that the product is used in other countries is different and the buying habits of those consumers are different. The product will need to be altered and so will the manner in which it is promoted.

In terms of advertising, MNEs will often prefer to use the same advertising campaigns worldwide as marketing costs are reduced significantly. However, there are times when campaigns must be adjusted to suit the local market.

To summarise, there are two principal reasons that underpin this need for change. Firstly, if the way the product is used is different from its use in the home country. Secondly, if the advertising message doesn’t make sense to the audience when directly translated.

Exercise 11.2. Answer the questions relating to the vocabulary in the text:

1. Find three different words in the text with the same meaning which can be used to fill the gap.

‘I don’t think we have any choice. There’s no way we can use the same product in other countries across Europe. It will have to be

2. Find two different words in the text with the same meaning which can be used to fill the gap.

‘I think the product itself will be absolutely fine in the eight countries that we are targeting. However, the we adopt – in terms of the promotional campaign – is going to be crucial.’

3. Find two different words in the text with the same meaning which can be used to fill the gap.

‘Our view is that we should not limit the promotional campaign to Europe or even to Europe and the USA. This time, we aim big and make it a campaign.’

UNIT 6. "BUSINESS"

GRAMMAR PRACTICE

Past Tenses

(*Past Simple, Past Continuous, Past Perfect*)

Exercise 1. Circle the correct forms in the following sentences:

1. I got up late this morning so when I *arrived/ had arrived* at the station, the train *already left/ had already left*.
2. I couldn't speak to them because when I *had phoned/phoned*, they *went/had gone* out.
3. He was very nervous when he *drove/had driven* across France last month because he *didn't drive/hadn't driven* on the right before.
4. We realized that we *had met/met* before as soon as we *saw/had seen* each other.
5. She *had spent/spent* a lot of hours studying for her exam because she *had already failed/already failed* it twice.
6. They *had lived/lived* in their house for twenty years when they *decided/had decided* to sell it.
7. I *had enjoyed/ enjoyed* the film even though I *had seen /saw* it before.

Exercise 2. Put the verbs in brackets into the correct form:

A funny thing happened to me the other day. I (1) _____ (be) in a hurry to get to work and I found that my car wasn't working. I (2) _____ (have to) rush out of the house to catch the bus. While I (3) _____ (walk) along the street, I (4) _____ (notice) a woman of about my age on the opposite side of the road. I looked at her again and I (5) _____ (realize) that we (6) _____ (meet) before. She arrived at the bus stop a couple of seconds after me. 'She must be catching the bus, too,' I thought. We (7) _____ just _____ (miss) the previous bus and we had fifteen minutes to wait before the next one. I looked at the woman behind me again and I was sure that I (8) _____ (know) her. 'Excuse me, have we met before? I'm sure that I recognize you,' I said. She looked a bit surprised, but she (9) _____ (tell) me that her name was Angela Barker. 'You (10) _____ (study) history at Liverpool University' I shouted, 'from

1985 to 1988!’ ‘That’s right!’ she replied, ‘And you’re Claire Lewis?’ ‘Yes, it’s incredible!’

Exercise 3 . Choose the correct form of the verb:

1. Yesterday we *discussed/ had discussed* the film which we *saw/ had seen* some days before.
2. When my sister *went/ had gone* to the theatre, I *began/ had begun* to write the letter.
3. The children *fell asleep/ had fallen asleep* by ten o’clock.
4. He *told/ had told* us many interesting things he *saw/ had seen* in Lutsk.
5. Peter *showed/ had shown* us the bicycle his father *bought/ had bought* to him.
6. Mother *cooked/ had cooked* supper by the time they *came/ had come* home.
7. I *did/ had done* shopping by 3 o’clock yesterday.
8. He *had received/ received* the telegram by that time.
9. My brother *tried on/ had tried on* the raincoat before he *bought/ had bought* it.
10. We *bought/ had bought* vegetables before our mother *had come/ came* home.

Exercise 4. Complete the sentences with the word in brackets in either the Past Continuous, Past Perfect or Past Simple:

1. The meeting ___ (finish) late. 2. The baby woke up and started to cry while her mother _____ (make) the lunch. 3. I ___(be) busy for the whole week. Sorry, I couldn’t meet you. 4. He _____ (remember) that he ___ (not pay) the bill. 5. Everyone _____ (try) to buy those shoes all day today. 6. When the police _____ (arrive) the protesters _____ (left) the building already. 7. I _____ (want) to help but he _____ (make) his decision before I arrived. 8. I _____ (write) all the reports by ten o’clock. Then I went home.

Exercise 5. Use the verbs in brackets in the Past Simple or in the Past Continuous:

1. I (break) a plate last night when I (do) the washing up.
2. (you/watch) television when I (arrive)?
3. Last night I (read) in bed when suddenly I (hear) a scream.
4. We (not/go) out because it (rain).

5. We (do) our homework while our mum (cook) dinner.
6. I (see) Jim in the park. He (sit) on the grass and (read) a book.
7. When I (do) the washing-up, I (break) a plate.
8. He (drink) some juice and then he (eat) a few chips.
9. I (have) dinner when I suddenly (hear) a loud bang.
10. When my father (work) in the garden, an old friend (pass) by to see him.

Exercise 6. Use the verbs in brackets in the Past Simple or in the Past Continuous:

1. George (fall) off the ladder while he (paint) the ceiling.
2. While Tom (cook) the dinner, the phone (ring).
3. Ann (wait) for me at home when I (arrive) yesterday.
4. Tim (take) a photograph of me while I (not /look).
5. What (you/do) at this time yesterday'
6. I (see) Carol at the party. She (wear) a really beautiful dress.
7. She (go) to school, (take) out her textbook and (begin) to learn.
8. When it (start) to rain, our dog (want) to come inside.
9. When I (be) on my way home, I (see) an accident.
10. I (not / understand) what they (talk) about.

Exercise 7. Use the verbs in brackets in the Past Simple, Past Continuous or Past Perfect:

- 1) I ...(see) my first baseball game when I ...(live) in New York.
- 2) How many pints of beer ...he (drink) before he ...(leave) the pub?
- 3) It ...(rain) so we ...(decide) to stay at home all afternoon.
- 4) By the time I ...(leave) university I ...(be) to France fifteen times.
- 5) What ...you (do) at the time the murder was committed?
- 6) When we ...(get) home we saw that someone ...(break) in to steal the DVD recorder.
- 7) He ...(be) in prison four times before he ...(decide) that it would be better to go straight.

- 8) I didn't realise I ...(lose) my credit cards until I ...(try) to pay for dinner at the restaurant.
- 9) I ...(write) an email to my sister when she ...(ring) me.
- 10) She was so upset by the news that she ...(drop) her tea and ...(start) crying.

Exercise 8. Put the verbs in brackets in the correct tense Past Perfect or Past

Simple:

- 1) After Fred ...(to spend) his holiday in Italy he ...(to want) to learn Italian
- 2) Jill ...(to phone) Dad at work before she ...(to leave) for her trip.
- 3) Susan ...(to turn on) the radio after she ...(to wash) the dishes.
- 4) When she ...(to arrive) the match ...already ...(to start).
- 5) After the man ...(to come) home he ...(to feed) the cat.
- 6) Before he ...(to sing) a song he ...(to play) the guitar.
- 7) She ...(to watch) a video after the children ...(to go) to bed.
- 8) After Eric ...(to make) breakfast he ...(to phone) his friend.
- 9) I ...(to be) very tired because I ...(to study) too much.
- 10) They(to ride) their bikes before they(to meet) their friends.

Exercise 9. Circle the correct forms in the following sentences:

1. I got up late this morning so when I *arrived/ had arrived* at the station, the train already *left/ had already left*.
2. I couldn't speak to them because when I *had phoned/phoned*, they *went/had gone* out.
3. He was very nervous when he *drove/had driven* across France last month because he *didn't drive/hadn't driven* on the right before.
4. We realized that we *had met/met* before as soon as we *saw/had seen* each other.
5. She had *spent/spent* a lot of hours studying for her exam because she had already *failed/already failed* it twice.
6. They *had lived/lived* in their house for twenty years when they *decided/had decided* to sell it.
7. I *had enjoyed/ enjoyed* the film even though I *had seen /saw* it before.

Exercise 10.1. Read the first part of the Max Factor story and complete it with the correct form of the verbs in brackets.

In many parts of the world Max Factor has become a famous brand of cosmetics. Yet few people know that Max Factor, who was born in Poland in 1877, is also the name of the inventor of those cosmetics. Apparently, it was while Max 1 (*worked/was working*) as an apprentice to a pharmacist, mixing all kinds of potions, that he2 (*developed/ was developing*) an interest in cosmetics. He.....3 (*lived/was living*) in Moscow when he 4 (*opened/was opening*) his own shop, selling a range of handmade cosmetics.

Exercise 10.2. Now complete the second part of the story with either the Past Simple or the Past Continuous of the verbs given:

The story goes that one day, some members of the Russian nobility1 (notice) the beautiful make-up worn by some travelling theatre actors who.....(perform) for them. So they3 (appoint) Max Factor the cosmetic expert for the royal family. In 1904, Factor4 (emigrate) to the USA. He5 (create), a new kind of make-up for cinema actors in Los Angeles, where he6 (live). By the time he 7 (introduce) his products to the public, all major actresses 8 (visit) his salon. He9 (live) in Moscow when he 10 (open) his own shop, selling a range of handmade cosmetics.

Exercise 11. Underline the correct variant:

1. While I *looked / was looking* for my keys, I suddenly remembered I *left/had left* them at home.
2. In those days the unions used to go on strike whenever there *was/was being* a problem.
3. After they *were buying/had bought* the company, they *started/were starting* to make a lot of people redundant.
4. Jack *used to have/was having* a Mac, but then he *used to change /changed* to a PC.
5. I asked about my package in perception, but they *said/were saying* that it still *hadn't arrived/wasn't arriving*.

6. I was sure that I *used to lock/had locked* the door to my office last night, but it *was/had been* open this morning.
7. I'm sure that the winters *used to be/had been* colder when I was a child. I remember that we *used to walk/were walking* to school in the snow every winter.
8. I *had gone/went back* to the restaurant to look for my umbrella, but *found / was finding* that someone took /had taken it.
9. When George *saw/was seeing* Diane at the seminar, he *knew/was knowing* that he *met/had met* her somewhere before.
10. While I *had/was having* breakfast I *looked/was looking* at the financial pages to see the share prices. I *saw/was seeing* that my original investment *grew/had grown* by over 40%.

VOCABULARY PRACTICE

Exercise 1. Choose the best answer to complete the sentences:

1. We'll have to _____ you extra for transportation.
a) charge b) loss c) price
2. We have 45% of the market. That's 10% more than our nearest _____.
a) wholesaler b) competitor c) retailer
3. The shop has about 200 _____ every day. 180 of them are tourists.
a) customers b) suppliers c) staff
4. Too many ___ fail and lose all their money. I'd rather work for a safe company.
a) partners b) manufacturers c) entrepreneurs
5. If you don't pay your _____, you'll be arrested.
a) taxes b) wages c) profit
6. Every week I go to a _____ to buy all the ingredients I need for my restaurant.
a) manufacturer b) wholesaler c) entrepreneur
7. If you want to make some money, you should _____ in one of the new Internet companies.
a) partner b) invest c) profit
8. If I work hard this year, they'll make me a _____ in this law firm.

- a) customer b) community c) partner

9. We buy directly from the _____ for these quality trousers.

- a) supplier b) retailer c) manufacturer

10. The company has made a _____ of more than £2.5 million this year and is in big trouble.

- a) profit b) wage c) loss

11. The best _____ selling Rypon shoes can be found on Hastings Street.

- a) retailer b) manufacturer c) customer

12. The award for best businessman is given by the whole business _____.

- a) partner b) community c) entrepreneur

Exercise 2. Complete the word combinations below with the words in the box:

a profit	a company (x3)	into business	a product (x2)
	staff	bankrupt	a contract

a) launch	1) _____
b) launch	2) _____
c) run	3) _____
d) negotiate	4) _____
e) go	5) _____
f) go	6) _____
g) found	7) _____
h) introduce	8) _____
i) make	9) _____
j) value	10) _____

Exercise 3. Business vocabulary. Fill the gaps below with a word from the box.

Each word is used once only:

loss, company, profit, go, product, launching, make, introduce, found, competitors, bankrupt

1. If you want to 1____ a 2_____ in this country, it's fairly easy. You can just register yourself as a business. It's very cheap and doesn't take very long. You don't even actually need to be doing any business at all. That's it – a new company!

2. If you plan to 3_____ a new 4_____ into the market, you have to make sure that you have done some good market research first. 5_____ a new product without analysing your 6_____ first is a big mistake.

3. When you do your financial calculations for your business plan, do not be afraid to show that your business will make a 7_____ in the first two or three years. Most successful businesses will spend a certain amount of time in the red before they start to 8_____ a 9_____. The important thing is that you are honest in your financial calculations. Make sure all your costs are included. If you don't take this advice, there is a good chance that you will 10_____ 11_____ in the first three years.

Exercise 4. Complete the text with the best words:

Selling online successfully

To be a successful online business, first of all you need to have a good website. A good website looks professional and is quick and easy to use. For instance, many people do not like to have to register to visit a site. It is also important for the company to have its 1) ...on each page. This brands the site and can be used by the visitor as a link back to the 2) Of course, your products need to be at least as good as your site. The site may be what 3)..... customers in the first place, but it is certainly the quality of the products and of the service that makes them come back. 4).... Your prices down, and make a point of offering excellent after sales 5) Inform your visitors that you offer 6) online ordering. Finally, when you receive an order, e-mail the customer to 7) Receipt and to inform them when the goods will be 8)

- | | | |
|-----------------|----------------|------------------|
| 1. a) flag | b) symbol | c) logo |
| 2. a) homepage | b) modem | c) search engine |
| 3. a) shows | b) appeals | c) attracts |
| 4. a) Take | b) Give | c) Bring |
| 5. a) service | b) guarantee | c) method |
| 6. a) saved | b) proof | c) secure |
| 7. a) thank | b) acknowledge | c) send |
| 8. a) exchanged | b) despatched | c) purchased |

Exercise 5.1. Use appropriate forms of the words to fill the gaps (e.g. employ – employs). Sometimes you will have to form a new word (e.g. employ – employer):

employ, range, start, produce, operate, retail (x2), sell, price, customer

IKEA is a Swedish furniture and home products 1)_____ that has stores all over the world. It is famous for well-2)_____ flat pack furniture that 3)_____ assemble at home. It also 4)_____ accessories and bathroom and kitchen items. It is the world's largest furniture 5)_____. IKEA was 6)_____ in 1943 by 17-year-old Ingvar Kamprad from Elmtaryd in Agunnaryd, South Sweden. The IKEA acronym comes from the initials of the founder and the places he grew up. The company 7)_____ over 300 stores as franchises in 37 countries. It has over 12,000 8)_____ in its catalogue. The company 9)_____ over 125,000 people worldwide. IKEA's vision is "to create a better everyday life for the many people...by offering a wide 10)_____ of well-designed, functional home furnishing products at prices so low that as many people as possible will be able to afford them".

Exercise 5.2. Use appropriate forms of the words to fill the gaps (e.g. produce - produced). Sometimes you will have to form a new word (e.g. produce - producer):

rival, consume (x2), produce (x2), found (x2), make, compete, improve

The Colgate-Palmolive Company is one of the world's biggest 1)_____ of household and personal hygiene goods. The Colgate half was 2)_____ in 1806 by soap and candle 3)_____ William Colgate. The Palmolive half was a 4)_____ company 5)_____ by B.J. Johnson who made a soap from palm and olive oils. The two companies merged in 1953. Today the company generates over \$15 billion a year in revenue. Its major 6)_____ is Proctor and Gamble. The chairman of Colgate-Palmolive Company says the company is "deeply committed to advancing technology which can address changing 7)_____ needs throughout the world". His website message states: "Our goal is to...create 8)_____ that will continue to 9)_____ the quality of life for our 10)_____ wherever they live."

Exercise 6. Put the phrases removed from the text into appropriate places:

Competition Customers might not think about competition when they're walking through the grocery store or 1)____, but it happens to be 2)____ and the free economy that impacts every single thing that's 3)____. Typically, competition consists of the cumulative force of actions taken by companies that're designed 4)____, sales, and ultimately, profits. But really, competition is simply what allows businesses 5) _____, and consumers 6)____. Like many business ideas, competition is best explained through an example. Imagine that a company opens a 7)____ and sells bread at an enormous profit. After another company notices all the profits that're being made through bread sales in this neighborhood, they may open a store of their own and 8)____, or sell similar items or services 9)____. The first company may respond by lowering their own prices (so they sell more bread to their former customers, who're presumably buying the cheaper bread), and the end result is 10)____. In this way, businesses going head-to-head benefits customers.

- a) bought and sold
- b) much cheaper bread for consumers
- c) to try and get ahead of each another
- d) making an online purchase
- e) profitable retail location
- f) a cornerstone of business
- g) undercut the competition
- h) to improve their market standing
- i) for lower prices
- j) to get the best possible value

Exercise 7.1. Read the text below and answer the questions that follow it:

BRANDING

A brand is a name given by a business to one or more of its products. Branding gives products an identity that distinguishes them from similar products produced by rival firms. It helps to generate brand loyalty, encouraging customers to regularly purchase particular products. The demand for a product with strong brand loyalty

tends to become less price sensitive, meaning that price can be increased without losing much demand. Selecting a brand name is therefore a very important part of a firm's marketing strategy.

Organizations can use a number of different approaches to branding:

Individual or multiple branding, where business uses a range of brand names for a variety of products. For example, Procter & Gamble relies on this branding policy for its range of fragrances, including Hugo Boss, Old Spice and Giorgio Beverly Hills. Such branding allows the firm to develop brands for particular market segments.

Corporate or overall family branding, where all the firm's products are branded with the same name. Virgin, Kraft, Heinz, Microsoft and Ford employ this approach. This type of branding means that the promotion of one item will promote other products within the family. It can increase consumer confidence in the entire range, so increasing sales and profits.

A mixture of corporate and individual branding, where products are given individual brand names but the corporate brand name is also prominent, e.g. Nestle and Walls.

A brand name should be snappy, easy to remember, unique and convey appropriate images or values. In addition, popular brands are often supported by advertising catch phrases, such as "A Mars a day helps you work, rest and play".

Exercise 7.2. Comprehension questions:

1. What is branding?
2. What are the main approaches to branding?
3. Is branding really important nowadays?

Exercise 7.3. Complete this extract with the words below:

money, name, differentiate, term, synergy, quality, competitors'
--

What is branding and why do we need brands?

"A brand can be a (1).... or a symbol. It is used to (2) a product from (3) products. The brands guarantee a certain (4) level. Brands should add value to

products. It's a (5) effect whereby one plus one equals three. But customers must believe they get extra value for (6).'

Exercise 7.4. Read the following information:

A brand is a type of product and made by a particular company. We use brand to talk about products that we use every day, such as food and drink or cleaning products: *They sell many different kinds of coffee, including some of the less well-known brands.*

A make is the name of a particular product or a company, that makes it, used especially about things such as electrical equipment and cars, but not about food and drink: *“What make of car do you own? – A Mercedes”.*

A model is one particular type of car or machine from the various types that a company produces: *We produce a range of different computers, but this is our most popular model.*

A label is a name representing the company that is selling a product: *These products are manufactured overseas to a standard approved by the store and sold under their own label.*

A trademark is any visible sign or device used by a business enterprise to identify its goods and distinguish them from those made or carried by others. Trademarks may be words or groups of words, letters, numerals, devices, names, the shape or other presentation of products or their packages, colour combinations with signs, combinations of colours, and combinations of any of the enumerated signs: *What is Nike's trademark?*

A logo is a design or way of writing its name that a company or organization uses as its official sign on its products, advertising, etc: *That's the new logo of our company.*

Exercise 8.1. Read the text below and answer the questions that follow it:

ENGLISH TEA BRANDS

Lipton Tea is one of the major tea brands with deep roots in English tea traditions. It was founded in 1870 by Sir Thomas Johnson Lipton and since then became an iconic English brand.

At the age of 15 Thomas Lipton moves to United States looking for his fortune and working on different not extremely exciting jobs, including tobacco farm and rice plantation. His entrepreneurial endeavours didn't gain a lot of success on the American continent and he decided to return to his motherland where his father owned a small shop in Glasgow. While he was living in the states he witnessed how innovative and creative business tactics can make a real change and bring profits. He wasn't extremely satisfied with the way his father was running his business and decided to found his own company. He invested all his money into one grocery shop and in less than 10 years he was successfully operating a small empire of 200 stores in England. He became a millionaire and was looking for new adventures.

In 1890 Lipton was travelling to Australia and made a short stop in Ceylon. He immediately identified a new promising business opportunity and bought 5 tea plantations that would supply tea to his grocery empire in England. This deal led a foundation for the famous Lipton Tea Empire. Even though tea has become a traditional English pastime long before Sir Lipton has introduced his products, he was the first British businessmen to make fortune from manufacturing and marketing tea. He was also first to sell tea in separate small tea bags, a smart marketing move that was later adopted by many tea manufacturers world wide. Since then, Lipton name became almost synonymous to tea and a one of the most recognized brands in the world.

Ahmad tea is a relatively new brand, but it succeeded to quickly gain popularity especially in Europe. As it's implied by the brand name, Ahmad tea has Iranian origins. Hussein Afshar, the founder of the brand, began importing tea to Iran from several manufacturers near the Caspian Sea.

After the disastrous effects of the Iranian revolution the family immigrated to London in 1979 where they continued their family business. Their initial attempts were quite unsuccessful. In order to change brand identity, the family decided to position the brand as an original English product. This move proved to be successful and the company started to secure new contacts. Currently, the brand is well positioned in the European market and offers a variety of black tea blends.

Exercise 8.2. Comprehension questions:

1. Are Lipton and Ahmad tea brands familiar to you?
2. What is the secret of their success?
3. Do you know any other recognized brands?

Exercise 8.3. Look at the eight word partnerships with the word brand. Match them to the definitions below and translate them into Ukrainian:

Luxury brand, classic brand, brand awareness, brand image, brand stretching, brand loyalty, brand leader, brand manager.

1. A brand associated with expensive, high quality products
2. The person responsible for planning and managing a branded product
3. The brand with the largest market share
4. A famous brand with a long history
5. The ideas and beliefs which consumers have about a brand
6. The tendency of a customer to continue buying a particular product
7. Using a successful brand name to launch a product in a new category
8. The knowledge which consumers have of a brand

Exercise 8.4. Complete the text with the best word:

Rebranding

Rebranding is the (1) of a new name, term, symbol, design or a combination of them for an established brand. Rebranding is not just a change of visual identity, it should be part of an overall brand (2) for a product or service.

This may involve radical changes to the brand's (3), brand name, image, marketing strategy, and advertising themes. These (4) are typically aimed at the repositioning of the brand/company, sometimes in an attempt to distance itself from certain negative connotations of the previous branding, or to move the brand upmarket. However the main reason for a re-brand is to communicate a new (5) for a company. (6) can be applied to new products, mature products, or even products still in development.

1. a) corporation	b) creation	c) competition
2. a) strategy	b) shopping	c) store

3. a) delivery	b) logo	c) help
4. a) markets	b) blends	c) changes
5. a) message	b) sponsor	c) campaign
6. a) broadcasting	b) retailing	c) rebranding

Exercise 9. Read the article about the history of the British monetary system:

In For a Penny In For a Pound

England has enjoyed a relatively stable single national currency with an unbroken history of over 900 years. The origins of the pound sterling date even further back. In fact, the pound as a unit of currency has never had to be replaced by a new currency, in contrast to many European currencies. The pound has also been preferred and widely accepted in international trade for two hundred years. As a result, other countries had to adapt their currency arrangements to fit in with sterling.

Economic activity in the very earliest civilizations had to do with trading or "bartering". Services were traded to meet individual needs. For example, a master would reward his servant with food and shelter. Goods of equal value were also exchanged. People then began to use items that had the same value to everyone. In the earliest civilizations cattle, grain, salt, leaves, and seeds were traded to buy necessities. England has returned to barter several times over the course of its history.

The Ancient Britons used sword blades as currency before they started minting coins. The designs of the earliest coins, dating back to 125 BC, were imitations of Macedonia's pure gold coins. As their experience of minting grew the designs became more original. The coins started to reflect their lifestyle and interests. The horse was a common feature as they were a rural people. Their love of hunting and farming can be seen in the designs of boars and ears of wheat.

Coins continued to be used in Britain while it was part of the Roman Empire. The Romans did, however, impose their own coinage on Britain. Small brass and copper "minissimi" coins were used for low value purchases. When the Roman Empire collapsed in the 5th century and Britain was invaded by the Anglo-Saxons,

minting and the use of coins ceased in England for over 200 years. The island went back to bartering and using other, more primitive, standards of value.

With the Viking invasions of England came an enormous increase in the production of coins. Alfred the Great, who prevented the Vikings from conquering all of England, had eight mints built so that he would have enough coins to pay his soldiers and to build forts and ships. The kings who came after Alfred had to keep increasing the number of mints in order to pay for the defence of the country. It became so complicated, that in 928, King Athelstan passed a law stating that there was to be only one single type of money or currency in England, and there has been just one ever since. This occurred many centuries before other major European countries such as France, Germany and Italy had their own national currency.

The pound was introduced into England by the Normans even before William I conquered and united England in 1066. It was originally an amount of silver weighing a pound and became the basis of the monetary systems throughout the British colonies. With Britain's head start in the Industrial revolution, developments in banking, her military victories and the spread of the British Empire during the 19th century, the pound sterling became the world's most important currency.

In 1816 the standard of value for the sterling changed from silver to gold and other countries followed the British example, making the gold standard an international one. During the worldwide economic crisis in 1931, Britain was forced to abandon the gold standard. The US dollar replaced the pound sterling as the key global currency. Other countries then fixed their exchange rates against the dollar, the value of which remained defined in terms of gold.

After the Norman Conquest, the pound was divided into twenty shillings. The shillings were made of silver and the weight of twenty shillings was exactly that of one pound. The shillings were then divided into twelve pence or pennies. The pennies were made of copper, and the weight of twelve pennies was exactly the weight of one shilling. On 15th February, 1971, Britain introduced the decimal system. This meant that the pound (£) was equal to 100 pence (p) which made it much easier to use.

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