

**МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ  
МИКОЛАЇВСЬКИЙ НАЦІОНАЛЬНИЙ УНІВЕРСИТЕТ  
ІМЕНІ В.О.СУХОМЛИНСЬКОГО  
Кафедра іноземних мов**

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**МЕТОДИЧНІ РЕКОМЕНДАЦІЇ ДЛЯ САМОСТІЙНОЇ РОБОТИ  
З ДИСЦИПЛІНИ  
«Іноземна мова (за професійним спрямуванням)»  
ДЛЯ СТУДЕНТІВ СПЕЦІАЛЬНОСТІ  
«КОМП'ЮТЕРНА ІНЖЕНЕРІЯ»**

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## **ПЕРЕДМОВА**

Ця методична розробка призначена для студентів першого курсу, які навчаються за спеціальністю: «Комп'ютерна інженерія» Методичні рекомендації для самостійної роботи з дисципліни "Іноземна мова за професійним спрямуванням" має на меті розвиток мовної, прагматичної та міжкультурної компетенції студентів в сфері ділового спілкування, а також має забезпечити послідовність вивчення матеріалу та допоможе студентіві:

- розвинути та поглибити навички усного та писемного ділового мовлення;

- оволодіти термінологією та знати ідіоматичні вирази мови ділового спілкування;

- засвоїти особливості письмового оформлення ділових документіванглійською мовою;

- застосовувати здобуті у процесі вивчення англійської мови професійні та комунікативні навички для більш ефективного вирішення проблем ділового спілкування.

Методичні рекомендації мають чітку структуру та складаються з адаптованих основних та додаткових текстів, лексико-граматичних вправ, завдань для виконання залікової контрольної роботи,словників-мінімумів,

списку рекомендованої літератури. Основні тексти охоплюють базові питання ділового спілкування та ведення бізнесу. Післятекстові питання та вправи зорієнтовано на контроль розуміння прочитаного і запропоновано для сприяння розвитку навичок усного мовлення. Додаткові тексти та дискусійні питання для формування комунікативних навичок допоможуть інтенсифікувати навчальний процес.

Для кращого засвоєння матеріалу ставиться вимога здебільшого письмового виконання лексико-граматичних вправ, ретельна підготовка до написання словникових диктантів тощо. Тренувальні вправи допоможуть активізувати вживання термінологічної лексики, граматично правильно будувати свої висловлювання. Для закріплення тематичного матеріалу подаються запитання, які виступають планом для обговорення певної теми та спонукають студентів до участі у дискусії.

## UNIT 1

### Pre-reading activity

**1. Work with a dictionary to find the meaning of the following word**

**Device (n)**

**Nowadays(adv.)**

**To perform-**

**Digital (adj.)**

**To weigh**

**To reduce**

**To require**

**To include**

**Subtraction(n.)**

**Multiplication(n.)**

**Per**

**Purpose(n.)**

**Various(adj.)**

**Research (n.)**

**Efficient(adj.)**

**Equipment (n.)**

**Capability(n.)**

**Comprehension (n.)**

**To elaborate(v.)**

**To enable (v.)**

**Distribution(n.)**

**Simultaneously(adj.)**

**2. Make up sentences using the following words:** digital, to reduce, to weigh, to require, to include, to perform, research, equipment, to enable, various.

### **3. Read the text, translate into Ukrainian and answer the questions below.**

#### **The History of the Computer**

Generally, any device that can perform numerical calculations, even an adding machine, may be called a computer but nowadays this term is used especially for digital computers. Computers that once weighed 30 tons now may weigh as little as 1.8 kilograms. Microchips and microprocessors have considerably reduced the cost of the electronic components required in a computer. Computers come in many sizes and shapes such as special-purpose, laptop, desktop, minicomputers, supercomputers.

Special-purpose computers can perform specific tasks and their operations are limited to the programs built into their microchips. These computers are the basis for electronic calculators and can be found in thousands of electronic products, including digital watches and automobiles. Basically, these computers do the ordinary arithmetic operations such as addition, subtraction, multiplication and division.

General-purpose computers are much more powerful because they can accept new sets of instructions. The smallest fully functional computers are called laptop computers. Most of the general-purpose computers known as personal or desktop computers can perform almost 5 million operations per second.

Today's personal computers are known to be used for different purposes: for testing new theories or models that cannot be examined with experiments, as valuable educational tools due to various encyclopedias, dictionaries, educational programs, in book-keeping, accounting and management. Proper application of computing equipment in different industries is likely to result in proper management, effective distribution of materials and resources, more efficient production and trade.

Minicomputers are high-speed computers that have greater data manipulating capabilities than personal computers do and that can be used simultaneously by many users. These machines are primarily used by larger businesses or by large research and university centers. The speed and power of supercomputers, the highest class of

computers, are almost beyond comprehension, and their capabilities are continually being improved. The most complex of these machines can perform nearly 32 billion calculations per second and store 1 billion characters in memory at one time, and can do in one hour what a desktop computer would take 40 years to do. They are used commonly by government agencies and large research centers. Linking together networks of several small computer centers and programming them to use a common language has enabled engineers to create the supercomputer. The aim of this technology is to elaborate a machine that could perform a trillion calculations per second.

- 1. What are the main types of computers?**
- 2. How do the computers differ in size and methods of their application?**
- 3. What are the main trends in the development of the computer technology?**

## **GRAMMAR**

### **ARTICLES**

Articles are words that define a noun as specific or unspecific. Consider the following examples:

After the long day, the cup of tea tasted particularly good.

By using the article the, we've shown that it was one specific day that was long and one specific cup of tea that tasted good.

After a long day, a cup of tea tastes particularly good.

By using the article a, we've created a general statement, implying that any cup of tea would taste good after any long day. English has two types of articles: definite and indefinite. Let's discuss them now in more detail.

#### **The Definite Article**

The definite article is the word the. It limits the meaning of a noun to one particular thing. For example, your friend might ask, "Are you going to the party this weekend?" The definite article tells you that your friend is referring to a specific party that both of you know about. The definite article can be used with singular, plural, or uncountable nouns. Below are some examples of the definite article the used in context:

Please give me the hammer.

Please give me the red hammer; the blue one is too small.

Please give me the nail.

Please give me the large nail; it's the only one strong enough to hold this painting.

Please give me the hammer and the nail.

### The Indefinite Article

The indefinite article takes two forms. It's the word a when it precedes a word that begins with a consonant. It's the word an when it precedes a word that begins with a vowel. The indefinite article indicates that a noun refers to a general idea rather than a particular thing. For example, you might ask your friend, "Should I bring a gift to the party?" Your friend will understand that you are not asking about a specific type of gift or a specific item. "I am going to bring an apple pie," your friend tells you. Again, the indefinite article indicates that she is not talking about a specific apple pie. Your friend probably doesn't even have any pie yet. The indefinite article only appears with singular nouns. Consider the following examples of indefinite articles used in context:

Please hand me a book; any book will do.

Please hand me an autobiography; any autobiography will do.

### Exceptions: Choosing A or An

There are a few exceptions to the general rule of using a before words that start with consonants and an before words that begin with vowels. The first letter of the word honor, for example, is a consonant, but it's unpronounced. In spite of its spelling, the word honor begins with a vowel sound. Therefore, we use an. Consider the example sentence below for an illustration of this concept.

My mother is an honest woman.

Similarly, when the first letter of a word is a vowel but is pronounced with a consonant sound, use a, as in the sample sentence below:

She is a United States senator.

### Article Before an Adjective

Sometimes an article modifies a noun that is also modified by an adjective. The usual word order is article + adjective + noun. If the article is indefinite, choose a or an based on the word that immediately follows it. Consider the following examples for reference:

Eliza will bring a small gift to Sophie's party.

I heard an interesting story yesterday.

### Indefinite Articles with Uncountable Nouns

Uncountable nouns are nouns that are either difficult or impossible to count.

Uncountable nouns include intangible things (e.g., information, air), liquids (e.g., milk, wine), and things that are too large or numerous to count (e.g., equipment, sand, wood). Because these things can't be counted, you should never use a or an with

them—remember, the indefinite article is only for singular nouns. Uncountable nouns can be modified by words like some, however. Consider the examples below for reference:

Water is an uncountable noun and should not be used with the indefinite article.

Please give me some water.

However, if you describe the water in terms of countable units (like bottles), you can use the indefinite article.

Please give me a bottle of water.

Please give me an ice cube.

Please give me some ice .

Note that depending on the context, some nouns can be countable or uncountable (e.g., hair, noise, time):

We need some light in this room.

Using Articles with Pronouns

Possessive pronouns can help identify whether you're talking about specific or nonspecific items. As we've seen, articles also indicate specificity. But if you use both a possessive pronoun and an article at the same time, readers will become confused.

Possessive pronouns are words like his, my, our, its, her, and their. Articles should not be used with pronouns. Consider the examples below.

Why are you reading my book?

The and my should not be used together since they are both meant to modify the same noun. Instead, you should use one or the other, depending on the intended meaning:

Why are you reading the book?

Why are you reading my book?

### **Omission of Articles**

Occasionally, articles are omitted altogether before certain nouns. In these cases, the article is implied but not actually present. This implied article is sometimes called a "zero article." Often, the article is omitted before nouns that refer to abstract ideas.

Look at the following examples:

Let's go out for dinner tonight.

Creativity is a valuable quality in children.

Many languages and nationalities are not preceded by an article. Consider the example below:

I studied French in high school for four years.

Sports and academic subjects do not require articles. See the sentences below for reference:

I like to play baseball .

My sister was always good at math .



## UNIT 2

### Pre-reading activity

#### 1. Work with a dictionary to find the meaning of the following words

Network	to receive
to embrace	to provide
user	reliable
to design	alternative
to survive	provider
nuclear war	security
to pollute	router
dangerous	to intercept
path	to encode
available	notwithstanding
tremendous	to crack
packet switching	huge
invention	to circulate
accurate	
approximately	

**2. Make up sentences using the following words:** dangerous, provider, available, receive, intercept, invention, approximately, embrace, path, design

**3. Read the text, translate into Ukrainian and answer the questions below.**

#### Computers in my life

Computer addicts are the minority of computer users but there is no doubt that more and more young people are computer literate. Computer studies is a subject in many schools and many young people have personal computers. About one in three hundred computer owners spend almost all their time using computers.

Ninety six per cent of them are males of all ages. All of them spend an average

of twenty hours per week on home computers. The majority of the adults also use computers at work. All the computer addicts are very intelligent. They have been interested in science and technology from a very early age and they are usually very shy people who like being alone.

A survey in a school showed that fewer girls are interested in computers because girls are less likely to have a computer. Even if they have one, they use then less frequently than boys. Possibly it is because we think of computers as something to do with maths and science, which are traditionally 'male' subjects. Possibly it is because most of the computer teachers are men, who give the girls less attention. Possibly parents think it is less important for girls to have computer skills.

Computer addicts are usually very shy people. Using computers gives them confidence. They love debugging and solving problems, develop programs and love learning programming languages. They learnt to communicate with other users through computer networks and the people they met in school and work think of them as experts who could help and advice when they had problems with their machines. A few spend their time 'hacking' and one addict left a message on a computer of Buckingham House. Very few computer addicts play computer games, but many people use a computer exclusively for games.

Some parents worry about computer games because they think their children won't be able to communicate with real people in the real world. But parents do not need to worry. According to research computer addicts usually do well after they have

left school. Parents also do not need to worry that computer addiction will make their children become unfriendly and unable to communicate with people. It is not the computer that makes them shy. In fact, what they know about computers improves their social lives. They become experts and others come to them for help and advice.

For most children computer games are a craze. Like any other craze, such as skate-boarding, the craze is short-lived. It provides harmless fun and a chance to escape.

If we didn't have these computer addicts, we wouldn't have modern technology. They are the inventors of tomorrow.

- 1. What are computer addicts like?**
- 2. Have you ever used a computer?**
- 3. Why are computers used?**
- 4. Why are more boys than girls interested in computers?**
- 5. Is computer addiction harmful?**
- 6. Do you use computers at school/university/work? What do you use them for?**
- 7. Would you say you are computer-literate? Why?**

## **GRAMMAR**

### **NOUNS**

Of all the parts of speech, nouns are perhaps the most important. A noun is a word that identifies a person, animal, place, thing, or idea.

Nouns have several important functions. While it's impossible to list them all here, we'll go over the most important jobs nouns are tasked with.

A noun is a part of speech that denotes a person, animal, place, thing, or idea. The English word noun has its roots in the Latin word *nomen*, which means "name."

Every language has words that are nouns. As you read the following explanations, think about some words that might fit into each category.

Person – A term for a person, whether proper name, gender, title, or class, is a noun.

Animal – A term for an animal, whether proper name, species, gender, or class is a noun.

Place – A term for a place, whether proper name, physical location, or general locale is a noun.

Thing – A term for a thing, whether it exists now, will exist, or existed in the past is a noun.

Idea – A term for an idea, be it a real, workable idea or a fantasy that might never come to fruition is a noun.

Nouns are subjects. Every sentence has a subject, which is a noun that tells us what that sentence is all about. John swung the baseball bat.

Nouns are direct objects. These nouns receive action from verbs. John swung the baseball bat.

Nouns are indirect objects. These nouns receive the direct object. Brad threw John the ball.

Nouns are objects of prepositions. These nouns follow the prepositions in prepositional phrases. John swung the baseball bat at Greg.

Nouns are predicate nominatives. These nouns follow linking verbs and rename the subject. John is a baseball player.

Nouns are object complements. These nouns complete the direct object. They named their dog Max.

**A) Fill in the blanks with the correct forms of the given nouns for the following exercise. Use each noun only one time.**

chair	job	experience	information	hair
luggage	progress	furniture	permission	work

1. I don't have much . Just two small bags.

2. They are going to tell you all you want to know. They are going to give you a lot of .

3. There is room for everybody to sit down. There are a lot of .

4. We have no , not even a bed or a table.

5. 'What does Alan look like?' He's got a long beard and very short .
6. Carla's English is very bad. She must make .
7. George is unemployed. He's looking for a .
8. If you want to leave work early, you have to ask for .
9. I don't think Ann will get the job. She hasn't got enough .
10. Shakespeare's  are wonderful.

### UNIT 3

#### Pre-reading activity

#### 1. Work with a dictionary to find the meaning of the following words

minority  
owner  
male  
average  
majority  
survey  
confidence  
debugging  
'hacking'  
to do well

1. Make up sentences using the following words: average, survey, to do well, confidence, addict, debugging

2. Read the text, translate into Ukrainian and answer the questions below.

#### Internet and Modern Life

The Internet has already come to our ordinary life. Everybody knows that the Internet is a global computer network, which embraces hundreds of millions of users all over the world and helps us to stay in touch with each other.

The history of Internet began in the USA in 1969. It was a military experiment, designed to help to survive during a nuclear war, when everything around might be polluted by radiation and it would be dangerous to get out for any living being to get some information. Information sent over the Internet takes the shortest and safest path available from one computer to another. Because of this, two computers on the net will be able to stay in touch with each other as long as there is a single route between them. This technology was called packet switching.

Invention of modems, special devices allowing your computer to send the information through the telephone line, has opened doors to the Internet for millions of people.

Most of the Internet host computers are in the United States of America. It is clear that the definite number of users can be counted fairly approximately, nobody knows exactly how many people use the Internet today, because there are hundreds of millions of users and their number is increasing.

These days the most popular Internet service is e-mail. Most of the people use the network only for sending and receiving e-mail messages. They can do it either sitting at home or in the internet cafes or at workplace. Other well-spread services are available on the Internet too. It is reading news, available on some sites, servers, telnet, FTP servers, etc.

In many countries, the Internet could provide businessmen with a reliable, alternative to the expensive and unreliable telecommunications systems its own system of communications. Commercial users can communicate cheaply over the Internet with the rest of the world. When they send e-mail messages, they only have to pay for phone calls to their local service providers, not for international calls around the world, when you pay a good deal of money.

But saving money is only the first step and not the last one. There is a commercial use of this network and it is drastically increasing. Now you can earn money by means of the internet.

However, there are some problems. The most important problem is safety. When you send an e-mail, your message can travel through many different networks and computers. The data is constantly being directed towards its point of destination by special computers called routers. Thus, it is possible to get into any of the computers along the route, intercept and even change the data being sent over the Internet. But many encoding programs are available.

Another sore question is control. There is no effective control in the Internet, because a huge amount of information circulating through the netSPACE. It is like a tremendous library and market together. Maybe one day the situation will change but for now we can only accept the fact as for running the risk of losing some personal data, as it has already happened with one of the famous network

- 1. What is the Internet?**
- 2. When and where did the history of Internet begin?**
- 3. Why was the Internet designed?**
- 4. Where are most of the Internet host computers?**
- 5. What is the accurate number of internet users?**
- 6. What is the most popular Internet service today?**
- 7. What is the weakest place of the Internet?**
- 8. Why is there no effective control in the Internet today?**

## **GRAMMAR**

### **PLURAL OF NOUNS**

#### **What is a Plural Noun**

The answer is a relatively easy one, as grammar goes. A plural noun is a word that indicates that there is more than one person, animal place, thing, or idea. When you talk about more than one of anything, you're using plural nouns. When you write about more than one of anything, you usually use the same word, simply adding an s, es, or ies to the end. There are a few exceptions to this rule, but not many – one of the best is that a single moose is a moose, and a group of moose are still moose.

### Singular and Plural Nouns

The difference between singular and plural nouns is easy to spot. When a noun indicates one only, it is a singular noun. When a noun indicates more than one, it is plural.

**1. Complete the exercise with correct forms of the given nouns. Use each noun only one time.**

attorney	beach	box	cliff
discovery	laboratory	man	match
medium	ox	piano	tooth

- The age at which the first tooth appears differs greatly from child to child. Very occasionally, children are born with one or more .
- I need some  to light the fire.
- Studies are showing that  process information differently from women.
- Maria needed some legal advice for her businesses, so she contacted two .
- New scientific  are made every day in  throughout the world.
- The farmer loaded his cart with  of fresh vegetables to take to market. His cart was pulled by two .
- The north side of the island has no  for people to walk on. There are only steep . No one can climb these steep walls of rock.
- The music building at the university has 27  for students to play on.
- People get most of their news about the world through the mass , that is, through radio, television, the internet, newspapers, and magazines.



## UNIT 4

### Pre-reading activity

#### 1. Work with a dictionary to find the meaning of the following words

to develop  
to deny  
cell phone  
exchange  
permanent  
tool  
effectively  
subscriber  
to receive  
facility  
to augment  
to expand  
to extend  
gradually

to compete  
contribution  
wireless  
outbreak  
to establish  
valuable  
supplement  
immediate  
influence  
transmitter  
boon  
remote  
benefits

**2. Make up sentences using the following words:** remote, receive, benefits, supplement, influence, wireless, facility, subscriber, develop

**3. Read the text, translate into Ukrainian and answer the questions below.**

#### **Robots to help us make our own furniture**

Robots are taking over more and more aspects of our lives, and jobs. The latest occupation to perhaps feel threatened by the march of technology is carpentry. For thousands of years, skilled carpenters have lovingly created furniture from wood. However, the next generation of master craftsmen and women may be robots, not humans. Researchers at the Massachusetts Institute of Technology (MIT) have created a robot that can create custom-made wooden furniture. They say the robots will not replace humans, but instead will improve safety. The researchers said the goal of their project was to let robots do the more dangerous tasks of sawing and assembling, so carpenters can focus on design. The MIT team used currently available technology to

create what they call the AutoSaw. It differs from conventional robots that are currently used to manufacture the mass-produced, flat-pack furniture many of us buy from giant home-furnishing stores. People will be able to design their own furniture and AutoSaw will cut up the wood with great precision and reduced risk of us losing a finger. Researcher Adriana Schulz said: "Our aim is to democratize furniture-customization. We're trying to open up a realm of opportunities so users aren't bound to what they've bought at Ikea. Instead, they can make what best fits their needs." She believes it will empower people to create better-designed furniture.

**1. What do you think about what you read?**

**2. What do you think of the Auto Saw robot?**

**3. What do you think of assemble-yourself furniture from IKEA?**

**4. What does "to democratize furniture customization" mean?**

**5. To what degree will robots replace humans?**

**6. What do you think of the carpentry trade?**

**7. What is your favourite piece of furniture, and why?**

## **GRAMMAR**

### **PERSONAL PRONOUNS**

A personal pronoun is a **pronoun** that is associated primarily with a particular person, in the grammatical sense.

When discussing "person" in terms of the grammatical, the following rules apply:

- First person, as in "I"
- Second person, as in "you"
- Third person, as in "It, he, she"

Personal pronouns may take on various forms depending on number (singular or plural for the most part). They may also take different forms depending on case, gender, or formality. It is important to note that personal pronouns may refer to objects, animals, or people.

Personal pronouns provide us with the following information:

- The ***person*** – Who is speaking?
- The ***number*** – Is the pronoun plural or singular?
- The ***gender*** – Is the pronoun feminine, masculine, or neuter?

## Examples of Personal Pronouns

The word “he” is an example of a personal pronoun. *He* is third person (because *he* is the person being spoken about), singular, and masculine. The word “we” is another example of a personal pronoun. *We* is first person (because *we* are speaking as a group), plural, and neuter.

In the following examples, personal pronouns are italicized.

1. *You* need to stop lying to *me*.
2. *We* would love for *you* to join *us*.
3. Come look at my cat! *He* has climbed to the top of that tree.

## Personal Pronouns as Subject Pronouns

When a personal pronoun takes the place of a noun as the subject of a sentence, it is both a personal pronoun and a **subject pronoun**. What is a subject pronoun? In essence, it’s any pronoun that is used to replace a common or proper noun as a sentence’s subject. If you are using a personal pronoun to talk about a person, animal, place, or thing that also happens to be the subject of a sentence, then it is classified as both a personal pronoun and a subject pronoun.

Just like other personal pronouns, subject pronouns and object pronouns can take on different forms depending on number, i.e. whether they are singular or plural.

Additionally, they can be used with any of the three grammatical persons, i.e. first-person, second-person, or third-person.

Finally, subject pronouns and object pronouns are related to one another and all other personal pronouns in that the words used may differ depending on the natural or grammatical gender of the words they refer to.

## Examples of Sentences Containing Both Subject Pronouns & Object Pronouns

I want you to read this book.

You are the fastest runner on the team, and we’re depending on you.

They talked to me about acting in the play.

We enjoyed hearing her sing.

## Comparing Subject and Object Pronouns

Use the following table to compare subject and object pronouns. Notice that some subject pronouns are identical to certain object pronouns.

### Personal Pronouns as Object Pronouns

When a personal pronoun is the direct or indirect object of a verb, or when it is used as the object of a preposition, it is called an **object pronoun**. What is an object pronoun? It’s any pronoun that is affected by the action the subject of the sentence takes.

The personal pronouns that are used as object pronouns are different than the personal pronouns that are used as subject pronouns, but they are just as important. There are

seven object pronouns that also happen to be personal pronouns: *me, you, him, her, it, us, and them.*

### How Are Subject Pronouns and Object Pronouns Related to Personal Pronouns?

Like all personal pronouns, subject pronouns and object pronouns are used to eliminate repetition within sentences. Additionally, they are always associated with a specific person, group, animal, or inanimate object.

Sometimes it can be difficult to tell the difference between subject and object pronouns. It can be helpful to remember that a subject is what a sentence is about, while an object is affected by the action of the subject.

Subject Pronoun	Object Pronoun
It	It
You	You
What	What
I	Me
He	Him
She	Her
We	Us
Who	Whom
They	Them

#### Exercises 1. Choose the best answer to complete each sentence.

- \_\_\_\_\_ often reads until late at night.
  - He
  - Alan
  - Mary
  - They
- \_\_\_\_\_ is running up and down the stairs.

- A. The cat
- B. She
- C. My brother
- D. You

3. \_\_\_\_\_ is from Ireland.

- A. Rory
- B. My friend
- C. He
- D. This souvenir

4. Have \_\_\_\_\_ got a dog, Mary?

- A. Anyone
- B. They
- C. Someone
- D. It

5. We enjoy the roses so much. \_\_\_\_\_ really liven up the garden.

- A. They
- B. Its
- C. Someone
- D. Flowers

6. Melissa isn't an architect; \_\_\_\_\_ is an engineer.

- A. He
- B. They
- C. It
- D. She

7. Are \_\_\_\_\_ friends or not?

- A. He
- B. She
- C. We
- D. It

8. My doctor was born in Germany. \_\_\_\_\_ teaches language lessons in his spare time.

- A. They
- B. It
- C. She

- D. He
9. All of my teachers are Americans. \_\_\_\_\_ come from all over the country.
- A. She
- B. We
- C. They
- D. Them
10. Our friends are athletes. All of \_\_\_\_\_ are either strong, fast, or both.
- A. We
- B. They
- C. Them
- D. You

## UNIT 5

### Pre-reading activity

#### 1. Work with a dictionary to find the meaning of the following words

Defense Department

to ensure

to coin

collaborator

means

to store

to link

#### 2. Make up sentences using the following words: ensure, coin, means, store, link

#### 3. Read the text, translate into Ukrainian and answer the questions below.

### Internet Facts

The prototype for the Internet was created in the sixties by the US Defense Department.

To ensure that communication could be kept open in the event of a nuclear attack, it

created a computer network known as Arpanet - the Advanced Research Project

Agency Network.

The first attempt to connect two computers and allow them to communicate with one another was made by researchers at the University of California in Los Angeles and the Stanford Research Institute on 20 October 1969.

The first people to coin the term 'internet' were two scientists, Vinton Cerf (known as 'father of the Internet') and his collaborator Bob Kahn, who in 1974 devised a means by which data could be transmitted across a global-network of computers.

An Oxford graduate, Tim Berners-Lee, set up the first 'www server' (a Server receives and sends messages) to store the archive of the European Particle Physics Laboratory in Switzerland.

The first e-mail ever sent was in 1972 between computers in two American universities. The most frequently used search word on the net is "sex", typed in 1,550,000 times every month.

The most mentioned male on the Internet is President Bill Clinton, whose name is linked to 1,542,790 sites.

The most mentioned female on the Internet is the actress Pamela Anderson, whose name is linked to 1,542,282 sites.

## GRAMMAR

### POSSESSIVE PRONOUNS

Possessive pronouns are those designating possession. They may also be used as substitutes for noun phrases, and they are typically found at the end of a sentence or clause. There are only a few possessive pronouns in the English language, and there are only two specific rules for using them correctly. Keep these rules in mind when using possessive pronouns, and you'll discover that writing properly is easier.

- Like its name suggests, a possessive pronoun indicates ownership.
- Possessive pronouns do not contain apostrophes.

A possessive pronoun is used to avoid repeating information that has already been made clear. These useful **pronouns** make sentences less confusing, as you'll see when you read the following sentences containing examples of possessive pronouns.

#### Examples of Possessive Pronouns

The following sets of sentences illustrate how possessive pronouns provide clarity.

Possessive pronoun examples are italicized.

1. This is **my cat**, not **your cat**. (Sounds repetitive)
2. This cat is *mine*, not *yours*.
3. I didn't have **my book** so Jenny lent me **her book**. (Sounds repetitive)
4. I didn't have my book, so Jenny lent me *hers*.
5. **Your car** is a lot faster than **my car**. (Sounds repetitive)
6. Your car is a lot faster than *mine*.

## Common Noun Examples

Possessive pronouns are often accompanied by common nouns. The following are some examples of common nouns that are frequently used in the same sentences as possessive pronouns.

1. I
2. It
3. You
4. Me
5. This
6. That
7. Him
8. Her
9. They
10. We
11. Them

In the following example sentences, the common noun is in bold, and the possessive pronoun is in italics.

- **I** lost *my* watch.
- **This** is *her* birthday.
- I'm going to give **you** *your* money back

## Possessive Pronoun Exercises

The following exercises will help you gain greater understanding about how possessive pronouns work. Choose the best answer to complete each sentence.

1. The mother cat and \_\_\_\_\_ kittens napped in the sunshine.
  - A. His
  - B. Your
  - C. Hers
  - D. Her

Answer: D. The mother cat and *her* kittens napped in the sunshine.

2. I like cream cheese on \_\_\_\_\_ bagels.
  - A. My
  - B. Mine
  - C. Your
  - D. Our

Answer: A. I like cream cheese on *my* bagels.

3. \_\_\_\_\_ grandfather used to take us fishing.
  - A. Mine
  - B. My
  - C. Our
  - D. Ours

Answer: C. *Our* grandfather used to take us fishing.

4. Elaine bought \_\_\_\_\_ dress at the mall.



- A. Yours
- B. Mine
- C. Her
- D. Hers

Answer: C. Elaine bought *her* dress at the mall.

5. The car lost \_\_\_\_\_ rear bumper in an accident.
- A. It's
  - B. Its
  - C. His
  - D. Her

Answer: B. The car lost *its rear bumper in an accident*.

6. The horse swished \_\_\_\_\_ tail to keep flies away.
- A. It's
  - B. Its
  - C. Its'
  - D. The

Answer: B. The horse swished *its tail to keep flies away*.

7. This dessert is \_\_\_\_\_ but you can have it.
- A. My
  - B. Mine
  - C. Yours
  - D. Delicious

Answer: B. This dessert is *mine but you can have it*.

8. Please return \_\_\_\_\_ money at once.
- A. Mine
  - B. Your
  - C. My
  - D. Its

Answer: C. Please return *my money at once*.

9. \_\_\_\_\_ car is so dirty I can't even tell what color it is.
- A. Your
  - B. Yours
  - C. Hers
  - D. Ours

Answer: A. *Your car is so dirty I can't even tell what color it is*.

10. When the cat saw the dog, it stopped in \_\_\_\_\_ tracks.
- A. My
  - B. Its
  - C. His
  - D. Hers

Answer: B. When the cat saw the dog, it stopped in *its tracks*.

### **Possessive Pronouns List**

The following list of possessive pronouns is accompanied by a list of corresponding subjects. While other subjects may be substituted, the following examples give the possessive pronouns context.

<b>Subject</b>	<b>Possessive Pronoun</b>
It	Its
I	My, Mine
You	Your
She	Her, Hers
He	His
We	Our, Ours
They	Their Theirs
You (plural)	Yours

## UNIT 6

### Pre-reading activity

#### 1. Work with a dictionary to find the meaning of the following words

reference

to date

to carry

to convey

advanced

delivery

reliable

governor

military officials

faraway provinces

to dispatch

amazing

stagecoach

postcard

envelope

stamp

registered letter

to stick

condition

recipient

message  
required  
airmail

instant  
to arrive  
parcel

**2. Make up sentences using the following words:** to date, to convey, advanced, delivery, reliable, reference, to stick, condition, required, recipient, to depend on.

**3. Read the text, translate into Ukrainian and answer the questions below.**

### Mail Service

Historical references to postal systems in Egypt date from about 2000 BC. That time mail was carried from place to place by horse or horse-drawn wagon. It was predominantly government mail. On the other side of the world, in China, mail service had been started early in 12th century BC. It was used mostly to convey official documents.

The Roman Empire built the most advanced postal delivery system known until that time except for the service in China. In the Roman Empire reliable communication from Rome to governors and military officials in faraway provinces was a necessity. The speed with which government dispatches and other mail could be carried about the empire was amazing for that time. In Europe of the 19th century, stagecoaches began to carry letters and packages, but most mail was still being transported the same way as in the Roman Empire.

Since that time many things have changed. Today we can send our letters using also airmail, the quickest mailing service.

Nowadays there are post-offices in every town and city. If you want to post an ordinary letter or a postcard, you need to buy an envelope with required stamp, write the address on it and put your letter in and send it. For a registered letter, an airmail letter or an ordinary letter to another country, one must buy and stick other stamps on the envelope.

If you want to send a telegram, you can either take it to the nearest post-office or dictate it over the telephone. But if you have the Internet, there is no need to go to

the local post-office, you can just connect to the Internet and using your mail program, send a letter or letters to where you need. The only condition is whether your recipient has or not a computer and the Internet. E-mail is cheaper and instant.

If you want to use traditional method and would like your letter to arrive more quickly, you can send it by airmail or express mail.

If you want to send a parcel, you must go to the post-office, hand your parcel to an assistant, who weighs it on scales and gives you the necessary stamps. The amount you have to pay depends on the weight of the parcel.

### Questions:

1. When did the postal systems appear in Egypt?
2. When did mail service start in China?
3. What kind of postal delivery system did the Roman Empire build? .
4. What was the main feature of the Roman Empire's mail service?
5. How was the mail transportation organized in Europe in the 19th century?
6. What is today's quickest mailing service?
7. What do we need to do if we want to post an ordinary letter or a postcard?
8. What must one buy for a Registered letter?
9. What kind of mail service does Internet offer?
10. What do you need if you want to send a parcel?

## GRAMMAR

### REFLEXIVE PRONOUNS

A reflexive pronoun is a type of pronoun that is preceded by the **adverb**, **adjective**, **pronoun**, or **noun** to which it refers, so long as that antecedent is located within the same clause.

In English grammar, a reflexive pronoun indicates that the person who is realizing the action of the verb is also the recipient of the action. While this might seem strange at first glance, the following examples of reflexive pronouns and the accompanying list of reflexive pronouns will help you gain thorough understanding. In fact, you will probably notice that you yourself use reflexive pronouns frequently when speaking or writing.

## Examples of Reflexive Pronouns

In the following examples of reflexive pronouns, the reflexive pronoun in each sentence is italicized.

1. I was in a hurry, so I washed the car *myself*.
2. You're going to have to drive *yourself* to school today.
3. He wanted to impress her, so he baked a cake *himself*.
4. Jennifer does chores *herself* because she doesn't trust others to do them right.
5. That car is in a class all by *itself*.
6. We don't have to go out; we can fix dinner *ourselves*.
7. You are too young to go out by *yourselves*.
8. The actors saved the local theatre money by making costumes *themselves*.

## Reflexive Pronoun Exercises

The following exercises will help you gain greater understanding about how reflexive pronouns work. Choose the best answer to complete each sentence.

1. Each morning, I brush my teeth and stare at \_\_\_\_\_ in the mirror.
  - A. Himself
  - B. Herself
  - C. Myself
  - D. Itself

Answer: C. Each morning, I brush my teeth and stare at *myself* in the mirror.

2. Dad and I painted the trailer \_\_\_\_\_.
  - A. Myself
  - B. Himself
  - C. Itself
  - D. Ourselves

Answer: D. Dad and I painted the trailer *ourselves*.

3. The children made holiday decorations by \_\_\_\_\_.
  - A. Itself
  - B. Ourselves
  - C. Themselves
  - D. Their selves

Answer: C. The children mad holiday decorations by *themselves*.

4. Paul copies his friend's homework instead of doing it \_\_\_\_\_.
  - A. Itself
  - B. Himself
  - C. Myself
  - D. Yourself

Answer: B. Paul copies his friend's homework instead of doing it *himself*.

5. Please make \_\_\_\_\_ at home while you wait.
  - A. Themselves
  - B. Himself
  - C. Yourselves

D. Herself

Answer: C. Please make *yourselves* at home while you wait.

### **Reflexive Pronouns List**

As you read through the following list of reflexive pronouns, consider ways to use them in sentences like the ones in the preceding section.

Myself	Yourselves
Yourself	Ourselves
Herself	Themselves
Himself	
Itself	

## **UNIT 7**

### **1. Work with a dictionary to find the meaning of the following words:**

to found	to release
software	graphics interface —
PC market	to supply
MS-DOS	application
to carry out	spreadsheets
to extend	word processing
	networking

**2. Make up sentences using the following words:** to release, word processing, spreadsheets, employee, shareholder, doubt, to supply, application.

**3. Read the text, translate into Ukrainian and answer the questions below.**

### **Microsoft Company**

Paul Allen and Bill Gates founded the Company in 1975. Microsoft is best-known American company involved in software production. Microsoft's wealth and power is growing up for years. It is a giant company. Microsoft's \$25 billion market value tops that of Ford, General Motors.

Some time ago, Microsoft dominated the PC market with its-MS-DOS operating system, the basic software that let the computer understand your commands and carry them out, appeared in the beginning of 80s. MS-DOS ran on 90 percent of

the world's IBM and IBM-clone computers. Then, Microsoft has extended that presence with releasing of Windows, which is probably the most important and popular operating system in the World. And now it dominates the market.

Firstly, Microsoft released Windows '95 in 1995. It was a graphics interface environment that ran on top of MS-DOS and replaced DOS in future versions. Then, Microsoft released Windows '98, Windows NT, Windows Millennium, Windows 2000 and Windows XP.

Microsoft also supplies about 50 percent of the world's software applications. Among them, there are three well-known Office Packs; they are also called Microsoft Office programs such as Excel (spreadsheets), Microsoft Word (word processing), Access (databases) and Outlook Express (e-mail)- There were releases in 1997, 2000, and 2002, when appeared Microsoft Office XP. Microsoft is also in the market of networking, multimedia and even books. And as an early supporter of the Macintosh computer, Microsoft virtually owns the Mac application market.

It has been calculated that Microsoft controls 80-85 % of the entire PC software industry. The company has hundreds of products and thousands of employees, making it one of the largest companies. Many of the company's shareholders are now millionaires and a few including Bill Gates and Paul Allen are billionaires. Microsoft is no doubt the fastest growing company in the PC software industry.

### **Questions:**

1. Who founded the Company?
2. When was Microsoft founded?
3. What does the company produce?
4. What was the first Microsoft operating system that dominated the PC market?
5. How many Windows operating systems did Microsoft release?

6. Is it a rich company?

7. Does the Company dominate the PC market?

## GRAMMAR

### Some and Any

#### Use of some and any

Some and any are used to state the quantity, amount of something. When using some or any, the exact number is not stated. Some and any are quantifiers.

Some and any can be used when:

1. The exact number is not known.
2. The exact number is not important or relevant.
3. Some and any are used with countable and uncountable nouns.

Study the following tables:

Interrogative	Affirmative	Negative
Are there <b>any</b> tomatoes in the fridge?	Yes, there are <b>some</b> .	No, there aren't <b>any</b> .
Is there <b>any</b> orange juice?	Yes, there is <b>some</b> .	No, there isn't <b>any</b> .

Offering	Responding
Would you like <b>some</b> coffee?	Yes please I'd like <b>some</b> .

Making a request	Responding
Would you mind lending me <b>some</b> money?	Of course here you are.

**The rules of some and many:**

**SOME:**

Use **some** in positive (affirmative) sentences. **Some** is used for both countable and uncountable nouns.

**Examples:**

I have **some** friends. (*friends* is countable)

I'd like **some** water. (*water* is uncountable)

**ANY:**

Use **any** for countable and uncountable nouns in:

1. interrogative sentences.

**Examples:**



Have you got **any** cheese? (*cheese* is uncountable)

Have you got **any** friends? (*friends* is countable)

2. negative sentences.

**Example:**

He hasn't got **any** cheese.

He hasn't got **any** friends in Chicago.

**EXCEPTION:**

Use *some* in questions when offering or requesting something.

**Example:**

- Would you like **some** bread? (offer)
- Can I have **some** water, please? (request)

**Something, anything, somewhere, anywhere, someone, anyone:**

The same rules are true for **something** and **anything**, **someone** and **anyone**, and **somewhere** and **anywhere**.

<b>Policeman:</b>	Is there <b>anyone</b> at home?
<b>Criminal:</b>	Yes, there is <b>someone</b> there. My friend!
<b>Policeman:</b>	Is there <b>anything</b> in your pocket?
<b>Criminal:</b>	Yes, there is <b>something</b> . A gun!
<b>Policeman:</b>	Did you go <b>anywhere</b> recently?
<b>Criminal:</b>	Yes, I went <b>somewhere</b> . I went to the old man's house to steal his money.

**Exercise 1. Choose the correct word (some or any).**

1. I need a car and \_\_\_\_\_ dollars.
2. He would like \_\_\_\_\_ help.
3. There aren't \_\_\_\_\_ policemen in the street.
4. Do you know \_\_\_\_\_ plumber?
5. He needs to make \_\_\_\_\_ friends.
6. Do you have \_\_\_\_\_ idea why he is always alone?
7. Charley doesn't have \_\_\_\_\_ friends, too.
8. My sister has got \_\_\_\_\_ interesting books about history.
9. My mum doesn't read \_\_\_\_\_ poetry .
10. I've got \_\_\_\_\_ news for you.

**Exercise 2. Fill the gap with 'some' or 'any'.**

1. Have we got \_\_\_\_\_ bread? [A real question, I have no idea.] 2. \_\_\_\_\_ student will tell you that they don't have enough money [it doesn't matter which student]. 3. We've got \_\_\_\_\_ furniture, but we still need a table. 4. She bought \_\_\_\_\_ new clothes. 5. You can buy beer in \_\_\_\_\_ pub [it doesn't matter which pub]. 6. Can I have \_\_\_\_\_ more juice? [I expect you will say 'yes'.] 7. Did you buy \_\_\_\_\_ juice? [I have no idea, this is a real question.] 8. I can speak \_\_\_\_\_ French. 9. Would you like \_\_\_\_\_ tea? [An offer – I think you will say 'yes'.] 10. In London in the winter there's hardly \_\_\_\_\_ sunlight. 11. Go into \_\_\_\_\_ shop on the high street and ask [it doesn't matter which shop]. 12. Would you like \_\_\_\_\_ more meat? [An offer – I think you will say 'yes'.] 13. There's \_\_\_\_\_ money in my handbag. 14. Did you buy \_\_\_\_\_ chicken? [I expect you will say 'yes', because we talked about it before.] 15. I don't have \_\_\_\_\_ sunblock with me. 16. She never drinks \_\_\_\_\_ water. 17. Do you have \_\_\_\_\_ sugar? [I expect you will say 'yes', because usually you have sugar.] 18. It's hard in a new city without \_\_\_\_\_ friends. 19. I didn't find \_\_\_\_\_ problems. 20. Could you give me \_\_\_\_\_ paper? [A request – I expect you will say 'yes'.]

**Exercise 3. Fill in: some, any, somewhere, anywhere, someone, anyone, something and anything.**

1. Would you like \_\_\_\_\_ more tea? – Yes, please. – But I haven't got \_\_\_\_\_ left. 2. \_\_\_\_\_ closed the door and locked us out. 3. If you have \_\_\_\_\_ questions, please ask me. 4. The map must be \_\_\_\_\_ around here. I need it 5. I don't drink \_\_\_\_\_ alcohol at all. 6. I have got \_\_\_\_\_ in my eye. Could you take it out? 7. I would like \_\_\_\_\_ sandwiches with egg, but we don't have \_\_\_\_\_ bread left. 8. I put my purse here but \_\_\_\_\_ must have taken it. I can't find it \_\_\_\_\_. 9. I think \_\_\_\_\_ rang the doorbell. I checked it but there wasn't \_\_\_\_\_ there. 10. If you can't tell me \_\_\_\_\_ new then don't call me. 11. We usually go to the bar around the corner but today we went \_\_\_\_\_ else. 12. There are more and more thunderstorms in our area. I'm sure it has \_\_\_\_\_ to do with global warming. 13. Can I have \_\_\_\_\_ sweets please? – Of course you can. 14. My teacher asked me \_\_\_\_\_ but I didn't give him \_\_\_\_\_ answer. I was looking \_\_\_\_\_ else. 15. I need \_\_\_\_\_ milk. - Have you got \_\_\_\_\_ ? 16. We have been looking for \_\_\_\_\_ to live but Vienna is simply too expensive. 17. The children played \_\_\_\_\_ nice games at the birthday party. 18. Have you seen my keys \_\_\_\_\_ ? – I have put them down \_\_\_\_\_. 19. Please tell me if you find \_\_\_\_\_ on the Internet. I have done a lot of research, but I haven't found \_\_\_\_\_ yet. 20. Can I have \_\_\_\_\_ to drink? 21. We always stay at home. We never go \_\_\_\_\_. 22. \_\_\_\_\_ must have scared him. I have

never seen him like this before. 23. \_\_\_\_\_ of my CDs are broken because I left them \_\_\_\_\_ on the floor. 24. Has \_\_\_\_\_ seen my bag? 25. Hannah shouldn't smoke \_\_\_\_\_ cigarettes. She's got \_\_\_\_\_ problems with her health. 26. Luis isn't \_\_\_\_\_ smarter than Jane. 27. Have you got \_\_\_\_\_ brothers and sisters? 28. Don't you know \_\_\_\_\_ good restaurants around here? 29. There wasn't \_\_\_\_\_ at home, so we went 30. I don't know our exact location, but it must be \_\_\_\_\_ near Berlin

## UNIT 8

### Pre-reading activity

#### 1. Work with a dictionary to find the meaning of the following words

increasingly	impact
complex	concept
to affect	significant
scale	layman
to force	remote
to respond	to vary
appropriate	to solve
offensive	coverage
to bounce	one-way transmission —
separate	tracking
facsimile message	within
convergence	receiver

**1. Make up sentences using the following words:** concept, significant, to solve, to vary, impact, to affect, to respond, remote, scale.

**2. Read the text, translate into Ukrainian and answer the questions below.**

### Satellites and Telecommunications

Our world is becoming an increasingly complex place in which, we are very dependent on other people and organizations. An event in some distant part of the globe can rapidly and significantly affect the quality of life in our home country.

This increasing dependence, on both a national and international scale, forced us to create systems that can respond immediately to dangers, enabling appropriate defensive or offensive actions to be taken. These systems are operating all around us in military, civil, commercial and industrial fields.

A worldwide system of satellites has been created and it is possible to transmit signals around the globe by bouncing them from one satellite to an earth station and then to another satellite and soon.

Originally designed to carry voice messages, they are able to carry hundreds of thousands of separate simultaneous calls. These systems are being adopted to provide for business communications, including the transmission of voice and facsimile messages, data and video data.

It is probable that future wide use of satellites in the area of telecommunications will provide a great variety of information services to transmit directly into our homes, possibly including personalized electronic mail. The electronic computer is at the heart of many such systems, but the role of telecommunications is not less important- There will be a further convergence between the technologies of computing and telecommunications. The change of this kind will lead us to the database culture, the cashless society, the office at home, the gigabit-per-second data network.

One cannot doubt that the economic and social impact of these concepts will be very significant. Already, advanced systems of communication are affecting both the layman and the technician.

The new global satellite-communication systems offer three kinds of service. The first one is voice messages. Satellite telephones are able to make calls from anywhere on the Earth to anywhere else. That makes them especially useful to use in remote, third-world villages (some of which already use stationary satellite telephones), for explorers. Today's mobile phones depend on earth-bound transmitters; whose technical standards vary from country to country. Satellite telephones can solve this problem, but it is not a cheap service.

The second service is messaging. Satellite messages have the same global coverage as satellite telephones, but carry text alone, which is extremely useful for those with laptop computers. As we see, the Internet works in space too. The only problem for ordinary users is one-way transmissions. This problem is solved by using combine transmissions, when you make a call using land communications and receive ordered information through your satellite plate.

The third service is tracking. Voice and messaging systems also tell their users where they are to within a few hundred meters. Combined with the messaging service, the location service could help rescue teams, to find lost adventurers, the police to find stolen cars, exporters to follow the progress of cargoes and so on. Satellite systems provide better positioning information to anyone who has a receiver for their signals.

To my thinking, satellite method of communication is the future for all kind of telecommunications.

Questions:

1. Can some events in some distant part of the globe rapidly and significantly affect the quality of life in our home country?
2. Why are we forced to create systems that can respond immediately to dangers, enabling appropriate defensive or offensive actions to be taken nowadays?
3. Has a worldwide system of satellites been already created?
4. What does a worldwide system of satellites provide?

## GRAMMAR

### Much, many and a lot.

"*Much*", "*many*", and "*a lot of*" indicate a large quantity of something, for example "I have a lot of friends " means I have a large quantity of friends.

*Much*, *many*, and *a lot* are **quantifiers**.

**Study the examples below:**

How <b>much</b> money have you got?	I haven't got <b>much</b> money.
	I have got <b>a lot</b> .
	I have got <b>a lot of</b> money.
How <b>many</b> students are in the classroom?	There aren't <b>many</b> .
	There are <b>a lot</b> .
	There are <b>a lot of/lots of</b> students.

**In the interrogative forms we use:**

- **much** with uncountable nouns. (money, bread, water...)

Example:

How **much** money/bread/water...is there?

- **many** with countable nouns. (students, desks, windows...)

Example:

How **many** students/teachers/desks... are there?

**In the negative forms we use:**

- **much** with uncountable nouns. (money, bread, water...)

Example:

I haven't got **much** money/bread/water...

- **many** with countable nouns. (students, desks, windows...)

**Example:**

There aren't **many** students/teachers/desks...

**In the affirmative forms:**

In spoken English and informal writing we tend to use:

- **a lot, a lot of, lots of** with countable and uncountable nouns.

**Example:**

"How many students are there in the classroom?"

"There are **a lot**."

"How many students are there in the classroom?"

"There are **a lot of / lots of** students" ..

In formal written English:

- It is also possible (and preferable) to use **many** and **much** rather than **a lot of, lots of** and **a lot** in *formal* written English.

**Example:**

There are **many** students.

**Much** time was spent on studying.

So if you're speaking or writing to friends (*informal*), use **a lot, a lot of, lots of**. But if you want to be more *formal*, perhaps it is preferable to use **much** and **many**.

**Remember:**

In affirmative sentences with *so, as* or *too*, we also use **much / many**.

**Examples:**

"Carla has *so* **many** friends."

"She has *as* **many** friends *as* Sue."

"Kevin has *too* **much** money."

Interrogative	Negative	Affirmative
How <b>many</b> books are there?	There aren't <b>many</b> .	There are <b>a lot</b> .
		There are <b>a lot of</b> books.
		There are <b>lots of</b> books.
		There are <b>many</b> books ( <i>formal</i> )
How <b>much</b> money have you got?	I haven't got <b>much</b> .	I've got <b>a lot</b> .
		I've got <b>a lot of</b> money.
		I've got <b>lots of</b> money.

I have got **much** money  
(*formal*)

**Exercise 1. Choose the right answer (much, many, a lot, a lot of, lots)**

We have \_\_\_\_\_ oranges.

We don't have \_\_\_\_\_ bananas, and we don't have \_\_\_\_\_ fruit juice.

Do you have any cereal? Sure, there's \_\_\_\_\_ in the kitchen."

How \_\_\_\_\_ is this? It's ten dollars.

How \_\_\_\_\_ do you want? Six, please.

He's very busy; he has \_\_\_\_\_ work.

David has \_\_\_\_\_ rice, but Tyler doesn't have \_\_\_\_\_.

London has \_\_\_\_\_ beautiful buildings.

They eat \_\_\_\_\_ apples.

I wrote \_\_\_\_\_ poems.

I have got \_\_\_\_\_ money.

I visited \_\_\_\_\_ European cities.

Do you like soccer? Yes \_\_\_\_\_.

Were there \_\_\_\_\_ guests in the wedding? Yes, there were \_\_\_\_\_.

Leila is popular. She's got \_\_\_\_\_ friends. Nancy does not have \_\_\_\_\_.

She hasn't got \_\_\_\_\_ patience.

**Exercise 2 Circle countable nouns. Underline uncountable nouns.**

*Example:*

1. There are many sandwiches in the kitchen.
2. I don't drink much coffee.
3. There is a lot of salt in this meal.
4. Just a little sugar, please!
5. There aren't many biscuits in the cupboard.
6. What a lot of people.

**Exercise 3: Circle the correct quantity word or phrase.**

*Example:*

1. I haven't got *much* / *many* text messages today.
2. Do you drink *many* / *a lot of* tea, Mary?
3. The restaurant closes at midnight. There isn't *much* / *many* time to look around.
4. There aren't *much* / *many* people in the kitchen.

**Exercise 4: Write *much* or *many*.**

*Example:*

1. Did you buy much food?

2. Paula hasn't got \_\_\_\_\_ money.
3. There aren't \_\_\_\_\_ cherries in the fridge.
4. Were there \_\_\_\_\_ people in the train?

## UNIT 9

### Pre-reading activity

#### 1. Work with a dictionary to find the meaning of the following words

unimaginable  
array  
toplace  
to reach  
Solar System  
achievement  
to celebrate  
anniversary  
obstacle

to realize  
erasable  
advancement  
ability  
rocketry  
to dwarf  
manned mission  
curious

**1. Make up sentences using the following words:** achievement, to celebrate, advancement, to dwarf, curious, anniversary, to realize, obstacle

**2. Read the text, translate into Ukrainian and answer the questions below.**

### Space Exploration

Entering the twenty-first century, we have an unimaginable array of technology and a generation of young people schooled in these technologies.

Three decades ago people placed six flags on the Moon. Our automatic space stations reached almost all planets of Solar System.

Today we no longer try for new space achievements; instead we celebrate the anniversaries of the past. Our work is unfinished.

I have read a large amount of books and magazines, in addition to the science books. People have been preparing to land on Mars, but because of some obstacles, we have not realized it yet.

If we compare technologies of 1960s and 1970s, when major achievements in space exploration were made and technologies we have today, we might be surprised.

The Apollo Lunar Module had a computer in it, as we all know. The Lunar Module computer had 4,096 bytes of erasable storage. Current processors reach over 3000MHz, hundreds times more than it was that time and modern personal computers often have over 500 million bytes of erasable storage, to say nothing of modern fixed storage. 30 years of advancement have given us the ability to do even more in rocketry



and computing and everywhere else. Our future achievements should not be dwarfed by our past achievements.

We need to explore space, using a combination of automated probes and manned missions.

Humans need to explore space, because by not doing so, we are denying our creative and curious nature.

Questions:

1. When did people place flags on the Moon?
2. Have all planets of-Solar System been visited by our automatic space stations?
3. Why do we need to explore space?

## GRAMMAR

### A little or a few, little or few

#### A little, a few, very little, very few

The expressions *a little* and *a few* mean *some or enough*.

The expressions *(very) little* and *(very) few* mean *hardly any or not enough*.

*A little, a few, (very) little* and *(very) few* are **quantifiers**

**Study the following examples:**

Examples	Meaning
I've got <b>a little</b> money. I'm going to the cinema.	some/enough
I've got <b>a few</b> friends. We meet everyday.	
I've got <b>(very) little</b> money. I need to borrow some.	hardly any / not enough
I've got <b>(very) few</b> friends. I need to make new friends.	

**The rules:**

**Affirmative sentences:**

**A little, a few, (very) little** and **(very) few** are generally used in affirmative statements, not negatives or questions.

**Countable and uncountable nouns:**

1. **A little** and **(very) little** are used with uncountable nouns (money, bread, water...)
2. **A few** and **(very) few** are used with countable nouns (friends, tables, teachers..)

(See [more about countable and uncountable nouns here.](#))

**Meaning:**

1. **A little** and **a few** mean: some or enough.

**Example:**

"I have got **a little** money" = I have got some money. It's enough for me to do what I want.

"I have got **a few** friends" = I have got some or enough friends. We meet every day.

2. **(Very) little** and **(very) few** mean; hardly any or not enough.

**Examples:**

I have got **(very) little** money = I have got hardly any. I haven't got enough. I'll borrow some from my friend.

I have got **(very) few** friends = I have got hardly any. I haven't got enough. I need to make new friends

Exercise 1. Choose a little / little / a few / few:

1. I have \_\_\_\_\_ water left. There's enough to share.
2. I have \_\_\_\_\_ good friends. I'm not lonely.
3. He has \_\_\_\_\_ education. He can't read or write, and he can hardly count.
4. There are \_\_\_\_\_ people she really trusts. It's a bit sad.
5. We've got \_\_\_\_\_ time at the weekend. Would you like to meet?
6. Julie gave us \_\_\_\_\_ apples from her garden. Shall we share them?
7. She has \_\_\_\_\_ self-confidence. She has a lot of trouble talking to new people.
8. There are \_\_\_\_\_ women politicians in the UK. Many people think there should be more.
9. It's a great pity, but the hospital has \_\_\_\_\_ medicine. They can't help many people.
10. I've got \_\_\_\_\_ cakes to give away. Would you like one?
11. There's \_\_\_\_\_ milk left in the fridge. It should be enough for our coffee.
12. \_\_\_\_\_ children from this school go on to university, unfortunately.
13. Do you need information on English grammar? I have \_\_\_\_\_ books on the topic if you would like to borrow them.
14. She's lucky. She has \_\_\_\_\_ problems.
15. London has \_\_\_\_\_ sunshine in the winter. That's why so many British people go on holiday to sunny places!
16. There's \_\_\_\_\_ spaghetti left in the cupboard. Shall we eat it tonight?
17. There are \_\_\_\_\_ programmes on television that I want to watch. I prefer to download a film or read a book.
18. He has \_\_\_\_\_ free time. He hardly ever even manages to call his mother!
19. Unfortunately, I have \_\_\_\_\_ problems at the moment.
20. Are you thirsty? There's \_\_\_\_\_ juice left in this bottle, if you'd like it.

## Pre-reading activity

### 1. Work with a dictionary to find the meaning of the following words

Custom (n)

View(n.)

Spare time-

Harm (n)

To prevent (from)

Issue

To contribute

to be glued

**1. Make up sentences using the following words:** custom, harm, spare time, to prevent (from), issue, to contribute

**2. Read the text, translate into Ukrainian and answer the questions below.**

### Television

Television nowadays has become one of the most important mass media. It informs, educates and entertains people. It influences the way people look at the world and makes them change their views. In other words, mass media, and especially television, form public opinion. Millions of people like to watch TV in their spare time. The TV set now is not just a piece of furniture. It is someone who is one of the families. There are two viewpoints on television. Some people think that television is doing a lot of harm. People begin to forget how to occupy their free time. It prevents them from communicating with each other, from visiting friends, or relatives. And indeed, people used to have hobbies, they used to go outside for amusements to the theatres, cinemas, sport events. They used to read books and listen to music. Now all free time is given to television. But there are a lot of people who consider TV to be helpful because it gives us a lot of information. We become more informed by watching documentaries, science programs and by learning the most important economic, social and political issues of the day. We can see famous people, great events that will pass into history. Television gives wonderful possibilities for education: you can take a TV course in history, economy, in learning foreign languages and in many other subjects. Television brings the world in your living-rooms. We see people in our country and in other lands, and learn their customs, occupations, and problems. TV gives us opportunities to see the best actors and

performances, to hear the latest news, to listen to political discussions. 22). To crown it all, TV simply helps us to relax after a hard day's work, giving a great variety of entertaining and musical programs. Still, it's not a good thing for children to be glued to the TV screen all day long. It's very harmful for their health and for developing personalities, because children prefer low-standard hits, horror films or banal serials. All this by no means contributes to what we call making a personality.

### Perform the dialogue.

Dialogue:

- Are you a passionate TV viewer?
- I can't say so. In fact, I only watch those programs that I find interesting and helpful.
- What are those programs?
- Well, I enjoy "The Travellers' Club" and "The World of Animals". They are regular TV programs. They help me to study history, geography, biology.
- And what about information programs?
- There are plenty of them now. It goes without saying, that I try to watch the most important of them, "News", and others. They keep me informed in all the topical issues of the day.
- What TV programs do you watch for entertainment?
- I relax when I watch musical shows, humorous programs, TV games such as "What? Where? When?", "The Lucky Chance", "Brain Ring" and others.
- What is your attitude towards advertising on TV?
- I find it boring and annoying.

## GRAMMAR TO BE

The verb *be* has the following forms:

The verb <i>be</i>		
Infinitive form	<i>be</i>	
Present simple:	+ <i>I am, I'm</i> <i>You are, You're</i> <i>He/She/It is, He/She/It's</i>	<i>We are, we're</i> <i>You are, you're</i> <i>They are, they're</i>

## The verb *be*

	?	<i>Am I?</i> <i>Are you?</i> <i>Is he/she it?</i>	<i>Are we?</i> <i>Are you?</i> <i>Are they?</i>
	-	<i>I am not, I'm not</i> <i>You are not, You aren't, You're not</i> <i>He/She/It is not, He/She/It isn't, He's not</i>	<i>We are not, We aren't, We're not</i> <i>You are not, You aren't, You're not</i> <i>They are not, They aren't, They're not</i>
Past simple	+	<i>I was</i> <i>You were</i> <i>He/She/It was</i>	<i>We were</i> <i>You were</i> <i>They were</i>
	?	<i>Was I?</i> <i>Were you?</i> <i>Was he/she/it?</i>	<i>Were we?</i> <i>Were you?</i> <i>Were they?</i>
	-	<i>I was not, I wasn't</i> <i>You were not, You weren't</i> <i>He/She/It was not, He/She/It wasn't</i>	<i>We were not, We weren't</i> <i>You were not, You weren't</i> <i>They were not, They weren't</i>
Past participle		<i>been</i>	
Present perfect		<i>has/have been</i>	
Past perfect		<i>had been</i>	

## The verb *be*

Present participle	<i>being</i>
Present continuous	<i>am/is/are being</i>
Past continuous	<i>was/were being</i>

We use the infinitive form *be* with modal verbs:

*It **will be** dark soon.*

*They **might be** tired.*

The verb *be* is a link verb. It is used:

- with a **noun phrase**:

*My mother **is a teacher**.*

*Bill Clinton **was the president of the US**.*

- with an **adjective**:

*This soup **is very tasty**.*

*The children **were good**.*

- with a **prepositional phrase**:

*John and his wife **are from Manchester**.*

*The flowers **are on the table**.*

### Exercise 1. Choose the correct form of "to be" in present tense.

Example: I (be) am excited. Example: Jessica and Akbar (be) are happy.

Example: The new car (be) is nice.

- 1) The bag (be) \_\_\_\_\_ blue. A. am B. are C. is
- 2) The rocks (be) \_\_\_\_\_ hard. A. am B. are C. is
- 3) The children (be) \_\_\_\_\_ young. A. am B. are C. is
- 4) Thomas (be) \_\_\_\_\_ nice. A. am B. are C. is
- 5) The game (be) \_\_\_\_\_ difficult. A. am B. are C. is
- 6) They (be) \_\_\_\_\_ tired. A. am B. are C. is

- 7) I (be) \_\_\_\_\_ thirty years old. A. am B. are C. is
- 8) Susan and Juan (be) \_\_\_\_\_ married. A. am B. are C. is
- 9) Teddy (be) \_\_\_\_\_ my friend. A. am B. are C. is
- 10) We (be) \_\_\_\_\_ in English class. A. am B. are C. is

**Exercise 2 Using the Verb "To be" Write the correct form of the verb "to be" in present tense. Note: The verb can be positive (+) or negative (-). Use not to form the negative.**

Example: My teacher (be) is nice. (+)

Example: The cat (be, not) is not hungry.

- (-) 1) The old man (be) \_\_\_\_\_ wise.
- 2) The sun (be) \_\_\_\_\_ hot.
- 3) The children (be) \_\_\_\_\_ eating bananas. They (be, not) \_\_\_\_\_ eating apples.
- 4) I (be) \_\_\_\_\_ happy. I (be, not) \_\_\_\_\_ sad.
- 5) The racecar (be) \_\_\_\_\_ fast. It (be, not) \_\_\_\_\_ slow.
- 6) My friend (be) \_\_\_\_\_ buying a new car. Her old car broke down. It doesn't work anymore.
- 7) I (be) \_\_\_\_\_ at the beach with my family. It (be) \_\_\_\_\_ hot and sunny outside. The ocean water (be) \_\_\_\_\_ warm.
- 8) Ko and Jacob (be) \_\_\_\_\_ very smart. Ko (be) \_\_\_\_\_ a scientist and Jacob (be) \_\_\_\_\_ an engineer.
- 9) The library (be) \_\_\_\_\_ open until 9:00 p.m.
- 10) The school (be) \_\_\_\_\_ small. It (be, not) \_\_\_\_\_ big.
- 11) The books (be) \_\_\_\_\_ new. They (be, not) \_\_\_\_\_ old.
- 12) Tommy, Steven, and Teddy (be) \_\_\_\_\_ acting in the school play.
- 13) Beatrice (be) \_\_\_\_\_ at her house.
- 14) It (be) \_\_\_\_\_ hot outside. It (be, not) \_\_\_\_\_ cold outside.
- 15) You (be) \_\_\_\_\_ finished with the quiz!
- 16) Judith (be, not) \_\_\_\_\_ at home. She (be) \_\_\_\_\_ school

## UNIT 11

### Pre-reading activity

#### 1. Work with a dictionary to find the meaning of the following words

admit

occupy

gogglebox

gulp

dare

rubbishy

prevent from

**2. Make up sentences using the following words:** admit, dare, occupy, goggle box, prevent from.

**3. Read the text, translate into Ukrainian and answer the questions below.**

### **Television is doing Irreparable Harm**

"Yes, but what did we use to do before there was television?" How often we hear statements like this! Television hasn't been with us all that long, but we are already beginning to forget what the world was like without it.

Before we admitted the one-eyed monster into our homes, we never found it difficult to occupy our spare time. We used to enjoy civilized pleasures. For instance, we used to have hobbies, we used to entertain our friends and be entertained by them, we used to go outside for our amusements to theatres, cinemas, restaurants and sporting events. We even used to read books and listen to music and broadcast talks occasionally. All that belongs to the past.

Now all our free time is regulated by the 'goggle box'. We rush home or gulp down our meals to be in time for this or that program. We have even given up sitting at table and having a leisurely evening meal, exchanging the news of the day. A sandwich and a glass of beer will do — anything providing it doesn't interfere with the program. The monster demands and obtains absolute silence and attention. If any member of the family dares to open his mouth during a program, he is quickly silenced.

Whole generations are growing up addicted to the telly. Food is left uneaten,



homework undone and sleep is lost. The telly is a universal pacifier. It is now standard practice for mother to keep the children quiet by putting them in the living-room and turning on the set. It doesn't matter that the children will watch rubbishy commercials or spectacles of sadism and violence — so long as they are quiet.

Television encourages passive enjoyment. We become content with second-hand experiences. It is so easy to sit in our armchairs watching others working. Little by little, television cuts us off from the real world. We get so lazy, we choose to spend a fine day in semi-darkness, glued to our sets, rather than go out into the world itself.

Television may be a splendid medium of communication, but it prevents us from communicating with each other. We only become aware how totally irrelevant television is to real living when we spend a holiday by the sea or in the mountains, far away from civilization in quiet, natural surroundings, we quickly discover how little we miss the hypnotic tyranny of King Telly.

## GRAMMAR

### Modal auxiliaries **can, may, must**

We use modal auxiliary verbs *can, may, must* in the English language for various meanings - ability, possibility, probability, certainty, permission, prohibition, obligation, opinion, speculation, etc.

#### **Can**

1. It is used to express the **ability** to do something.

*I can swim very well.*

*Can he speak English fluently? - No, he can't.*

*We cannot sing at all!*

2. It expresses the **possibility** to do something.

*We can go to the seaside at last. Our holidays start next week.*

3. We use it to say that something is **probable**.

*It can be John. He has blond hair and he is wearing glasses.*

4. It expresses the **permission** to do something.

*Why not? You can marry her. She is a nice girl.*

### **May**

1. It is used for **permissions**.

*You may borrow my car. I won't need it.*

*May I smoke here? - No, you can't, I'm sorry.*

2. It is used to express probability or **prediction**.

*They may call tomorrow. I hope so.*

The main difference between *may* and *can* is in style. *May* is more formal than *can*. *Can* is typical of spoken English.

3. The **opposite** of *may* is *must not* or *may not*.

*May I smoke here?*

- *You mustn't smoke here.* (strong prohibition)

- *You may not smoke here.* (more polite, very formal)

- *You can't smoke here.* (informal spoken English)

### **Must**

1. It is used for strong **obligations**. It is personal, because it expresses the speaker's opinion or will.

*I must clean my teeth. I want to be healthy.*

*You must go there. And do it right now!*

2. It means a strong **recommendation**.

*You must see it. It's the best film I've ever seen.*

3. We use it to show the **certainty** of the speaker.

*They must be at school by now. It's already 9 o'clock.*

4. The **opposite** of *must* is *need not*.

*Mum, must I wash up? - No, you needn't. I've already done it.*

*Must not* has a different meaning. It is used to express **prohibition** that involves the speaker's will.

*We mustn't come late today. Or the teacher will be very angry.*

*He mustn't enter this room. It is dangerous.*

### Note

Normally, these modal auxiliary verbs are not used in different tenses. The past tense of *can* is *could*, *may* and *must*, however, only have the present form. All the other tenses must be formed in a different way.

We make the passive voice with a *verb + be + past participle*: *This can be done. The laws must be respected.*

**Exercise 1. Put the words in the correct order to make sentences.**

very | play | my | can | brother | football | well

homework | with | you | I | can | help | your

in | Sue | English | can't | read

you | it | I | about | cannot | tell

make | can | your | mum | cakes | good

go | you | tonight | can | out

dad | cannot | a | horse | ride | my

morning | come | I | tomorrow | can't

again | Bill | drive | his | can | car

you | my | can't | mobile | use | new | phone

**Exercise 2. You are going to a language school tomorrow morning. What must or mustn't you do? Use the verbs in the box.**

forget   beware   listen   panic   buy   make   oversleep   look   sit
--

I ..... my new T-shirt. I ..... in the morning. I ..... late for the lessons. I ..... up a bus in the timetable. I ..... bus tickets. I ..... my dictionary at home. I ..... with Jack, my best friend. I ..... to the teacher all the time. I ..... when the teacher asks me something. I ..... mistakes in the test.

**Exercise 3. Complete these sentences with must or have to.**

The bus goes at 10.15. She ..... leave at 10 if she wants to catch it.  
The British Library: Coats and bags ..... be left at the cloakroom or in a locker.  
Jim can't see very well. He ..... wear glasses.  
You ..... see the film. It's fantastic.  
Johny, you ..... be nice to your mum.  
Oh, no. It's Monday tomorrow. I ..... go to school again.  
English children ..... stay at school till they are 16.  
OK. You can go to the party, but you ..... be back before midnight.  
A flight attendant: "All mobile phones ..... be switched off during the takeoff."  
The metro station is closed. I ..... get a taxi.

**UNIT 12**

**Pre-reading activity**

**1. Work with a dictionary to find the meaning of the following words**

newscast	quizprogram
walkoflife	featurefilm
turn	commercial
amusing	broadcast
show	telecast
daily	lifestream, showprogramme —
weekly	broadcast speech, interview, discussion
monthly	appearontheprogram
currentaffairsprogram	coversomething
specialreport	sound track
lifefootage	test card
documentary	close-up
weatherforecast	caption
varietyshow	still

**2. Make up sentences using the following words:** close-up, test card, amusing, sound track, special report, current affairs program, life footage, weather forecast, show, newscast, monthly.

**3. Read the text, translate into Ukrainian and answer the questions below.**

### **Television in Modern Life**

A Scotsman, John Logie Baird, transmitted the first television picture on 25 October 1925.

The first person on television was a boy who worked in the office next to Baird's workroom in London.

In 1927 Baird sent pictures from London to Glasgow. In 1928 he sent pictures to New York and also produced the first color TV pictures.

A first-rate color TV set and a video cassette recorder have become an ordinary thing in the household today.

Modern television offers the viewers several programs on different channels. Such as:

Soap opera: a program often on two or three times a week, which follows the lives of a group/community of people. The stories are often exciting, dramatic and hard to believe.

Quiz show or Game show: individuals, teams or families who answer questions or play different games against each other. The winner gets a prize, e.g. a car, a holiday, money.

Chat show: a program where a presenter talks to famous people about their lives and careers, sometimes there is music as well.

Documentary: a film with factual information, often analyzing a problem in society.

A series: a number of programs about the same situation or the same characters in different situations. This may be a comedy series or a drama series.

Current affairs program: a program about today's social/political problem.

In addition to regular newscasts you can see plays and films, operas and ballets, and watch all kinds of contests, quizzes, and sporting events. You can also get a lot of useful information on the educational channel. A good serial (perhaps, a detective story or a screen version of a classical novel) can keep the whole family in front of the telly for days, and don't we spend hours and hours watching our favorite football or hockey team in an important international event?

Television most definitely plays a very important part in people's lives. But is this a good thing or a bad one? Haven't we become lazier because of television? Don't we go out less often than we used to? Don't we read less?

We tend to view more and listen less, as time goes on. Take, for example, meetings between famous people in various walks of life. We like seeing the people taking part in these discussions. Merely hear their voices is not quite the same thing.

We also like to watch television programs dealing with animals and birds and all kinds of living things in their natural surroundings, as well as to watch sporting events in actual progress. Above all, we love seeing dramatic entertainments of all kinds; the plays of many leading dramatists; dramatized versions of the works of famous novelists; lovely one-act plays, comic turns, and amusing episodes of all sorts.

We can hear symphony concerts, operas and oratorios and popular melodies all transmitted with lifelike clarity. We have an opportunity of hearing well-informed talks on archeology, history, geography, science and technology. We hear critics talking about new books, films, plays, works of art. We hear living poets reading their own poems.

**Questions:**

1. Why do we prefer to see things on the screen, and not only to hear voices, speaking about them over the radio?
2. For what do we like to watch TV programs about animals and birds, travels and travelling?
3. Why do we like to watch sporting events in actual progress?
4. What dramatic entertainments can we see on the TV screen?
5. What makes TV musical programs so fascinating?
6. What lectures and well-informed talks can be heard?

# GRAMMAR

## The Group of Simple Tenses

The simple tense is a category of verb tense. It covers the simple past tense, the simple present tense, and the simple future tense. The three simple tenses are used to describe actions without specifically stating whether the actions are completed or ongoing. Be aware that the simple present tense is an oddity. Despite its name, it is not always about activities in the present. The simple present tense can be used for activities that are not currently happening, and it can be used for future events.

### Present Simple Tense

The **simple present tense** is used in English for the following purposes:

-

Repeated actions

- World truths
- With verbs of the senses and mental
- Simple statements of fact
  
- With verbs of the senses and mental processes
- To refer to the future

- In jokes and story telling

	<b>Singular</b>	<b>Plural</b>
<b>1st person</b>	I swear .	we swear
<b>2nd person</b>	you swear .	you swear
<b>3rd person</b>	he/she/it swears	they swear
<b>1st person</b>	I <b>don't</b> swear	we <b>don't</b> swear
<b>2nd person</b>	you <b>don't</b> swear	you <b>don't</b> swear.
<b>3rd person</b>	he/she/it <b>doesn't</b> swear.	they <b>don't</b> swear .
<b>1st person</b>	<b>do</b> I swear?	<b>do</b> we swear ?
<b>2nd person</b>	<b>do</b> you swear?	<b>do</b> you swear?
<b>3rd person</b>	<b>does</b> he/she/it swear?	<b>do</b> they swear ?

**Exer  
cise  
1.Fin  
d in  
the  
text**

above all the sentences in Present Simple Tense and underline them.



**Exercise 2.** Choose the proper form of the verb from those given below and insert them into the sentence.:

do(es) - cause(s) – close(s) - open(s) – wake(s) up - speak(s) – take(s) – live(s) –  
play(s) – drink(s)

1. Pete  chess very well.
2. Ann never  juice.
3. The bank  at 9:30 in the morning.
4. It  at 11:00 P.M.
5. Bad driving can  many accidents.
6. My grandparents  in a small village near Mykolayiv.
7. The Olympic Games  place every four years.
8. We are good students. They always  their hometask.
9. Her students  a little Japanese .
10. Actually, Oleg always  early in the morning.

**Exercise 3. Put the verbs in brackets in the proper form:**

1. Nika (not/drink)  milkshake very often.
2. What time (the banks/open)  in Canada?
3. Where (Amanda/come)  from?
4. It (take)  him an hour and a half to get to work.
5. Jim (not/wake)  up early on Saturdays.

**Exercise 4. Put the verbs into the sentences. In some cases you are to make a negative sentences.:**

eat - rise - write – turn – tell

1. The earth  around the Moon.
2. The sun  in the west.
3. Vegetarians  fruits.
4. A liar is someone who  the truth.
5. A novelist  novels.

## UNIT 13

### 1. Work with a dictionary to find the meaning of the following words

Virtual reality

invention

helmet

lenses

illusion

surgeon

simulator

### 2. Read and translate the text.

#### Virtual Reality

Not long ago computers were considered an amazing invention. Today they form part of our everyday life. The latest thing today is Virtual Reality. A Virtual Reality system can transport the user to exotic locations such as a beach in Hawaii or the inside of the human body.

The Virtual Reality system is still in the early stages of its development. At the moment it is necessary to put a large helmet on your head to see the simulated world and you have to wear a special glove on your hand in order to manipulate the objects you see there. Lenses and two miniature display screens inside the helmet create the illusion that the screen surrounds you on every side.

You can «look behind» computer-generated objects, pick them up and examine them, walk around and see things from a different angle.

Already today Virtual Reality is used in medicine. In hospitals, surgeons could plan operations by first «travelling» through the brain, heart or lungs without damaging the body. It is also used in police training schools. In schools pupils could explore the Great Pyramid or study molecules from the inside. Developers of Virtual Reality say its potential is powerful.

The word which comes closest to describing Virtual Reality is «simulator». Virtual Reality technology resembles the flight simulators that are used to train pilots. But of course there are dangers as well as benefits. In the wrong hands Virtual Reality can be used for power fantasies and pornography.

**3. Make up sentences using the following words:** lenses, helmet, simulator, virtual reality

**4. Read the text, translate into Ukrainian and answer the questions below.**

## GRAMMAR

## Present Continuous Tense

The present continuous (also called present progressive) is a verb tense which is used to show that an ongoing action is happening now, either at the moment of speech or now in a larger sense. The present continuous can also be used to show that an action is going to take place in the near future. Read on for detailed descriptions, examples, and present continuous exercises.

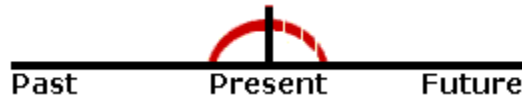
### Present Continuous Forms

The present continuous is formed using *am/is/are* + **present participle**. Questions are indicated by inverting the subject and *am/is/are*. Negatives are made with *not*.

- Statement: You **are watching** TV.
- Question: **Are** you **watching** TV?
- Negative: You **are not watching** TV.

### Present Continuous Uses

#### USE 1 Now

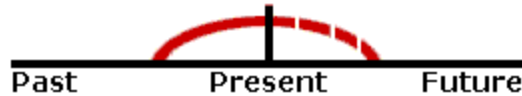


Use the present continuous with normal verbs to express the idea that something is happening now, at this very moment. It can also be used to show that something is not happening now.

Examples:

- You **are learning** English now.
- You **are not swimming** now.
- **Are** you **sleeping**?
- I **am sitting**.

#### USE 2 Longer Actions in Progress Now



In English, "now" can mean: this second, today, this month, this year, this century, and so on. Sometimes, we use the present continuous to say that we are in the process of doing a longer action which is in progress; however, we might not be doing it at this exact second.

Examples: (All of these sentences can be said while eating dinner in a restaurant.)

- I **am studying** to become a doctor.
- I **am not studying** to become a dentist.
- I **am reading** the book *Tom Sawyer*.
- I **am not reading** any books right now.
- **Are** you **working** on any special projects at work?
- **Aren't** you **teaching** at the university now?

#### USE 3 Near Future

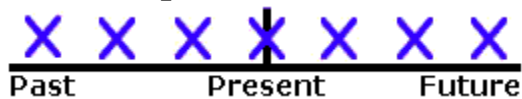


Sometimes, speakers use the present continuous to indicate that something will or will not happen in the near future.

Examples:

- I **am meeting** some friends after work.
- I **am not going** to the party tonight.
- **Is he visiting** his parents next weekend?
- **Isn't he coming** with us tonight?

#### USE 4 Repetition and Irritation with "Always"



The present continuous with words such as "always" or "constantly" expresses the idea that something irritating or shocking often happens. Notice that the meaning is like simple present, but with negative emotion. Remember to put the words "always" or "constantly" between "be" and "verb+ing."

Examples:

- She **is always coming** to class late.
- He **is constantly talking**. I wish he would shut up.
- I don't like them because they **are always complaining**.

#### Present Continuous Tips

##### REMEMBER Non-Continuous Verbs / Mixed Verbs

It is important to remember that non-continuous verbs cannot be used in any continuous tenses. Also, certain non-continuous meanings for mixed verbs cannot be used in continuous tenses. Instead of using present continuous with these verbs, you must use simple present.

Examples:

- She **is loving** this chocolate ice cream. *Not Correct*
- She **loves** this chocolate ice cream. *Correct*

#### ADVERB PLACEMENT

The examples below show the placement for grammar adverbs such as: always, only, never, ever, still, just, etc.

Examples:

- You are **still** watching TV.
- Are you **still** watching TV?

#### Exercise 1. Choose the correct form.

- I ..... an e-mail now. a) am writing b) am writting Susan ..... in the bed at the moment.  
 a) lying b) is lying I ..... in London this month. a) am staying b) stay Peter ..... this week.  
 a) working b) is working My mum and dad ..... now. a) is cooking b) are cooking Oh,

no! Look! a) What is he wearing? b) What does he wearing? Don't turn off the TV. a) I am watching it. b) I'm not watching it. I can hear Jane. a) She is coming. b) She isn't coming. Exercise 2: Complete the sentences. Example: Bill ..... today. (work) Bill is working today. Look. She ..... us. (watch) We ..... in Paris this week. (stay) My sister is not here. She ..... the shopping. (do) Please, stop! You ..... so loudly! (sing) It's 9 o'clock and I ..... a book. (read) Where is Sam? - He ..... his car. (mend) Exercise 3: Make sentences in the present continuous tense. Example: (wait/here/I) I am waiting here. (I/in Hastings/learn English/this summer) ..... (in the street/Sarah and Sue/play/at the moment) ..... (decorate/she/in York/these days/her flat)

..... (just/look/we)  
 ..... (a shower/Luke/take/now)  
 ..... (the

**Exercise 2: Make questions. Example: Where are you parking? I am parking near here.**

What ..... at the moment? I am writing a test. Which .....? I am doing exercise 1. .... ? No, nobody is helping me. Which .....? Well, I am making question 3. .... your friends .....? No, they are not making question 3. And what ..... now? I'm sorry, I don't know what they are doing.

**Exercise 3: Make negative questions. Use the words in brackets. Example: Our English teacher is speaking too fast. (speak slowly) Why isn't she speaking slowly? My brother is sleeping. Why .....? (get up) I am working at a hotel now. Why .....? (learn for exams) Our daughter is waiting over there. Why .....? (wait with you) They are flying to Mumbai.**

Why .....? (fly to Calcutta) My mum and dad aren't doing anything. Why .....? (watch a film) I'm tired, so I'm drinking tea. Why .....? (drink coffee) He is washing his T-shirts by hand. Why ..... his wife .....? (wash them)

## UNIT 14

### Information Technology

#### Pre-reading activity

**Read the text below and choose the right answer**

1. Information technology is changing principally because of:
  - a. the changing needs
  - b. new technological advances
2. According to the author the first computers were:
  - a. calculators
  - b. humans
3. Development of information technology is the result of:
  - a. advances in computing systems
  - b. development of machinery in general
4. Computing systems are taking the form of clouds means:
  - a. computers have become smaller
  - b. computing power are becoming disembodied.

### What is Information Technology

Information Technology (IT) is the application of computers and internet to store, retrieve, transmit, and manipulate information, often in the context of a business or other enterprise. IT is considered a subset of information and communications technology (ICT) and has evolved according to the needs.

#### **Computers**

It is worthwhile noting that the term IT is commonly used as a synonym for computers and computer networks, but it also encompasses other information distribution technologies such as television and telephones. Several industries are associated with information technology, including computer hardware, software, electronics, semiconductors, internet, telecom equipment, engineering, healthcare, e-commerce, and computer services.

Thanks to the continuous development of computers, the original computing systems became minicomputers and later personal computers took the lead. Nowadays, mobile phones are dethroning the personal computer and computing is evolving faster to become disembodied more like a cloud, becoming accessible more easily whenever needed. Information technology has transformed people and companies and has allowed digital technology to influence society and economy alike. It has, in this sense, shaped societies and adapted itself to people's needs.

### **History**

If you want a brief history of Information Technology, here is one. Humans were the first "computers". Then, machines were invented to carry out the computational tasks. Now these machines have given way to new form of information technology. Information has become disembodied accessible from anywhere through cloud technology. Recent advances in IT is the consequence of the development in computing systems.

Humans have been storing, retrieving, manipulating, and communicating information since the Sumerians in Mesopotamia developed writing in about 3000 BC, but the term information technology in its modern sense first appeared in a 1958 article published in the Harvard Business Review; authors Harold J. Leavitt and Thomas L. Whisler commented that "the new technology does not yet have a single established name. We shall call it information technology (IT)." Their definition consists of three categories: techniques for processing, the application of statistical and mathematical methods to decision-making, and the simulation of higher-order thinking through computer programs.

## **GRAMMAR**

### **Past Simple**

	<b>Singular</b>	<b>Plural</b>
<b>1st person</b>	I swore	we swore
<b>2nd person</b>	you swore	you swore

<b>3rd person</b>	he/she/it swore	they swore
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<b>1st person</b>	I didn't swear	we didn't swear
<b>2nd person</b>	you didn't swear	you didn't swear
<b>3rd person</b>	he/she/it didn't swear	they didn't swear
<b>1st person</b>	did I swear?	did we swear?
<b>2nd person</b>	did you swear?	did you swear?
<b>3rd person</b>	did he/she/it swear?	did they swear?

**Exercise 1. Fill the gaps with the proper form of the verb.**

1. It (be)  funnycartoon!
2. I (visit)  lots of exhibitions. I (be)  with my girlfriend .
3. In the morning we (meet)  her at the railwaystation.
4. In the morning he (get)  up late.
5. The weather (be)  fine two weeks ago.
6. It (be not)  expensive.
7. They (see)  some beautiful sunrises.
8. Where (spend / he)  her last weekend?

**Exercise 2. Choose “was” or “were”:**

1. The teacher was/were polite.



2. The pupils was/were very smart.
3. But one pupil was/were in the hospital.
4. Teacher was/were sorry for him.
5. He was/were sick and felt bad.

### 1. Fill in the gaps.

Example: Did you sleep well last night? — Yes, I did. (Ви добре спали минулої ночі? — Так.)

- 1) ... you wake up at 9 this morning? — No, I....
- 2) Did they ... you last week? — No, they ....
- 3) .. his aunt ... that house? — Yes,
- 4) ... it snow last Wednesday? — No,
- 5) ... feed the cat? — No,

## UNIT 15

### Pre-reading Activity

1. Read the text and define if the statements given below are true or false.

#### **What does cloud computing mean?**

Cloud computing means storing and accessing data and programs over the Internet instead of your computer's hard drive. It involves computing over a network, where a program or application may run on many connected computers at the same time.

For some, cloud computing is a metaphor for the Internet. It typically uses connected hardware machines called servers. Individual users can use the server's processing power to run an application, store data, or perform any other computing task. Thus, instead of using a personal computer every-time to run the application, the individual can now run the application from anywhere in the world.

For businesses, cloud computing is an ideal way to reduce expenses. For example, companies may buy services in the cloud. That is to say, instead of installing applications on every single computer in the company, cloud computing would allow workers to log into a Web-based service (a cloud) which hosts all the programs individual users would need for their job. Everything would run on remote machines and local computers task would rely just on connecting to those machines.

While cloud computing, could change the entire computer industry, there are still some concerns about the security of the data stored on the remote machines. It is true that it promises to offload many tasks. However, this technology raises a fundamental question. Is it safe to store one's data on someone else's computer? The cloud service provider needs to establish clear and relevant policies that describe how the data of each cloud user will be accessed and used. Cloud service users should also be able to encrypt data that is processed or stored within the cloud to prevent unauthorized access.

### Comprehension:

In cloud computing data is stored locally.

- a. True
- b. False

Cloud computing offers an economical model for businesses.

- a. True
- b. False

Cloud computing technology add workload on local machines.

- a. True
- b. False

This technology offers a perfect solution for businesses without any concerns.

- a. True
- b. False

## GRAMMAR

### Past Continuous

The past continuous (also called past progressive) is a verb tense which is used to show that an ongoing past action was happening at a specific moment of interruption, or that two ongoing actions were happening at the same time. Read on for detailed descriptions, examples, and past continuous exercises.

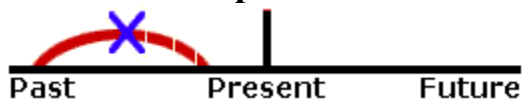
#### Past Continuous Forms

The past continuous is formed using *was/were* + **present participle**. Questions are indicated by inverting the subject and *was/were*. Negatives are made with *not*.

- Statement: You **were studying** when she called.
- Question: **Were you studying** when she called?
- Negative: You **were not studying** when she called.

#### Past Continuous Uses

##### USE 1 Interrupted Action in the Past



Use the past continuous to indicate that a longer action in the past was interrupted. The interruption is usually a shorter action in the simple past. Remember this can be a real interruption or just an interruption in time.

Examples:

- I **was watching** TV when she called.
- When the phone rang, she **was writing** a letter.
- While we **were having** the picnic, it started to rain.
- What **were you doing** when the earthquake started?
- I **was listening** to my iPod, so I didn't hear the fire alarm.
- You **were not listening** to me when I told you to turn the oven off.
- While John **was sleeping** last night, someone stole his car.
- Sammy **was waiting** for us when we got off the plane.
- While I **was writing** the email, the computer suddenly went off.
- A: What **were you doing** when you broke your leg?  
B: I **was snowboarding**.

### USE 2 Specific Time as an Interruption



In USE 1, described above, the past continuous is interrupted by a shorter action in the simple past. However, you can also use a specific time as an interruption.

Examples:

- Last night at 6 PM, I **was eating** dinner.
- At midnight, we **were still driving** through the desert.
- Yesterday at this time, I **was sitting** at my desk at work.

### IMPORTANT

In the simple past, a specific time is used to show when an action began or finished. In the past continuous, a specific time only interrupts the action.

Examples:

- Last night at 6 PM, I **ate** dinner.  
*I started eating at 6 PM.*
- Last night at 6 PM, I **was eating** dinner.  
*I started earlier; and at 6 PM, I was in the process of eating dinner.*

### USE 3 Parallel Actions



When you use the past continuous with two actions in the same sentence, it expresses the idea that both actions were happening at the same time. The actions are parallel.

Examples:

- I **was studying** while he **was making** dinner.
- While Ellen **was reading**, Tim **was watching** television.
- **Were you listening** while he **was talking**?
- I **wasn't paying** attention while I **was writing** the letter, so I made several mistakes.
- What **were you doing** while you **were waiting**?

- Thomas **wasn't working**, and I **wasn't working** either.
- They **were eating** dinner, **discussing** their plans, and **having** a good time.

#### USE 4 Atmosphere

In English, we often use a series of parallel actions to describe the atmosphere at a particular time in the past.

Example:

- When I walked into the office, several people **were** busily **typing**, some **were talking** on the phones, the boss **was yelling** directions, and customers **were waiting** to be helped. One customer **was yelling** at a secretary and **waving** his hands. Others **were complaining** to each other about the bad service.

#### USE 5 Repetition and Irritation with "Always"

XXXXXX

Past	Present	Future
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The past continuous with words such as "always" or "constantly" expresses the idea that something irritating or shocking often happened in the past. The concept is very similar to the expression used to but with negative emotion. Remember to put the words "always" or "constantly" between "be" and "verb+ing."

Examples:

- She **was always coming** to class late.
- He **was constantly talking**. He annoyed everyone.
- I didn't like them because they **were always complaining**.

#### Past Continuous Tips

##### While vs. When

Clauses are groups of words which have meaning, but are often not complete sentences. Some clauses begin with the word "when" such as "when she called" or "when it bit me." Other clauses begin with "while" such as "while she was sleeping" and "while he was surfing." When you talk about things in the past, "when" is most often followed by the verb tense simple past, whereas "while" is usually followed by past continuous.

"While" expresses the idea of "during that time." Study the examples below. They have similar meanings, but they emphasize different parts of the sentence.

Examples:

- I was studying **when she called**.
- **While I was studying**, she called.

#### REMEMBER Non-Continuous Verbs / Mixed Verbs

It is important to remember that Non-continuous verbs cannot be used in any continuous tenses. Also, certain non-continuous meanings formixed verbs cannot be used in continuous tenses. Instead of using past continuous with these verbs, you must use simple past.

Examples:

- Jane **was being** at my house when you arrived. *Not Correct*
- Jane **was** at my house when you arrived. *Correct*

## ADVERB PLACEMENT

The examples below show the placement for grammar adverbs such as: always, only, never, ever, still, just, etc.

Examples:

- You were **just** studying when she called.
- Were you **just** studying when she called?

**Exercise 1.** Exercise 1 Look at Jane's diary. What was she doing at these times?

My diary Monday 4.30 - 5.30 p.m have an appointment at the dentist's Tuesday 7 - 8 p.m play tennis with Mimi Wednesday 8 - 10 p.m. watch the Black Widows Thursday 8.30 - 9.30 p.m. revise for an English test Friday 5 - 7 p.m. do the shopping with Carrol Saturday 11.30 - 12.30 a.m. cook lunch Sunday 9 - 10 a.m. tidy the house with mum On Monday at 5 p.m. she ..... an appointment at the dentist's. On Tuesday between 7 - 8 p.m. Jane and Mimi ..... tennis. On Wednesday at 9 o'clock she ..... the Black Widows. On Thursday from 8.30 to 9.30 she ..... for an English test. On Friday at 6 o'clock Jane and Carrol ..... the shopping. On Saturday between 11.30 and 12.30 she ..... lunch. On Sunday at 9.30 Jane and her mum ..... the house. But I don't know what she ..... at 12 p.m. on Sunday. Was she sleeping?

**Exercise 2.**Exercise 4 Simon and his girlfriend Sharon were at a restaurant during their lunch break. Make questions in the past continuous to ask about them.

Where .....? At a table by the window. What ..... ? Coffee with milk and a glass of apple juice. What ..... Simon ..... ? The apple juice. .... anything? No, nothing. They were not hungry. What ..... Sharon .....? A white pullover and black jeans. How ..... she ..... in her outfit? She was really pretty. .... they ..... anything special? Not really. They were just talking. What ..... about? About their friends from school. How ..... Simon ..... at the restaurant? He was quite happy and relaxed.

## UNIT 16

### A Brief History of Cities

The English word "city" came through Old French, and has roots in Latin civitas, which means "citizenship". The influence of the Greek word polis, meaning "city", can be noticed in English words such as "metropolis" (a really large city).

Some of the earliest cities developed 4000-3000 BC, as civilizations in the Middle East, India and China flourished. Some, like Mohenjo-daro in Pakistan, were very densely populated, so they had to develop complex system to keep the city sanitary.

In the Middle Ages, some cities like Venice and San Marino took control over surrounding villages and became powerful city-states.

The growth of modern industries led many people to migrate from rural areas to cities, which brought about the rise of megacities, places with over 10 million people.

### **Jericho, Palestinian Territories**

Through its ancient archaeological sites, Jericho tells countless stories about the history of humans. Not only is this the city with the oldest wall, built around the first community 10,000 years ago, but it is also mentioned in the Hebrew Bible as the "City of Palm Trees".

Jericho's Arabic name *Ariha* means "fragrant". In the beginning, the indigenous populations lived alone in an agricultural community, but slowly, different groups of nomads joined them.

This city has had a turbulent history ever since, yet it remained continuously inhabited. Nowadays, several Christian pilgrimage sites located in the city make Jericho a popular tourist destination.

### **Byblos, Lebanon**

People have been living in Byblos for more than 8,000 years. An ancient myth suggests that this city, lying on the coast of the Mediterranean Sea, was built by Greek god Cronus.

The earliest records show that the city was in fact called *Gubal*. The Greek name Byblos was most probably adopted because papyrus (paper), which was imported through this city, was also called *byblos* in Greek. (That is why *biblion* in Greek means "book", and it is also the origin of the English word *bible*.)

Byblos was a small fishing village at first, but as trade increased, it became an important shipping port. Although destroyed numerous times, Byblos still has remnants of its ancient history, particularly its temples, to offer to curious tourists, many of whom also find it to be a great beach destination.

### **Luxor, Egypt**

Luxor's name derives from the word *al-uqsur*, which in Arabic means "fortifications". Indeed, Luxor is so rich in temples, monuments and ruins of ancient buildings, some of them dating back to 3000-2000 BC. For this, this city on the Nile River is described as the greatest open-air museum in the world.

Before it was named Luxor, this city was the site of *Thebes*, the ancient capital of Egypt. During the New Kingdom period in Egypt's history, most rulers decided to be buried in the Valley of Kings, near Luxor.

This is where the extremely well-preserved tomb of King Tutankhamun was discovered in 1922. The second largest ancient religious site in the world, Karnak, was built during this period and is now a major tourist attraction in Luxor.

### **Athens, Greece**

The capital of Greece has been inhabited for more than 7,000 years. An ancient myth suggests two Greek gods Poseidon, god of the sea, and Athena, goddess of wisdom, fought about who would become the protector of a new city.

While Poseidon offered a sea water spring to the people, Athena gave them an olive tree, so the people chose to name the city after her.

The hill of Acropolis, where the world-famous temple of Parthenon is still located, was where the Mycenaeans, a small community that originally inhabited Athens, built their fortress.

During its long history, Athens witnessed the peak of the ancient Greek civilization, having been home to some of the greatest thinkers and writers who forever changed the course of history.

### **Jerusalem, Israel**

The Old City of Jerusalem, a fortified area located in the center of the modern-day Jerusalem, is one of the oldest continuous human settlements in the world.

The recorded history suggests that in the 11th century BC, King David took over Jerusalem and made it the capital of his kingdom. There had been small communities living on the site prior to King David's arrival.

Under Solomon, King David's son, the city walls expanded and the place became highly prosperous. Throughout history, the city had been repeatedly conquered by, among others, Alexander the Great, the Romans and the Muslim armies, all of whom built important religious structures in the city.

Due to these incredible events, today the Old Jerusalem is the place where people of different religions come together to pay their respects to their holy sites.

### **Comprehension Exercises**

#### **Vocabulary Questions**

1. What does "nomads" mean?
  - A. people who build ships
  - B. people who sell papyrus
  - C. people who are constantly on the move
2. What does "sanitary" mean?
  - A. sacred, holy
  - B. hygienic, clean
  - C. growing fast
3. What does "fragrant" mean?
  - A. divided
  - B. sweet-smelling
  - C. fortified
4. What does "tomb" mean?
  - A. burial place
  - B. bronze object
  - C. large pillar of a temple

5. What does "trend" mean?
- A. old rule
  - B. general development, change
  - C. historical fact

### Collocation Questions

6. Nowadays, people migrate from rural \_\_\_\_\_ to cities.
- A. areas
  - B. zones
  - C. sectors
7. Several Athenians changed the \_\_\_\_\_ of history forever.
- A. flow
  - B. track
  - C. course
8. People come to Jerusalem to \_\_\_\_\_ respects to the holy sites.
- A. leave
  - B. pay
  - C. give
9. Tutankhamun's tomb was extremely well \_\_\_\_\_.
- A. saved
  - B. conserved
  - C. preserved
10. The \_\_\_\_\_-day Jerusalem is much larger than the Old City.
- A. modern
  - B. current
  - C. new
11. Byblos has been \_\_\_\_\_ inhabited for thousands of years.
- A. steadily
  - B. continuously
  - C. progressively
12. Athens witnessed the \_\_\_\_\_ of ancient Greece.
- A. peak
  - B. tip
  - C. top
13. Cities developed as people produced \_\_\_\_\_ food.
- A. spare
  - B. additional
  - C. surplus
14. Villages were often \_\_\_\_\_ control of city-states.
- A. over
  - B. under
  - C. of



15. The \_\_\_\_\_ of cities may also be linked to military reasons.
- A. design
  - B. delivery
  - C. birth

### Wh Questions

16. **How** did Greeks make a connection between papyrus and Byblos?
- A. papyrus was invented in Byblos
  - B. they imported papyrus through Byblos
  - C. Byblos had the most expensive papyrus
17. **Why** were Poseidon and Athena fighting?
- A. because they hated each other
  - B. because they were in love
  - C. because of a city
18. **Which** city was the ancient capital of Egypt?
- A. Thebes
  - B. Karnak
  - C. Jerusalem
19. **Where** is Jericho referred to as the "City of Palm Trees"?
- A. in the ancient Roman archives
  - B. in a Greek poem
  - C. in the Hebrew Bible
20. **Who** expanded the city of Jerusalem?
- A. Solomon
  - B. Tutankhamun
  - C. Greek gods

### Evaluating Statements

21. Based on the information in this lesson, which statement is **true**?
- A. Jericho has only been inhabited by indigenous populations.
  - B. Jericho had been inhabited by indigenous populations until nomads came.
22. Based on the information in this lesson, which statement is **false**?
- A. King David conquered Jerusalem.
  - B. King David established the first settlement in Jerusalem.

### True or False?

23. Based on the information in this lesson, is the following statement true or false?

*"According to a myth, Byblos was built by Poseidon."*

- A. True
- B. False

24. Based on the information in this lesson, is the following statement true or false?

*"Many great philosophers and historians lived in Athens."*

- A. True
- B. False

## GRAMMAR

### Future simple

There are several different ways in English that you can talk about the future. This page is an introduction to the most important ones:

- Predictions/statements of fact
- Intentions
- Arrangements
- Scheduled events

#### Predictions/statements of fact

The auxiliary verb **will** is used in making predictions or simple statements of fact about the future.

- The sun **will** rise at 6.30 tomorrow.
- Lunch break today **will** be 10 minutes longer than usual.

#### Intentions

The auxiliary verb **going to** is used in talking about intentions. (An intention is a plan for the future that you have already thought about.)

- We're **going to** sell our old car next year.
- Pete is **going to** the gym when he comes back from school.

Note: **going to** is often used in the past tense to talk about an unfulfilled intention.

Examples: *I was going to study for my English test, but I had no free time. / We were going to invite you to the party, but couldn't find your mobile number. / My grandma was going to visit us, but she fell and broke her arm.*

#### Arrangements

The *present continuous* tense is used in talking about arrangements. (An arrangement is a plan for the future that you have already thought about *and discussed with someone else*.)

- He's **meeting** his dad at the airport tomorrow.
- Their grandparents **are visiting** us this Easter.

### Scheduled events

The *present simple* tense is usually used to refer to future events that are scheduled (and outside of our control).

- Hurry up! The train **departs** in 10 minutes.
- I **leave** Frankfurt at 7 o'clock in the morning and **arrive** in Los Angeles at midday the next day.
- She **has** an appointment with the colleague after work tonight.
- There's no necessity to hurry. The train **doesn't leave** for another 50 minutes.
- When **does** the meeting **begin**?

### Exercise 1. Use the verbs in brackets to complete these sentences in the most common form.

1. The train \_\_\_\_\_ (to arrive) at 10:30.
2. The couple \_\_\_\_\_ (to have) lunch at a seaside restaurant on Saturday.
3. It \_\_\_\_\_ (to rain) in Liverpool tomorrow evening.
4. On Wednesday at 8 o'clock I \_\_\_\_\_ (to meet) my friend.
5. Jean \_\_\_\_\_ (to fly) to London on Monday morning.
6. Wait! I \_\_\_\_\_ (to drive) you to the station.
7. The English lesson \_\_\_\_\_ (to start) at 10:45.
8. Are you still writing your essay? If you \_\_\_\_\_ (to finish) by 6 pm, we can go out.
9. I \_\_\_\_\_ (to see) my mother in March.
10. Look at the clouds – it \_\_\_\_\_ (to rain) in several minutes.
11. You're carrying too much. I \_\_\_\_\_ (to open) the door for you.

### Exercise 2. Work with the dialogue. Complete the sentences.

Tim is going shopping. Mary asks him to get some things for her.

T: I'm going shopping. Do you need anything?

M: We've run out of bread.

T: OK. I ..... some. (buy)

M: And there's only one carton of orange juice left in the fridge.

T: I ..... two cartons. I can make a tasty breakfast. (get)

M: Good idea. Anything else?

T: I don't think so. What time .....you ..... back? (come)

## UNIT 17

### 1. Read the text.

#### London-The Crown of Europe

Famous for red double-decker buses and phone boxes, London, the capital of the United Kingdom (UK), is the most visited city in the world. With a population of around 18,000 people 1,000 years ago, London is now home to approximately 12 million people from all over the world.

Getting to know all of the London's charms is a daunting task, but even a short visit will be an unforgettable experience for every tourist.

#### A Brief History of London

- Although the Romans named the city *Londinium* during their conquest of Britain, settlements had existed on the site of the city for thousands of years before.
- The royal history of England starts in the 9th century with the House of Wessex (the name of the royal family), and continues until today with the currently reigning House of Windsor.
- Under Anglo-Saxons, London emerged as a great trading city, and it eventually replaced Winchester as the capital of England.
- As Britain grew as a supreme maritime power, London drew people from all over world, which boosted its economy.
- London was heavily bombed during World War II, and soon after, the decline of the British Empire followed.
- Still, London managed to grow in size and influence and maintain its status as a global center of culture and finance.

#### Attractions

##### Buckingham Palace

Queen Elizabeth II is probably the most famous reigning monarch in the world, having held the position for more than 55 years. The Queen and her family reside in the Buckingham Palace, which was built in the 19th century. The palace, now a focal point for the British people for both national celebrations and mourning, had Queen Victoria as its first resident.

Located in Westminster, this grand palace has 775 rooms, and one of the largest private gardens in the world. Tourists are welcome to visit some state rooms, which are normally used for official meetings, in August and September.

##### Tower Bridge

Standing tall over the Thames River, Tower Bridge is one of the iconic symbols of London. While the bridge is freely accessible to both pedestrians and vehicles, there is an admission charge to enter its twin towers.

Currently blue and white, the bridge had previously been painted red, white and blue for Queen Elizabeth II's Silver Jubilee, that is, the 25th anniversary of her accession to the throne.

To allow large ships to pass, the bridge is raised around three times a day. During those times, all the traffic stops or is redirected to a different bridge.

### **British Museum**

British Museum's permanent collection, which counts as many as 8 million art pieces and artifacts, will overwhelm you. The collection originates from all continents, and it illustrates the story of human civilization, history and culture from the very beginning.

This museum hosts more than 6 million tourists each year. This is where you can see Elgin Marbles, taken from the ancient Greek temple of Parthenon in Athens, and Rosetta Stone, one of oldest writings of Ancient Egyptian literature, carved on a stone.

Like with all other public museums in London, the entrance to the British Museum is free.

### **London on Film**

- *Sherlock Holmes*, the most famous fictional detective, is from London. According to the book, the movies and the series, his residence is on 221b Baker Street. If you go to this address, you will find a small museum dedicated to Sherlock Holmes and an inevitable long queue of tourists waiting to enter.
- According to the best-selling book, *Harry Potter* and his wizard friends leave to Hogwarts, the school of magic, from the King's Cross station in London. The secret passage to their world of magic is on the 9 <sup>3</sup>/<sub>4</sub> Platform, which tourists can actually see if they visit the station.
- *James Bond*, a famous British movie spy, often needs to carry out missions around London. If you are fan, you might want to check out Thames House, the headquarters of Bond's secret service MI5, and many other city locations which have featured in James Bond movies.

## **Comprehension Exercises**

### **Vocabulary Questions**

1. What does "reign" mean?
  - A. to own a palace
  - B. to rule as a monarch
  - C. to be from a wealthy family
2. What does "maritime" mean?
  - A. located on the beach
  - B. done very quickly

- C. connected with the sea
- 3. What does "focal" mean?
  - A. very powerful
  - B. the center or the most important part
  - C. well-known
- 4. What does "boost" mean?
  - A. help increase or improve
  - B. cause to explode
  - C. decline rapidly
- 5. What does "overwhelm" mean?
  - A. have a strong emotional impact on something
  - B. cost a lot of money
  - C. require much time

### Collocation Questions

- 6. Getting to know all of London's charms is a \_\_\_\_\_ task.
  - A. intimidating
  - B. daunting
  - C. challenging
- 7. In the medieval times, London \_\_\_\_\_ as a trading city.
  - A. emerged
  - B. appeared
  - C. unfolded
- 8. British Museum's collection \_\_\_\_\_ from all continents.
  - A. derives
  - B. arises
  - C. originates
- 9. The Silver Jubilee marked the anniversary of Queen's \_\_\_\_\_ to the throne.
  - A. elevation
  - B. accession
  - C. assent
- 10. Rosetta Stone contains important Egyptian writings \_\_\_\_\_ on a stone.
  - A. written
  - B. engraved
  - C. carved
- 11. Many city locations \_\_\_\_\_ in James Bond movies.
  - A. featured
  - B. starred
  - C. promoted
- 12. Today, London is a \_\_\_\_\_ center of finance and culture.
  - A. universal
  - B. world

- C. global
13. The 9 <sup>3</sup>/<sub>4</sub> Platform is a \_\_\_\_\_ passage to Hogwarts.
- A. secret
  - B. hidden
  - C. covert
14. The collection \_\_\_\_\_ as many as 8 million art pieces.
- A. equals to
  - B. counts
  - C. incorporates
15. James Bond often \_\_\_\_\_ missions in London.
- A. accomplishes
  - B. carries out
  - C. executes

### Wh Questions

16. **How** does Harry Potter access his school of magic?
- A. across the Tower Bridge
  - B. through the King's Cross station
  - C. in the Thames House
17. **Why** was Tower Bridge painted red, blue and white?
- A. to celebrate the Olympic Games
  - B. to celebrate British independence
  - C. to celebrate Queen's Silver Jubilee
18. **When** did the British Empire start to decline rapidly?
- A. after World War II
  - B. after World War I
  - C. in the 1990s
19. **What** is the House of Windsor?
- A. the place where the royal family lives
  - B. the name of the current royal family
  - C. Queen Elizabeth's summer house
20. **Who** was the first queen to live in the Buckingham Palace?
- A. Queen Victoria
  - B. Queen Elizabeth
  - C. Queen Catherine

### Evaluating Statements

21. Based on the information in this lesson, which statement is **true**?
- A. Tourists can visit some of the rooms in the Buckingham Palace on most months.
  - B. Tourists can visit some of the rooms in the Buckingham Palace on certain months.

22. Based on the information in this lesson, which statement is **false**?

- A. You can still cross the Tower Bridge on foot while large ships are passing under it.
- B. You cannot use the Tower Bridge while large ships are passing under it.

### True or False?

23. Based on the information in this lesson, is the following statement true or false?

*"London has always been the capital of England."*

- A. True
- B. False

24. Based on the information in this lesson, is the following statement true or false?

*"There are no admission fees for any public museum in London."*

- A. True
- B. False

## GRAMMAR

### Types of Questions

#### Yes / No questions

Most of them start with an auxiliary verb and expect an answer Yes or No.

Yes / No Questions      Answers

Do you like your new teacher? Yes / No (Yes I do / No I don't)

Can you help me? Yes / No (Yes I can / No I can't)

Have you ever been here before? Yes / No (Yes I have / No I haven't)

Did you visit your aunt yesterday?      Yes / No (Yes I did / No I didn't)

Note: you can ask a yes / no question using the verb "to be" as a full verb (not an auxiliary) as well.

Are you from The United States?

Yes / No (Yes I am / No I am not)

Exercise 1. Transform these sentences into a yes or no question

He loves this town. \_\_\_\_\_

They like soccer. \_\_\_\_\_

She can drive a lorry. \_\_\_\_\_

They are nice. \_\_\_\_\_

They went to the swimming pool. \_\_\_\_\_

She wastes her money on jewelry. \_\_\_\_\_

He decided to leave his wife. \_\_\_\_\_



She wakes up early. \_\_\_\_\_

They should revise their lessons. \_\_\_\_\_

## UNIT 18

**1. Read the text and then discuss it. Work with the dictionary to find the meaning of unknown words.**

### Canada

#### **Fun & Interesting facts about the "Great White North!"**

Did you know Canada is the second biggest country in the world, second only to Russia? In fact, Canada is bigger than the entire European Union put together!

There are many interesting facts about Canada, some that may surprise you! Maybe you'd like to visit Canada some day, or maybe you already have and some of these facts will be familiar to you. Today we're going to learn some fun and interesting facts about the country commonly called "The Great White North!"

#### **Geography & History**

Canada has ten provinces and three territories. It also has six time zones!

Its capital city is Ottawa. Ottawa is in the province of Ontario. It has a population of 36 million people. This is small compared to other countries. It is also small considering its large size!

Over 80% of the population live near the United States border. The Canadian and US border is the largest border in the world. Over 30% of the country is forest. And Canada has 10% of the world's forests! Canada also has more lake area than any other country in the world.

#### ***A lake in Canada***

Canada is a very young country. Canada only became a country in 1867. The country celebrated its 150th birthday in July 2017. July 1st is Canada Day. People all across the country celebrate by wearing red and white. Red and white are the national colors shown on its flag.

Canada was first discovered by the French explorer, Jacques Cartier in 1534. However, people had been living in Canada long before that. Indigenous people had been living in North America for centuries. Indigenous people still live in Canada today.

Canada's national animal is a beaver! And it has two national languages, both English and French. However, only two provinces are officially French speaking, Quebec and New Brunswick.

Canada is still strongly tied to the country of England. Like Australia, Canada celebrates the Queen of England as their Queen too!

#### **Maple Syrup**

When many people think of Canada, they think of maple syrup. Did you know that the Canadian province of Quebec is responsible for 70% of the world's maple syrup? Maple syrup is a delicious sweet and runny sauce used commonly on pancakes, waffles, french toast and oatmeal.

Historically, indigenous people started producing maple syrup. When Europeans first came to Canada and met these indigenous people, they adopted some of their practices, including how to make maple syrup.

In July 2013, there was a maple syrup robbery. A group of thieves stole \$18 million worth of maple syrup! Can you believe that? They took 3,000 tons of maple syrup from a warehouse in Quebec. The man in charge was fined nearly \$10 million and is facing 9 years in prison.

Maple syrup robbery is a serious crime in Canada! Maple syrup is worth more than oil!

### **Money**

Canada has its own currency. It is the Canadian dollar. If you travel to Canada, you will hear Canadians use the words "loonie" and "toonie." A "loonie" is a one dollar coin. It is called a "loonie" because there is a loon on one of its faces. A loon is a type of water bird, similar to a goose or a duck. They are commonly found in Canada. Can you guess what a "toonie" is? It's a two dollar coin!

### **Weather**

People often think of Canada as being very cold. This is true for some parts of Canada. In Ottawa, the average low temperature in the month of January is -14.4 degrees Celsius. That may seem very cold to you. But the Yukon is a northern territory in Canada. Their coldest recorded temperature is -63 degrees Celsius. It was recorded in 1947. That's almost as cold as planet Mars!

### **Northern Lights over a frozen lake at Yukon Territory, Canada**

Canada isn't always cold however. In the summer months, it can get quite hot. On the west coast of Canada in fact, there are places where it rarely snows. Instead, in the winter months these areas get lots of rain.

### **Santa Claus**

The Canadian postal service assigned an official address for Santa Claus in the North Pole. They even gave him a postal code of H0H 0H0! Every Christmas, Canadian children send letters to this address. They are all read and answered by the postal service!

### **Some More Fun Facts**

The world's largest coin is found in Canada. It is a reproduction of a nickel. A nickel is a five cent coin. It is located in the province of Ontario and it measures 9 meters!

Canadians love ice hockey and most Canadians play it. Canada holds the record for the most gold medals ever won at the Winter Olympics. In 2010, the Winter Olympics were hosted in the Canadian city of Vancouver. Canada won 14 gold medals.

The name "Canada" is actually a mistake. Remember Jacques Cartier, the explorer who discovered Canada? Well, he spoke with indigenous people when he found Canada. They spoke a different language, and their word for "village" was "kanata" or "canada." Cartier thought that this word was the name of where he was. From this, the country of "Canada" was born!

Do you know the Netherlands? It is a country in Europe. Well, the Netherlands and Canada have a very good relationship. In fact, the Netherlands commonly gives Canada a gift each year of thousands of tulip flowers. In 1943, a princess from the Netherlands was in Ottawa and about to give birth to her daughter. But according to their laws, if the baby was born outside of the Netherlands, she would not be a citizen of the country. So Ottawa turned the princess' hospital room into official international ground. This means that the hospital room was now "international" territory and not just Canadian. The baby could be a citizen of the Netherlands. Because of this, Canada and the Netherlands are very good friends.

### **Visit Canada**

As you've read, Canada is big and interesting country. If you should every want to visit Canada, cities like Toronto, Montreal and Vancouver are very big tourist destinations. You can also go to coastal cities like St. John's or Victoria and spend time with ocean wildlife. There is something to see and do for everyone in Canada.

## **Comprehension Exercises**

### **Vocabulary Questions**

1. What does "border" mean?
  - A. A dividing line between two countries
  - B. The sides of a road
  - C. Another word for the coast of a country
2. What does "citizen" mean?
  - A. Anyone who lives in a country
  - B. People living in a country and who have a passport for that country
  - C. People who move very often
3. What does "temperature" mean?
  - A. a measurement of how cold or warm it is outside
  - B. the weather
  - C. a measurement of time
4. What does "currency" mean?
  - A. a person who collects coins
  - B. a system of money
  - C. a way that people make money
5. What does "robbery" mean?
  - A. when something is stolen
  - B. an emergency

C. hiding away money

### Wh Questions

6. **What** is Canada commonly referred to?
  - A. The Great White North
  - B. The Frozen Tundra
  - C. The Land of Maple Syrup
7. **When** did Canada become a country?
  - A. 1895
  - B. 1867
  - C. 1934
8. **Why** is the Canadian one dollar coin called a "loonie"?
  - A. Because it has a loon on it.
  - B. Because there are many animals in Canada.
  - C. Both answers
9. **Who** does Canada have a good relationship with?
  - A. The Netherlands
  - B. Germany
  - C. Spain
10. **How many** provinces and territories are in Canada?
  - A. 7
  - B. 13
  - C. 16

### Evaluating Statements

11. Based on the information in this lesson, which statement is **true**?
  - A. Canada is a young country.
  - B. Canada was established a very long time ago.
  - C. There was no one living in Canada when it was discovered.
12. Based on the information in this lesson, which statement is **false**?
  - A. Canada is a bilingual country.
  - B. There are parts of Canada where people speak both English and French.
  - C. English is the only language spoken in Canada.

### True or False?

13. Based on the information in this lesson, is the following statement true or false?

*"Some places in Canada get very cold."*

- A. true
- B. false

14. Based on the information in this lesson, is the following statement true or false?

*"Canada produces half of the world's maple syrup"*

- A. true
- B. false

## UNIT 19

**1. Read the text and then discuss it. Work with the dictionary to find the meaning of unknown words.**

### **Boston**

#### **The Home of US History**

Boston, the capital of the state of Massachusetts, is one of the most popular tourist locations in the United States (US). Historically, it has been a very important site for the US and, over the years, it has become famous for the prestigious universities such as Harvard and Massachusetts Institute of Technology (MIT) located in the Boston area. It is also known as the center of American philanthropy.

#### **A Brief History of Boston**

- Having been founded in 1630 by Puritan settlers from England, Boston is one of the oldest cities in the United States. It was named after a small town in England. America's first public school was founded in Boston in 1635.
- During the American Revolution, many events crucial for the US independence happened in Boston. One such event was the Boston Tea Party, when an entire shipment of tea sent by the British was destroyed in defiance to the British rule.
- In the 1820s, many Irish immigrants came to Boston, which changed the city's ethnic composition.
- In the 1900s, Boston encountered economic problems, as many of its factories became obsolete. Since the 1970s onwards, the city's economy started improving again, especially due to the medical and scientific innovations taking place in the city.
- Today, Boston Marathon is held on Patriots' Day, the third Monday of April, gathering athletes from all over the world. It is the oldest marathon in the world, having started in 1897.

#### **Attractions**

##### **Freedom Trail**

The best way to learn about the historical importance of Boston is to follow the Freedom Trail. This is a 2.5-mile-long (4 km) path that stretches through the city, passing by 16 different locations of historical significance.

The stops, marked with special markers implanted in the sidewalks, include churches, notable buildings, as well as graveyards. Tourists are free to explore the stops

on the map by themselves, but the visitors centers also provide maps and give all the relevant information and tips about the stops.

### **Old State House**

Built in 1713, the Old State House is a building of historical importance and it is listed as one of the locations on the Freedom Trail. Built on the site where the previous Town House burned in a fire, this building was the seat of the General Court at first.

The Old State House later hosted Boston's City Hall, and had a brief period of commercial use. Since 1881, the Old State house has been stewarded by the Bostonian Society, established to preserve it. It serves as a museum.

### **Quincy Market**

Quincy Market is a historic market located in central Boston. Constructed in 1826, the market was named after Boston Mayor Josiah Quincy, who organized the building of the market with no tax or debt. Its red brick interior walls in combination with Roman-style facades make the building quite unique.

Today, Quincy Market is a place where you can see how international Boston truly is. At the market, you can find classic Bostonian food, such as Boston cream pie, the official dessert of Massachusetts, and clam chowder, popular cream based seafood soup. At the same time, you can try food from nearly every corner of the world at Quincy Market, which shows how ethnically diverse Boston is.

### **Things to Do in and Around Boston**

- One of the benefits of being in a city on the coast of the Atlantic Ocean is that you can go **whale watching**. This 3 hour-long tour departs from Central Wharf in Boston, and guarantees you will see humpback and fin whales, as well as dolphins.
- If you are interested in learning more about the US history, you should definitely hop on the **USS Constitution cruise**. This boat tour is fully narrated, so you will hear about and see places where Boston Tea Party and other important events took place.
- Shop on the **Newbury Street**, one of the earliest roads in Boston, now famous as a shopping district. Besides shopping, you can enjoy seeing several important places in the city, and enjoy the smell of the ocean.
- Spend an afternoon in **Boston Common**, the city's central public park. Dating from 1634, this is the oldest city park in the country. Boston Common is also where burial sites of important people like Charles Sprague, one of America's earliest poets, and his father Samuel who fought in the Revolutionary War, are located.

### **Comprehension Exercises**

#### **Vocabulary Questions**

1. What does "steward" mean?
  - A. protect from enemies
  - B. manage, look after

- C. keep something clean
- 2. What does "obsolete" mean?
  - A. rude, inconsiderate
  - B. produced regularly
  - C. not used anymore, out of date
- 3. What does "defiance" mean?
  - A. follow the rules closely
  - B. a decrease in power
  - C. refuse to obey someone
- 4. What does "philanthropy" mean?
  - A. helping people by giving donations
  - B. being anxious around other people
  - C. too many people in a small place
- 5. What does "facade" mean?
  - A. the front of a building
  - B. a building's backyard
  - C. the space between two buildings

### **Collocation Questions**

- 6. Several \_\_\_\_\_ sites are located in the Boston Common.
  - A. funeral
  - B. burial
  - C. death
- 7. The USS Constitution tour is fully \_\_\_\_\_.
  - A. narrated
  - B. described
  - C. recounted
- 8. The Old State House had a \_\_\_\_\_ period of commercial use.
  - A. fleeting
  - B. brief
  - C. quick
- 9. Boston is home to many \_\_\_\_\_ universities such as Harvard.
  - A. celebrated
  - B. renowned
  - C. prestigious
- 10. Special markers are \_\_\_\_\_ in the sidewalks to mark the Freedom Trail.
  - A. installed
  - B. embedded
  - C. implanted
- 11. Irish immigrants changed the ethnic \_\_\_\_\_ of the city.
  - A. anatomy
  - B. composition

- C. formation
12. Quincy Market was named \_\_\_\_\_ Mayor Quincy.
- A. after
  - B. to
  - C. before
13. Initially, the Old State House was the \_\_\_\_\_ of the General Court.
- A. seat
  - B. center
  - C. hub
14. If you are not afraid, you can go whale \_\_\_\_\_.
- A. staring
  - B. watching
  - C. looking
15. The Old State House has been \_\_\_\_\_ by the Bostonian Society.
- A. protected
  - B. secured
  - C. stewarded

### **Wh Questions**

16. **Who** were the first Europeans to settle in Boston?
- A. Puritans from England
  - B. Italian Jesuits
  - C. the Irish
17. **When** is Boston Marathon held?
- A. on Christmas
  - B. on Patriots' Day
  - C. on the Independence Day
18. **What** is the official dessert of Massachusetts?
- A. Boston clam chowder
  - B. Boston apple pie
  - C. C. Boston cream pie
19. **How** are the stops on the Freedom Trail marked?
- A. with marks on sidewalks
  - B. with statues
  - C. with big red signs
20. **Why** was the Quincy Market named after Mayor Quincy?
- A. Because he attended the opening ceremony.
  - B. Because he was born there.
  - C. Because he built the market without any taxation.

### **Evaluating Statements**

21. Based on the information in this lesson, which statement is **true**?
- A. Old State House was the Town House before 1713.



- B. Old State House was built where the Town House had been before 1713.
22. Based on the information in this lesson, which statement is **false**?
- A. Newbury Street is known as the shopping district of Boston.  
B. Boston Common is known as the shopping district of Boston.

**True or False?**

23. Based on the information in this lesson, is the following statement true or false?  
*"Boston Tea Party was an important event that helped the US obtain independence from Britain."*
- A. True  
B. False
24. Based on the information in this lesson, is the following statement true or false?  
*"All stops on the Freedom Trail are public buildings."*
- A. True  
B. False

## UNIT 20

**1. Read the text and then discuss it. Work with the dictionary to find the meaning of unknown words.**

### **Interesting Dining Manners in Different Cultures**

Around the world, people gather to eat lunch or dinner. Every culture has developed this social ritual in different ways, so today there are certain rules that need to be respected while eating – for example, how to use utensils (knife, fork, spoon) correctly or when to ask to be served. We call them **dining or table manners**.

These rules differ from one culture to another, so what is considered to be polite in one society can be seen as very rude somewhere else!

#### **A Brief History of Table Manners in Europe**

- Most table manners that Europeans and North Americans practice today originate from the Age of Exploration in the 1500s. It is believed that dinners became more refined when Catherine de' Medici, who was the Pope's niece, married the future King of France Henry II. She was appalled by the fact that French people did not use forks, and had greasy hands from cutting the meat.
- Around that time, a few more educated people, like Erasmus of Rotterdam (a Dutch scholar), had already written about the use of utensils and restraining oneself from eating quickly. At that time, knives, spoons and cups were shared among all those sitting at the table, and soups were drunk directly from the bowl.
- Soon after, individual cutlery was introduced, and napkins were adopted to protect the diners' clothes. Even today, it is a good table manner to put the napkin on the

lap.

### **Hands Up, France**

When in France, you might be advised to always rest your wrists or forearms (but not elbows) on the table while you are not using utensils to eat. Keeping your hands under the table where nobody can see them is considered a bad dining manner.

In many other countries in Europe and North America, "hands on the table" is one of the basic dining rules, particularly reiterated to children. Why is that? Some people suggest this tradition started because people were afraid of what other people might be doing under the table, like holding a weapon.

### **Siesta, Spain**

If you find yourself in Spain during the summer, you will notice that many shops are closed in the early afternoon, even on a regular work day. The reason they are closed is *siesta*, a short nap people take after lunch.

The word *siesta*, meaning "nap" in Spanish, derives from the Latin word *sexta*, meaning the sixth hour (counting from the dawn), which explains why siesta is usually taken around noon.

This particular dining ritual can be explained by the very high temperatures during the summer, and the great amount of food a typical midday meal in Spain includes. These two together make people very sleepy, so they made it a nation-wide acceptable habit to take a break from work in the middle of the day and get some rest.

### **Slurping, East and South Asia**

While in most European cultures making any noise while drinking or chewing is considered to be very rude, in places like Japan and China those who slurp their soups have good dining manners.

In other words, slurping your soup or noodles very loudly sends a message to the chef or the host that the food is delicious. The more loudly you slurp it, the more appreciation for the meal you show. If by any chance you forget to do it, the cook could be very offended or hurt thinking that you did not enjoy their meal!

### **Eating With Hands, Ethiopia**

Traditionally, Ethiopian food is eaten with hands, usually from a large communal plate. Several delicious meals are put together in a plate with some *injera*, a flat Ethiopian bread, and the guests sit around it.

The proper way to eat Ethiopian food is to tear off a piece of the bread, grab some food that is close to you with it, and put it in your mouth. Because you are touching the food with your hands, make sure that you always wash them before and after the meal. The left hand is considered unclean, so it is advisable and polite to only use your right hand to eat.

### **No Extra Cheese, Italy**

Italian cuisine is known for using a great variety of cheese in large quantities. Italian pizzas and pastas are particularly rich in cheese. In an Italian restaurant anywhere in the world, the parmesan cheese might even be freshly grated in front of you on your plate.

However, unless cheese is offered to you, you should not ask for extra cheese for a dish like pizza which already has a lot of cheese. Such an act is considered to be an insult to the cook, so most waiters will simply refuse to bring more cheese.

Another cheese-related rule in Italy applies to seafood – adding cheese to a seafood pasta is unimaginable according to traditional dining manners, so it is best you avoid it.

### **Comprehension Exercises**

#### **Vocabulary Questions**

1. What does "reiterate" mean?
  - A. demand
  - B. repeat
  - C. forgive
2. What does "appalled" mean?
  - A. feeling shocked or disgusted
  - B. being concerned
  - C. liking something very much
3. What does "refined" mean?
  - A. improved, elegant
  - B. rejected, disliked
  - C. done again
4. What does "cutlery" mean?
  - A. the act of cutting bread
  - B. decrease one's debt
  - C. cutting utensils
5. What does "exploration" mean?
  - A. hiding something from someone
  - B. searching and finding out about something
  - C. changing the rules

#### **Collocation Questions**

6. Many shops in Spain are closed in the \_\_\_\_\_ afternoon.
  - A. primary
  - B. early
  - C. first part of the
7. Italians eat cheese in large \_\_\_\_\_.
  - A. quantities
  - B. sums
  - C. volumes
8. You should always \_\_\_\_\_ your wrists on the table.
  - A. lay
  - B. relax

- C. rest
9. Ethiopian food is usually served in a large \_\_\_\_\_ plate.  
A. communal  
B. mass  
C. joint
10. Asking for more cheese is an insulting \_\_\_\_\_.  
A. gesture  
B. act  
C. move
11. Start eating by tearing \_\_\_\_\_ a piece of bread.  
A. up  
B. away  
C. off
12. In many cultures, the left hand is considered \_\_\_\_\_.  
A. impure  
B. unclean  
C. stained
13. Catherine de' Medici was appalled \_\_\_\_\_ the behavior of the French.  
A. about  
B. of  
C. by
14. Taking a siesta is \_\_\_\_\_ habit all over Spain.  
A. an acceptable  
B. a justifiable  
C. a bearable
15. Erasmus thought people should \_\_\_\_\_ themselves from eating quickly.  
A. repress  
B. restrain  
C. limit

### **Wh Questions**

16. **Why** do people take siestas?  
A. because the weather is hot  
B. because the law requires it  
C. because cooking takes a long time
17. **Where** should you put your napkin during dinner?  
A. around your neck  
B. on the table  
C. on the lap
18. **What** should you never add to seafood in Italy?  
A. pasta  
B. cheese  
C. olive oil

19. **How** does slurping compliment the cook in Japan?
- A. it means they will get a tip
  - B. it means the food is delicious
  - C. it means they are good-looking
20. **When** did Europeans adopt forks and spoons?
- A. from the 16th century onwards
  - B. 2,000 years ago
  - C. in the 20th century

### Evaluating Statements

21. Based on the information in this lesson, which statement is **true**?
- A. Siestas always last from 3pm to 5pm.
  - B. Siestas are usually taken around midday.
22. Based on the information in this lesson, which statement is **false**?
- A. When in France, the best advice is to rest your elbows on the table.
  - B. When in France, the best advice is to rest your wrists on the table.

### True or False?

23. Based on the information in this lesson, is the following statement true or false?  
*"During a meal in Ethiopia, always reach across the table to get food."*
- A. True
  - B. False
24. Based on the information in this lesson, is the following statement true or false?  
*"In Italy, if the waiter offers you cheese, it is okay to take it."*
- A. True
  - B. False

### Grammar

#### Alternative Question

An alternative question gives a choice of two or more answers in the question and includes *or*:

*Would you like [choice 1] **some ice cream** or [choice 2] **some cake**?*

#### Forming alternative questions

With an auxiliary verb

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We usually form alternative questions with an auxiliary verb (*be, do or have*) + subject + main verb or with a modal verb + subject + main verb:

***Are we eating** in or out this evening?* (answer: *We're eating in.* or *We're eating out.*)

**Does *she* work in the city or in the suburbs?** (answer: *She works in the city.* or *She works in the suburbs.*)

**Will *they* buy a house or rent somewhere?** (answer: *They'll buy a house.* or *They'll rent somewhere.*)

**Warning:**

When we ask alternative questions using the main verb *be*, we don't use an auxiliary verb. The word order is: *be + subject*:

***Is this the front or the back of the dress?***

**Different types of alternative question**

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We can also ask alternative questions using *or not?* This is a very direct question and sometimes it can express annoyance or impatience:

[choice 1]*Are you coming* [choice 2]***or not?***

[choice 1]*Do you want to go to the cinema* [choice 2]***or not?***

Alternative questions can be answered as *yes-no* questions, depending on the context:

**A:**

*Are there **trains or buses** from the airport to Belgrade?*

**B:**

*Yes, there are.* (There are both trains and buses.)

(or *There's a train./There's a bus.*)

Alternative questions can be *wh*-questions:

*Which do you prefer, **with or without salt?***

*Which is best, to water the plant **every day or just once a week?***

**Reduced alternative questions (*tea or coffee?*)**

---

**Warning:**

Sometimes in informal speaking, we make alternative questions shorter by just saying the alternatives:

**A:**

*Would you like a coffee?*

**B:**

*That'd be great.*

**A:**

*Black or white?*

**B:**

*Black, please.*

**A:**

*Are you renting an apartment in London?*

**B:**

*Yeah, very near Paddington Station.*

**A:**

*Sharing or on your own?*

**B:**

*I'm sharing with some old friends.*

## **Responding to alternative questions**

---

We can answer an alternative question in different ways, but we do not normally answer yes:

**A:**

*Would you like mayonnaise or butter on it?*

Possible responses:

**B:**

*Mayonnaise, please.*

*Butter, please.*

*Both, please.*

*Neither, thanks. (Neither means that you don't want mayonnaise or butter.)*

*No, thanks.* (*No* means that you don't want either alternative.)

Not: ~~Yes~~.

### **Exercises:**

#### **Put the sentences in order:**

People/our/house/by/pass/many/or/ cars/buses/in.

Like/ do/milk/you/tea/lemon/with/or?

Usually/he/a/meat/or/has/piece/ of/cutlet/a/dinner/for.

Prefer/sunny/Alice/weather/does/or

/rainy?

My/for/walk/grandmother/goes/a

/alone/with/or/friend/her.

Should/wait/you/or/a/longer/for

/minute/a/little.

I/a/open/shall/window/a/or/door/the?

They/going/are/fail/to/or/exams

/pass/the?

Work/I/after/a/bath/or/first/have/rest/a/take.

#### **Make questions to the following sentences:**

- English breakfast includes tea with toast and jam or marmalade.
- You can complete your work right now or tomorrow morning.
- I enjoy reading fantasy or detective stories in my free time.
- I feel sharp pain when I am taking a deep breath or bending.
- Mike usually does his shopping at the supermarket or at the market near his house.
- We buy tickets for a train on the day of departure or book in advance.
- It's always warm or even hot in summer.
- When I visit a theatre I prefer to take seats in the stalls or on the balcony.

#### **Continue the sentences with OR**

- I'm keen on...
- When I'm on holiday I enjoy...
- Olympic participants...
- Some people hate...
- Pictures always arouse...
- I would like to...
- In the future mankind...
- Libraries provide...
- Entertainments attract...
- Most of all children are afraid of...



## UNIT 21

**1. Read the text and then discuss it. Work with the dictionary to find the meaning of unknown words.**

### **Unique Holidays People Celebrate Around the World**

Holidays are special days for the people of one nation or culture, which are set aside by the law or through a custom, and on which everyday activities, such as work or school, are normally suspended.

Every country has several important holidays, which can be national – or important for the state, religious – important for a particular religious group, or simply cultural – such as celebrating the beginning of a season, for example.

#### **Thanksgiving, the United States (US)**

Thanksgiving is one of the most popular and oldest holidays in the US, celebrated on the fourth Thursday of November. It originated as a harvest festival, and was celebrated for the first time by the Pilgrims in 1621. That particular feast lasted for three days, and was attended by Native Americans as well.

The holiday became known as the day of thanking God for blessings such as a good harvest, plenty of food or a military victory, but today it is more cultural than religious.

Although it is debatable whether the Pilgrims ate it at the time, turkey has become the most ubiquitous food served on Thanksgiving. Other traditional foods are mashed potato, cranberry sauce and pumpkin pie.

#### **Three Kings Day, Mexico**

Mexican people traditionally celebrate Christmas for twelve days – from Christmas evening on December 24th, to the Three Kings Day on January 6th (also called the Epiphany. *Epiphany* literally means a sudden moment of understanding).

The Three Kings Day commemorates the end of these celebrations. This holiday was inspired by the biblical story of the three kings from the East (also referred to as three Wise Men or Magi), who spotted a bright star in the sky the night Jesus was born, and came to see baby Jesus.

This holiday is so important for Mexicans that they often give additional gifts on this day, even though it is shortly after Christmas.

Another custom specific for this holiday is baking the *Rosca*, a sweet bread ring in which a small baby Jesus figurine is placed. Whoever finds the figurine has to host another holiday's party in February

#### **Chinese New Year, China**

Chinese New Year is the biggest holiday in China, occurring on the last day of the last month of the Chinese calendar, which does not coincide with the December 31st, but instead falls between January 21st and February 20th.

The celebrations are held all over the country and normally last for two weeks, making it the longest festival in China.

During the celebrations, you can see incredible decorations such as dragons, lanterns, flowers, as well as fireworks and people dressed in traditional Chinese clothing. Windows and doors are usually decorated with red color papercuts to symbolize good fortune, wealth and longevity.

This festival honors both Chinese deities (gods) and historical figures.

### **Saint Patrick's Day, Ireland**

Although originally Irish, Saint Patrick's Day is celebrated all over the world on March 17th. It has both a cultural and a religious connotation, since it is named after Saint Patrick, the greatest patron saint of Ireland who brought Christianity to the island, and it is also a celebration of Irish culture and heritage.

Since Irish people emigrated to other European countries, as well as to the United States, Saint Patrick is celebrated in more countries than any other national holiday.

It is normally manifested through a public parade, with many visitors wearing green attire, since this color is the symbol of Ireland. Historically, any religious restrictions on eating and drinking were lifted on this particular day, which is why Saint Patrick's Day is heavily celebrated with lots of beer.

### **Setsubun, Japan**

This holiday marks the beginning of spring in Japan. It is celebrated on February 3rd as a part of the Spring Festival. The holiday is also known as the Bean Throwing Day, because of the custom of throwing roasted soybeans out the door while chanting 'In with Fortune! Out with Evil!'

It is believed that such a ceremony prevents evil ogres (monsters) from entering the house, and that instead only good fortune will come to the family.

This is why during the ceremony, one member of the family wears an ogre mask. Another peculiar tradition done on this day suggests that if you want to enjoy a year of good health, you should eat the same number of soybeans as your age.

## **Comprehension Exercises**

### **Vocabulary Questions**

1. What does "connotation" mean?
  - A. the process of celebrating a religious holiday
  - B. the associated or secondary meaning of a word
  - C. the expressions people chant
2. What does "ubiquitous" mean?
  - A. existing or being everywhere
  - B. practiced by a small group of people
  - C. of a complex structure
3. What does "longevity" mean?
  - A. long dinner
  - B. long holiday
  - C. long life
4. What does "ancestor" mean?

- A. a relative who lived long time ago
  - B. an important political figure
  - C. the future generation
5. What does "peculiar" mean?
- A. narrow-minded
  - B. very specific, detailed
  - C. different from what is expected, strange

### Collocation Questions

6. The Japanese throw roasted soybeans \_\_\_\_\_ the door to scare away the ogre.
- A. away from
  - B. off
  - C. out
7. The Chinese calendar does not \_\_\_\_\_ with the one Americans use.
- A. coexist
  - B. equate
  - C. coincide
8. Saint Patrick's Day is a celebration of Irish \_\_\_\_\_.
- A. heritage
  - B. characteristics
  - C. birthright
9. The Chinese decorate windows and doors \_\_\_\_\_ red papercuts.
- A. of
  - B. with
  - C. in
10. It is \_\_\_\_\_ whether the Pilgrims ate turkey in 1621.
- A. doubtful
  - B. debatable
  - C. dubious
11. The Three Kings Day was \_\_\_\_\_ by a biblical story.
- A. motivated
  - B. incited
  - C. inspired
12. School classes are normally \_\_\_\_\_ on Thanksgiving.
- A. prevented
  - B. hanged
  - C. suspended
13. The Japanese \_\_\_\_\_ while they are throwing soybeans.
- A. carol
  - B. chant
  - C. cry
14. Saint Patrick's Day is \_\_\_\_\_ celebrated with beer.

- A. heavily
- B. steadily
- C. stiffly

15. According to the legend, the three kings \_\_\_\_\_ a bright star on the sky.

- A. situated
- B. spotted
- C. recognized

### **Wh Questions**

16. **What** do Irish people usually drink on Saint Patrick's Day?

- A. whiskey
- B. wine
- C. beer

17. **Who** inspired the Three Kings holiday?

- A. three kings from the Bible
- B. three Spanish kings
- C. three kings from a children's book

18. **Where** do the Japanese throw soybeans during the ceremony?

- A. at the main square
- B. in schools
- C. in their houses

19. **Why** did the Pilgrims start celebrating Thanksgiving?

- A. to thank their children for being kind
- B. to thank God for a good harvest
- C. to thank the British for sending them to the US

20. **How** do Chinese people decorate their windows and doors to celebrate the Chinese New Year?

- A. with green and yellow lanterns
- B. with colorful balloons
- C. with red papercuts

### **Evaluating Statements**

21. Based on the information in this lesson, which statement is **true**?

- A. The Candelaria party is hosted by those who cannot find the figurine in the sweetbread.
- B. The Candelaria party is hosted by the person who finds the figurine in the sweetbread.

22. Based on the information in this lesson, which statement is **false**?

- A. When the Pilgrims celebrated the first Thanksgiving, they did not invite any Native Americans.
- B. Native Americans were invited to the first Thanksgiving in 1621.

### **True or False?**

23. Based on the information in this lesson, is the following statement true or false?

*"Chinese New Year does not have any religious connotation, but it only celebrates historical people."*

- A. True
- B. False

24. Based on the information in this lesson, is the following statement true or false?

*"If a 40 year-old woman eats 40 soybeans on Setsubun, she will have a year of good health."*

- A. True
- B. False

## GRAMMAR

### Tag Questions

#### Definition

A **tag question** is a grammatical structure. It refers to a declarative statement or an imperative that are modified to become a question by adding an interrogative fragment.

#### Use

Tag questions:

- can be considered as an indicator of politeness, emphasis, or irony;
- they may suggest confidence or lack of confidence;
- they may be confrontational or tentative;
- in legal settings, tag questions can be found in leading question.

#### Form

Tag questions vary according to different factors such as the choice of auxiliary, the negation.

The structure is generally as follows:

Affirmative statement	Negative Tag
he likes him	doesn't he?
Negative statement	Affirmative Tag
she doesn't care about him	does she?

#### Statements

Affirmative statement	Negative tag
He is excellent at languages,	isn't

	he?
You were late,	weren't you?
They are working on a new project,	aren't they?
She writes good poems,	doesn't she?
We have worked hard to earn this money,	haven't we?
He called her,	didn't he?
You should see a doctor,	shouldn't you?
He can drive,	can't he?
You will help us,	won't you?

Negative statement	Affirmative tag
He isn't an athlete,	is he?
They weren't early,	were they?
You aren't writing a new book,	are you?
She doesn't work in a hospital,	does she?
He hasn't found the solution,	has he?
You didn't visit the museum,	did you?
We shouldn't sleep late,	should we?
You won't tell her,	will you?

**Exercise 1. Add a question-tag to these sentences:**

1. He is late this morning, \_\_\_\_\_?
2. The hotel was quite good, \_\_\_\_\_?
3. She cooks well, \_\_\_\_\_?
4. You can't tell the difference, \_\_\_\_\_?
5. They always sleep after lunch, \_\_\_\_\_?
6. You're coming with us, \_\_\_\_\_?
7. Mary plays football, \_\_\_\_\_?
8. You didn't have any lessons this morning, \_\_\_\_\_?
9. Ann is on holiday, \_\_\_\_\_?
10. The students see it everyday, \_\_\_\_\_?
11. Mr Priestley doesn't know your father, \_\_\_\_\_?
12. There are lots of cars here, \_\_\_\_\_?

**Exercise 2.1 Circle the correct question tag.**

- 1 Barbara, you're from Poland, aren't you? / isn't you?
- 2 She's your girlfriend, aren't she? / isn't she?
- 3 David is Kieran's dad, aren't he? / isn't he?
- 4 I'm late, aren't I? / isn't I?
- 5 We're late, aren't we? / isn't we?
- 6 It's beautiful, aren't it? / isn't it?
- 7 Rosie and Anita are English, aren't they? / isn't they?

**UNIT 22**

**1. Read the text and then discuss it. Work with the dictionary to find the meaning of unknown words.**

**A Guide to South American Cuisine**

South America is a continent made out of 12 different countries, famous for football, carnivals, numerous tourist attractions and delicious food. With their rich history and diverse populations, South American countries offer delicious traditional dishes suited for everyone's taste and budget.

**A Brief History of South American Food**

- Corn and potato are the staple of native South American food. Many South Americans make fresh cornbread and corn tortillas (thin flatbread) every day.

When it comes to potatoes, *chuño* is definitely worth mentioning. Chuño is a

freeze-dried potato product which originates before the 13th century. Due to its nutritional value and portability, chuño was a favorite dish of South American soldiers.

- When the first Europeans arrived to South America, they introduced new foods. In particular, they brought animals that were not native to South America, like pigs, chickens, cows and goats.

South Americans also adopted wheat and almonds from the Europeans, while the Europeans brought potato and corn back to Europe.

- European occupying powers also shipped slaves from Africa. Over the years, African populations also made an impact on South American cuisine.

For example, *Menudo*, a traditional soup, derived the Spaniards' habit of giving cow's intestines (stomach) to their slaves, so the slaves learned how to season it well and make it tasty.

- Today, foods such as *quinoa* or *chia seeds*, originating from South America, are universally accepted as super foods, popular for their great nutritional value.

### **Soups and Stews**

*Sopa de mondongo* is one of the soups that are eaten across the continent. They are many variations of this slow-cooked tripe (cow's or pig's stomach) and vegetables soup. While in Colombia this soup is considered to be an addition to a larger meal, the Venezuelans see this soup as being too heavy for the stomach, so they eat it as the main course.

Sea food is eaten all over South America. In Brazil, fish stew called *Moquecais* particularly popular. This dish is made with salt water fish, and optionally served with prawns. Records show that people in Brazil have been making this dish for at least 300 years.

**Fun fact:** Paraguayan dish called *sopa paraguaya* (Paraguyan soup) is actually not a soup, but a spongy corn cake, made with cheese and milk.

### **Main Course Meat Dishes**

Originating from Peru, *ceviche* is one of the dishes whose popularity has spread across the world. This very unique dish is typically made from fresh raw fish cured in lemon or lime juice. Although it is delicious, you must be very careful with this dish, because not preparing and consuming it fresh could lead to food poisoning.

*Churrasco* refers to beef or, more generally, grilled meat, sometimes also called *asado* in countries such as Uruguay. In Chile, churrasco sandwich is accompanied with tomato, avocado and mayonnaise, while *churrasco a lo pobre* (poor man's churrasco) is eaten with French fries, fried egg and onions. *Churrascarias* are popular fast food restaurants which serve all-you-can-eat grilled meat for a fixed price.

### **Desserts**

South Americans love desserts. In Brazil, the most popular ones are *brigadeiros*. This dessert can come in different colors and flavors, but the base is always the same:



sweetened condensed milk is heated with cocoa powder until they form a paste, which is then rolled into small balls, and covered with toppings such as sprinkles or coconut shavings. Brigadeiros are often served at birthday parties.

*Picarones*, originating from Peru, are one of the oldest desserts, dating back to Peru's colonial days. Since there are more than 3,800 types of potatoes growing in Peru, desserts are often made with potatoes. Sweet potato, mixed with squash, is used for picarones. In combination with flour, sweet potatoes are turned into light and airy deep-fried doughnuts and served with syrup.

**Fun fact:** Wheat did not grow in South America, so white flour was very expensive. Two Venezuelan sisters invented a cake that did not need flour, but was based on mashed plantains (bananas) and corn instead. The cake, called *Torta Bejarana*, is still very popular, normally showered with sesame seeds.

### Comprehension Exercises

#### Vocabulary Questions

1. What does "cured" mean?
  - A. eaten with rice or corn
  - B. cooked for a really long time
  - C. preserved by salting, drying or smoking
2. What does "topping" mean?
  - A. a cake which has whipped cream
  - B. a layer of food added to the base
  - C. a drink that accompanies the main dish
3. What does "native" mean?
  - A. a person who fought in a battle
  - B. the oldest person in the family
  - C. a person born in a specific place
4. What does "colonial" mean?
  - A. relating to an occupying power's colony
  - B. living in traditional villages
  - C. existing in parts, not as a whole
5. What does "staple" mean?
  - A. a product that is basic and important in people's everyday lives
  - B. the most exported product of a country
  - C. the cheapest product in supermarkets

#### Collocation Questions

6. Menudo derives \_\_\_\_\_ a Spanish habit.
  - A. of
  - B. by
  - C. from
7. Brigadeiros are often covered with coconut \_\_\_\_\_.
  - A. seeds

- B. shavings  
C. sprinkles
8. Grilled meat is a common \_\_\_\_\_ course for many South Americans.  
A. leading  
B. main  
C. central
9. Due to its \_\_\_\_\_, chuño was a favorite dish of South American soldiers.  
A. portability  
B. flexibility  
C. movability
10. In combination \_\_\_\_\_ flour, sweet potatoes are turned into doughnuts.  
A. of  
B. with  
C. to
11. Condensed milk and cocoa powder are cooked until they \_\_\_\_\_ a paste.  
A. form  
B. structure  
C. model
12. People think sopa de mondongo is too \_\_\_\_\_ for the stomach.  
A. hard  
B. difficult  
C. heavy
13. The key to a tasty menudo is to \_\_\_\_\_ it well.  
A. flavor  
B. season  
C. taste
14. Nowadays, Torta Bejarana is \_\_\_\_\_ with sesame seeds.  
A. showered  
B. bathed  
C. bombarded
15. Some cakes are made with \_\_\_\_\_ plantains..  
A. slushed  
B. smashed  
C. mashed

### **Wh Questions**

16. **What** did the first Europeans bring back to Europe from South America?  
A. chickens and goats  
B. potato and corn  
C. condensed milk
17. **How** is churrasco a lo pobre different from a typical churrasco sandwich?  
A. It is served with a fried egg.  
B. It is much cheaper.

- C. It is not made with grilled meat.
18. **Where** can you expect to eat sopa de mondongo as the main course?
- A. in Bolivia
  - B. in Spain
  - C. in Venezuela
19. **When** did Brazilians start making monqueca?
- A. in the 6th century
  - B. in the past ten years
  - C. at least 300 years ago
20. **Why** should you be careful when you eat ceviche?
- A. because you can get food poisoning
  - B. because the fish is still alive
  - C. because it can be really expensive

### **Evaluating Statements**

21. Based on the information in this lesson, which statement is **true**?
- A. It is forbidden to eat lama meat in South America.
  - B. Lama meat is commonly eaten in some parts of South America, mainly Bolivia.
22. Based on the information in this lesson, which statement is **false**?
- A. In churrascarias, you can eat up to 2 pounds of grilled meat.
  - B. In churrascarias, you can eat as much grilled meat as you want.

### **True or False?**

23. Based on the information in this lesson, is the following statement true or false?

*"People from all over the world agree that quinoa and chia seeds are really healthy foods."*

- A. True
- B. False

24. Based on the information in this lesson, is the following statement true or false?

*"Sopa paraguay is traditional Peruvian fish soup."*

- A. True
- B. False

## **GRAMMAR**

### **SUBJECT/OBJECT QUESTION**

#### **Subject/Object questions**

Sometimes you might see questions like this.

- Who broke the window?

- What happened next?
- Who told you that?

There is no auxiliary verb and the word order is not inverted.

These are called **subject questions** – because the question word is the **subject** of the sentence.

Look at these two questions.

- Who does Romeo love? Romeo loves Juliet.
- Who loves Romeo? Juliet loves Romeo.

In the first question, Romeo is the **subject** of the verb.

In the second question ‘who’ is the **subject** and Romeo is the **object**.

**Exercises:**

**Make an object question and a subject question.**

1. The car is in the garage.

Object question:

---

Subject question:

---

2. Julie loves ice-cream.

Object question:

---

Subject question:

---

3. The food was on the table.

Object question:

---

Subject question:

---

4. The student is from Colombia.

Object question:

---

Subject question:

---

5. David has lost his wallet.

Object question:

---

Subject question:

---

6. Luke read the textbook.

Object question:

---

Subject question:

---

7. The caterpillar became a butterfly.

Object question:

---

Subject question:

---

8. The teacher is living in Istanbul.

Object question:

---

Subject question:

---

9. William has visited Spain.

Object question:

---

Subject question:

---

10. The teenagers enjoyed the party.

Object question:

---

Subject question:

---

### **Answers to Subject and Object Questions Exercise 1**

**(The object question is first, and then the subject question.)**

1. Where is the car? / What is in the garage?
2. What does Julie love? / Who loves ice cream?
3. Where was the food? / What was on the table?
4. Where is the student from? / Who is from Colombia?
5. What has David lost? / Who has lost his wallet?
6. What did Luke read? / Who read the textbook?
7. What did the caterpillar become? / What became a butterfly?
8. Where is the teacher living? / Who is living in Istanbul?
9. Where has William visited? / Who has visited Spain?
10. What did the teenagers enjoy? / Who enjoyed the party?

## **UNIT 23**

**1. Read the text and then discuss it. Work with the dictionary to find the meaning of unknown words.**

## **Cats**

### **Our Curious and Fluffy Pets**

Counting more than half a billion individuals and over 70 different breeds, cats are the world's most popular pets. Even though they are curious animals who like to explore and hunt, cats are also a truly social species. They communicate with humans through meowing, purring or sometimes grunting, and it is possible to even learn cat-specific body language to better understand their needs and wishes.

#### **A Brief History of Cats**

- The history of domestic cats started in ancient Egypt 4000 years ago when the African wild cat was domesticated to control vermin (small animals that are considered harmful to plants or other animals).
- Since these first cats helped control the rat population, which reduced diseases and deaths among the Egyptians, they became a sacred animal and were worshipped like gods.
- Later on, cats were sold to the Greeks and Persians. In 500 BC, the first domesticated cat was given to China, where many new breeds quickly developed.
- When Christopher Columbus discovered America in the 15th century, the cats from his ships were left there and they multiplied. These cats are now known as the American Shorthair, originating from the British Shorthair which accompanied the explorers.

#### **The Siamese**

One of the oldest breeds in the world, the Siamese were introduced to Europe through England as the Royal Cat of Siam (now Thailand).

Siamese cats are endlessly curious, and require a lot of attention, so they are good for people who can afford to spend time playing with them.

They always seek new hideaways in and around the house, and they even seem to be enjoying watching television.

As a breed, Siamese cats are great at learning tricks. They are also eager to show their owners how to do exactly what they want them to do.

Being incredibly pretty, the Siamese are frequently portrayed in movies, including some of the most famous animated ones like 'The Aristocats'.

#### **The Abyssinian**

Originating from the Indian Ocean coastline, this beautiful cat resembles a lot to the African wild cat. Abyssinians enjoy climbing up to high places, and exploring every corner of the house.

Sometimes, they are even called 'Aby-silly-an', because they are so playful. Yet, they are also highly social, so they can be taught to go for walks on a leash – and actually enjoy it – like dogs.

Abyssinian cats love to spend time outside and to bird-watch, so they are not a good match for people who are looking for a 'lap cat' - a cat to simply sit on their lap and

sleep.

### **The Persian**

Persian cats are probably the most popular cat breed in the world. There are two types of Persian cats: show and traditional. In comparison to the traditional Persian cat, the show cat has more extreme features, such as small ears and a flat nose.

Unlike the Abyssinian, Persian cats are typical "lap cats", and have a very restful personality. They are not very demanding, and love to cuddle. As such, Persian cats prefer quiet families, but can be adaptable to bigger and noisier environments, too. These cats should be groomed every day since their fur is long.

### **Orange Tabby Cats**

Tabby cats are cats who have lines or spots on their fur. They are not recognized as a breed, yet they are one of the most common cats. The orange ones have different features than, for example, grey Tabby cats. This particular cat inspired the cartoon character *Garfield*, an orange cat who loves to eat.

In real life, orange Tabby cats also have a tendency to overeat and become very fat. You should be careful with them, because they are not picky and would eat anything, including baby food and dog food.

Orange tabby cats don't mind sharing the house with other animals, because it means more food for them.

### **Fun Facts about Cats**

- On average, cats sleep 16-18 hours a day.
- Although there is a common perception that cats love milk, most of them are lactose intolerant and should not drink cow's milk.
- While this is hard to notice in a closed environment, cats can actually run up to 30 miles per hour. They can also jump seven times their height.
- Cats' whiskers are not just for show. They serve to help cats navigate in the dark and detect objects.
- Touching each other noses in cat language means greeting, like when humans shake hands.

### **Comprehension Exercises**

#### **Vocabulary Questions**

1. What does "groom" mean?
  - A. brush and clean the hair of an animal
  - B. treat an animal's sickness
  - C. arrange a cat marriage
2. What does "worship" mean?
  - A. feel strong respect or admiration for a god
  - B. strongly dislike someone or something
  - C. celebrate someone's birthday as a holiday
3. What does "vermin" mean?
  - A. poison given to rats

- B. small, harmful animals or insects
  - C. small, red birds
4. What does "seek" mean?
- A. run tirelessly for a long time
  - B. give information upon request
  - C. try to find or get something
5. What does "domesticate" mean?
- A. take a wild animal and put it inside the house
  - B. tame a wild animal and keep it
  - C. feed wild animals

### Collocation Questions

6. Most cats are lactose \_\_\_\_\_, so they can't drink milk.
- A. allergic
  - B. sensitive
  - C. intolerant
7. Persian cats are adaptable \_\_\_\_\_ noisy environments.
- A. to
  - B. in
  - C. with
8. Persian cats have long fur so they should be \_\_\_\_\_ every day.
- A. rubbed
  - B. groomed
  - C. combed
9. The African wild cat was domesticated to \_\_\_\_\_ vermin.
- A. dominate
  - B. rule
  - C. control
10. Cats' whiskers help them \_\_\_\_\_ in the dark.
- A. direct
  - B. travel
  - C. navigate
11. Orange Tabby cats have \_\_\_\_\_ to overeat.
- A. an inclination
  - B. a tendency
  - C. a likelihood
12. In ancient Egypt, cats were \_\_\_\_\_ like gods.
- A. respected
  - B. worshipped
  - C. praised
13. Persian show cats have more \_\_\_\_\_ features than traditional ones.
- A. extreme
  - B. intense



- C. exceptional
14. Whiskers are not just for \_\_\_\_\_.
- A. exhibit
  - B. show
  - C. pictures
15. The British Shorthair \_\_\_\_\_ Christopher Columbus and other explorers.
- A. chaperoned
  - B. followed
  - C. accompanied

### **Wh Questions**

16. **How** do cats communicate with humans?
- A. with eye movements
  - B. through purring and meowing
  - C. by touching their noses
17. **Which** cat is a typical 'lap cat'?
- A. the Siamese
  - B. the Abyssinian
  - C. the Persian
18. **Why** did the Egyptians consider cats to be sacred animals?
- A. because they helped them get rid of rats
  - B. because they helped them get rid of dogs
  - C. because they helped them grow corn
19. **Who** brought cats to North America?
- A. Christopher Columbus
  - B. George Washington
  - C. Queen Victoria
20. **What** are cats' whiskers for?
- A. for smelling
  - B. for seeing colors
  - C. for detecting objects

### **Evaluating Statements**

21. Based on the information in this lesson, which statement is **true**?
- A. Unlike many cats, the Orange Tabby cat hates fish.
  - B. Unlike many cats, the Orange Tabby cat would eat anything.
22. Based on the information in this lesson, which statement is **false**?
- A. Surprisingly, the Abyssinian cats can be taught to walk on a leash.
  - B. Although they are very playful, the Abyssinian cats cannot be taught to walk on a leash.
- True or False?**
23. Based on the information in this lesson, is the following statement true or false?

*"Persian cats are very active and need to be taken out for walks regularly."*

A. True

B. False

24. Based on the information in this lesson, is the following statement true or false?

*"Cats are very skillful animals which can run fast and jump really high."*

A. True

B. False

## GRAMMAR

### Present Perfect Tense

#### FORM

[has/have + past participle]

Examples:

- You **have seen** that movie many times.
- **Have you seen** that movie many times?
- You **have not seen** that movie many times.

#### USE 1 Unspecified Time Before Now



We use the present perfect to say that an action happened at an unspecified time before now. The exact time is not important. You **CANNOT** use the present perfect with specific time expressions such as: yesterday, one year ago, last week, when I was a child, when I lived in Japan, at that moment, that day, one day, etc. We **CAN** use the present perfect with unspecific expressions such as: ever, never, once, many times, several times, before, so far, already, yet, etc.

Examples:

- I **have seen** that movie twenty times.
- I think I **have met** him once before.
- There **have been** many earthquakes in California.
- People **have traveled** to the Moon.
- People **have not traveled** to Mars.
- **Have you read** the book yet?
- Nobody **has** ever **climbed** that mountain.
- A: **Has** there ever **been** a war in the United States?  
B: Yes, there **has been** a war in the United States.

#### How Do You Actually Use the Present Perfect?

The concept of "unspecified time" can be very confusing to English learners. It is best to associate present perfect with the following topics:

#### TOPIC 1 Experience

You can use the present perfect to describe your experience. It is like saying, "I have the experience of..." You can also use this tense to say that you have never had a certain experience. The present perfect is **NOT** used to describe a specific event.

Examples:

- I **have been** to France.  
*This sentence means that you have had the experience of being in France. Maybe you have been there once, or several times.*
- I **have been** to France three times.  
*You can add the number of times at the end of the sentence.*
- I **have** never **been** to France.  
*This sentence means that you have not had the experience of going to France.*
- I think I **have seen** that movie before.
- He **has** never **traveled** by train.
- Joan **has studied** two foreign languages.
- A: **Have** you ever **met** him?  
B: No, I **have** not **met** him.

### TOPIC 2 Change Over Time

We often use the present perfect to talk about change that has happened over a period of time.

Examples:

- You **have grown** since the last time I saw you.
- The government **has become** more interested in arts education.
- Japanese **has become** one of the most popular courses at the university since the Asian studies program was established.
- My English **has** really **improved** since I moved to Australia.

### TOPIC 3 Accomplishments

We often use the present perfect to list the accomplishments of individuals and humanity. You cannot mention a specific time.

Examples:

- Man **has walked** on the Moon.
- Our son **has learned** how to read.
- Doctors **have cured** many deadly diseases.
- Scientists **have split** the atom.

### TOPIC 4 An Uncompleted Action You Are Expecting

We often use the present perfect to say that an action which we expected has not happened. Using the present perfect suggests that we are still waiting for the action to happen.

Examples:

- James **has not finished** his homework yet.
- Susan **hasn't mastered** Japanese, but she can communicate.
- Bill **has** still **not arrived**.
- The rain **hasn't stopped**.

### TOPIC 5 Multiple Actions at Different Times

We also use the present perfect to talk about several different actions which have occurred in the past at different times. Present perfect suggests the process is not complete and more actions are possible.

Examples:

- The army **has attacked** that city five times.
- I **have had** four quizzes and five tests so far this semester.
- We **have had** many major problems while working on this project.
- She **has talked** to several specialists about her problem, but nobody knows why she is sick.

### Time Expressions with Present Perfect

When we use the present perfect it means that something has happened at some point in our lives before now. Remember, the exact time the action happened is not important.



Sometimes, we want to limit the time we are looking in for an experience. We can do this with expressions such as: in the last week, in the last year, this week, this month, so far, up to now, etc.



Examples:

- **Have you been** to Mexico **in the last year**?
- I **have seen** that movie six times **in the last month**.
- They **have had** three tests **in the last week**.
- She graduated from university less than three years ago. She **has worked** for three different companies **so far**.
- My car **has broken** down three times **this week**.

### NOTICE

"Last year" and "in the last year" are very different in meaning. "Last year" means the year before now, and it is considered a specific time which requires simple past. "In the last year" means from 365 days ago until now. It is not considered a specific time, so it requires present perfect.

Examples:

- I **went** to Mexico **last year**.  
*I went to Mexico in the calendar year before this one.*
- I **have been** to Mexico **in the last year**.  
*I have been to Mexico at least once at some point between 365 days ago and now.*

### USE 2 Duration From the Past Until Now (Non-Continuous Verbs)



With Non-continuous verbs and non-continuous uses of mixed verbs, we use the present perfect to show that something started in the past and has continued up until now. "For

five minutes," "for two weeks," and "since Tuesday" are all durations which can be used with the present perfect.

Examples:

- I **have had** a cold for two weeks.
- She **has been** in England for six months.
- Mary **has loved** chocolate since she was a little girl.

Although the above use of present perfect is normally limited to non-continuous verbs and non-continuous uses of mixed verbs, the words "live," "work," "teach," and "study" are sometimes used in this way even though they are NOT non-continuous verbs.

**Exercise 1.** Rewrite these sentences in the present perfect simple. Example: I went to shops on Saturday.

I ..... already ..... to shops. I have already gone to shops. I didn't do it yesterday. I ..... it yet. We bought the tickets on Monday. We ..... already ..... the tickets. My girlfriend wasn't there. She didn't arrive. My girlfriend isn't here. She ..... The team wasn't successful. They lost. The team isn't successful. They ..... just ..... I didn't find my keys. I couldn't open the door. I ..... my keys. I can't open the door. Did the postman deliver the parcel in the morning? ..... the postman ..... the parcel yet? I cut my finger. It hurt. I ..... my finger. It hurts. They worked in Wales for a week in May. They ..... in Wales since last week. She was on her holiday for a month. She came back yesterday. She ..... on her holiday for a month. She ..... just ..... back.

**Exercise 2.** Complete the questions and answers in the present perfect tense.

A ..... Kim yet? (see) B Not yet. But I am going to see her on Friday. A Has Karl ever been to England? B No, never. But he ..... to Scotland twice. (already go)

A How many foreign languages have you learned? B Unfortunately, I ..... any foreign languages so far. (not study)

A ..... the email from me? (get) B I'm afraid I haven't received any email from you since last week.

A Why is Mary crying? What ..... to her? (happen) B Poor Mary. Her mum has been ill for a long time. A Where ..... so long? (be) B I'm sorry, I missed the bus.

A Look. The sun ..... (disappear) B It's fascinating. It has been covered by the moon.

A Have you called your grandma? B Oh, no! I ..... her yet. (not telephone) A It's quite cold in here, isn't it? B Is it? I ..... the window. (just open)

**Exercise 3. Make questions to complete the conversation between Ben and his mum. Example: .....? (do - the shopping) - Have you done the shopping?**

Ben: Can I go out, mum? Mum:  
.....? (do - your homework) Ben: Mum?  
It's Saturday tomorrow. Mum: Is it? And .....?  
(tidy - your room) Ben: Yes, I have. You can have a look. Mum: All right.  
.....? (dust - the furniture) Ben: The furniture? I  
forgot. But I'll do it tomorrow morning, I promise. Mum:  
.....? (take out - the rubbish) Ben: Of  
course, I have. Anything else, mum? Mum: Ehm... What about the carpet?  
.....? (vacuum - it) Ben: I did it yesterday. Can I  
go out now? Sam is waiting for me. Mum: Sam? .....  
you? (he - call) Ben: No, he hasn't. But we've arranged to meet at 5 o'clock. Mum: By  
the way, Susan has called you. She'd like to see you. Ben: Really?  
..... from Greece? (she - come back) Mum: Yes,  
she is back home. How long ..... there? (she - be) Ben: For a  
month. I'm sorry, mum, I must be off now. Susan is waiting for me.

## UNIT 24

**1. Read the text and then discuss it. Work with the dictionary to find the meaning of unknown words.**

### Types of Climate

The weather can be truly unpredictable. It can change day-to-day, or even hour-to-hour. Nevertheless, we can still notice certain weather patterns. We know when to expect snow, or when to book our summer holiday. These weather patterns, distinct from one region to another, are called *climate*.

#### A Brief Introduction to Climate

- Climate differs from one part of the world to another. Some regions have four seasons each year, while others can be snow-covered most of the time. These differences also have an impact on the biodiversity in the area. It would be hard to find a polar bear in a tropical place like Thailand!
- Scientists distinguish among different types of climate based on specific features. Most commonly, these features are the average temperature and *precipitation* (how much rain or snow falls in a place). Sometimes, they will also look into how windy it is, and whether it is foggy or humid.

- What does climate depend on?

Firstly, *latitude*, which is the distance of a place north or south of the equator. (The equator is the line half-distance between the two poles.)

Secondly, *elevation*, which is the height of a place above sea level.

Thirdly, *the biosphere*, which means all living things and their environment, because, for example, forests have a cooling impact on climate.

Lastly, humans, too, have been altering landscapes and influencing these weather patterns with their activities.

### **Köppen Classification System**

There are several classification systems designed for climate types. The most popular one is called the Köppen system. Wladimir Köppen was a Russian-German scientist who, in 1900, proposed a method which studies vegetation (all the plants found in an area), temperature, and precipitation to group different climate regions.

There are five climate groups, each of them is further divided into types.

### **Tropical**

The tropical climate is hot and humid, usually with an abundant rainfall. This high level of temperature is maintained with little variation throughout the year.

There are three types of tropical climate:

### **Tropical Wet Climates**

Tropical wet climates are unique for places known as *rain forests*. These regions are located around the equator, and have the most predictable weather pattern of all – temperatures are consistently high throughout the year, and rain falls regularly.

Places with tropical wet climate are, for example, Hawaii, or Kuala Lumpur in Malaysia.

### **Tropical Monsoon Climates**

A *monsoon* is a wind in southern Asia that brings heavy rains in the summer.

Tropical monsoon climates are characterized by this wind system, called *monsoon*, which changes its direction twice a year – from sea to land in the summer, and from land to sea in the winter.

In places with tropical monsoon climates like India and Bangladesh, people's crops growth relies on the seasonal rains brought by summer monsoons.

### **Tropical Wet and Dry Climates**

Tropical wet and dry climates have three seasons:

- a cold and dry season
- a hot and dry season
- a hot and wet season

Cuba and parts of Africa can experience drought when very little rain falls, or floods when there is too much rain.

### **Dry**

Dry climate is specific for regions with low precipitation (rain and snow). Based on how much rain falls, there are two dry climate types: arid and semiarid.

### **Arid Climates**

*Arid* means very dry and with little or no rain.

Arid climates are unique for deserts and cover nearly 33% of the planet.

Some of the hottest places on Earth, like Libya, where the temperature reached 136° F (58° C), have an arid climate.

To be categorized as an arid climate type, a region must receive less than 10 inches (25.4 cm) of rain per year, although many of them do not get that much rain in 10 years!

### **Semi-arid Climates**

*Semi* means half or partly.

Semi-arid climates are the next driest type of climate. They receive slightly more rainfall – 10-20 inches (25-50cm) per year.

Semi-arid climates are further split into two types: hot and cold. The regions with semiarid climates always surround arid climate regions.

There is sometimes enough rain to support farming, but often there is drought. The city of Denver in Colorado is a representative of this climate type.

### **Mild (Also Called Temperate)**

*Mild* or *temperate* means not too hot and not too cold.

Temperate climates are those without extremes of temperature and precipitation (rain and snow). These areas are usually mid-way between the equator and the poles. They are often found near a warm ocean or sea.

There are three types of mild climates:

#### **The Mediterranean Climate**

The Mediterranean type's characteristics are warm summers with little or no rain, and short, mild winters. Places with this climate are located along the Mediterranean Sea.

#### **Humid Subtropical Climates**

Humid subtropical climates have more rain, spread throughout the year, and colder winters. Sometimes, big storms and even hurricanes can occur. These places include Sydney in Australia and Shanghai in China.

#### **The Marine West Coast Climate**

*Marine* means relating to the sea.

The Marine West Coast type, typically found on western coasts of continents, is affected by the presence of mountains. The temperatures in places like Seattle, the US, or Wellington, New Zealand (which have this climate type) do not change much.

In addition, there is an abundance of precipitation throughout the year, and the sky is often cloudy.

#### **Continental**

In continental climate zones, winters are colder and longer, and the differences in weather conditions from one season to another are more drastic. In general, all three continental climate types are only found in the Northern Hemisphere, in Europe, Russia, and North America.



This type of climate is called continental because it is typical of the interior of a continent, where there are no nearby oceans to moderate weather conditions.

### **Humid Continental Climate / Warm Summer**

The humid continental climate type is defined by four seasons. Summer is warm, rainy, and humid, fall is cool and dry, winter is harsh and cold and, and spring is warm and wet.

Most of Eastern Europe has this climate.

### **Cool Summer Climates**

Places in the European part of Russia, which have cool summer climates, traditionally witness very low temperatures and snow in the winter, and mild, cool summers.

### **Subarctic Climates**

Alaska, Scandinavia, Siberia, and parts of Canada have subarctic climates, known for very long, dark, cold winters, and short summers.

### **Polar**

*Polar* means "connected with the North or South Pole or near them". The polar climate is found near the Poles.

There are two types of polar climates: the tundra and the ice cap. These climate types have the lowest temperatures on Earth.

### **Tundra**

A *tundra* is a large, flat area of land with only low growing plants. It is found in very cold regions of earth. Tree growth is difficult there because of the cold temperatures.

Tundra climates are found along the coast of the Arctic Ocean in the north. They have short and mild summers, but are still very rich in animal and plant life. These are the places where polar bears and reindeers live.

### **Ice Cap**

The *ice cap* is a layer of ice covering parts of the earth around the North and South Poles.

Very few organisms can survive in the ice cap climate. Both the Arctic (the North Pole and its surroundings) and Antarctic (the South Pole and its surroundings) have this climate type. It is not uncommon that everything stays frozen even during the summer, and there is very little rain.

When it comes to animals, penguins are known to be fond of this climate type.

## **Comprehension Exercises**

### **Vocabulary Questions**

1. What does "drought" mean?
  - A. long period with low temperatures
  - B. long period with a lot of rain
  - C. long period with little or no rain
2. What does "humid" mean?

- A. with low presence of sun
  - B. with high level of water vapor in the air
  - C. with large quantity of ice
3. What does "alter" mean?
- A. to change something slightly but significantly
  - B. to export something
  - C. to continually add new buildings
4. What does "feature" mean?
- A. distinctive attribute, characteristic
  - B. precise measurement
  - C. significant historical event
5. What does "drastic" mean?
- A. happening in a theater
  - B. extreme, severe
  - C. insignificant

**Collocation Questions**

6. When we want to \_\_\_\_\_ our summer holiday, we look at the weather forecast.
- A. schedule
  - B. book
  - C. order
7. Denver is \_\_\_\_\_ of the semiarid climate type.
- A. an illustration
  - B. a representative
  - C. a spokesperson
8. Penguins are fond \_\_\_\_\_ cold climate types.
- A. of
  - B. in
  - C. about
9. Sometimes, scientists look \_\_\_\_\_ windiness and fogginess to learn about climate types.
- A. onto
  - B. under
  - C. into
10. Although the weather is unpredictable, there are certain weather \_\_\_\_\_.
- A. schemes
  - B. arrangements
  - C. patterns
11. In Bangladesh, farmers rely on \_\_\_\_\_ rains.
- A. seasonal
  - B. biannual

- C. occasional
12. Forests have a cooling \_\_\_\_\_ on climate.
- A. influence
  - B. consequence
  - C. impact
13. Each climate group is \_\_\_\_\_ divided into types.
- A. extra
  - B. further
  - C. later
14. Tropical wet climates have the most \_\_\_\_\_ weather pattern.
- A. formularized
  - B. unsurprising
  - C. predictable
15. Mediterranean regions have \_\_\_\_\_ winters.
- A. light
  - B. mild
  - C. gentle

### **Wh Questions**

16. **Why** can there be droughts in savannas?
- A. because too much rain can fall
  - B. because too little snow can fall
  - C. because too little rain can fall
17. **When** do monsoons bring rain?
- A. in the winter
  - B. in the summer
  - C. all year long
18. **What** is latitude?
- A. the distance from the equator
  - B. the distance from the North Pole
  - C. the distance from the ocean
19. **How** can you distinguish between rainforests and savannas?
- A. savannas have two wet seasons
  - B. savannas have two dry seasons
  - C. rainforests have rain every day
20. **Which** climate group do penguins prefer?
- A. dry
  - B. continental
  - C. polar

### **Evaluating Statements**

21. Based on the information in this lesson, which statement is **true**?
- A. The Köppen system is the most commonly used climate classification system.

- B. The Köppen system is the only climate classification system.
22. Based on the information in this lesson, which statement is **false**?
- A. Places in South America have the continental climate type.
- B. Places in North America have the continental climate type.

**True or False?**

23. Based on the information in this lesson, is the following statement true or false?

*"Very few animals can survive in the cold tundra."*

- A. True
- B. False

24. Based on the information in this lesson, is the following statement true or false?

*"Semiarid type areas have more rain than arid type areas."*

- A. True
- B. False

**GRAMMAR**  
**Past Perfect Tense.**

**FORM**

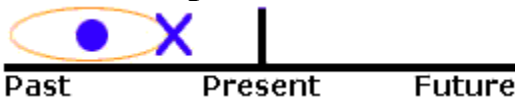
[had + past participle]

Examples:

- You **had studied** English before you moved to New York.
- **Had** you **studied** English before you moved to New York?
- You **had not studied** English before you moved to New York.

Complete List of Past Perfect Forms

**USE 1 Completed Action Before Something in the Past**



The past perfect expresses the idea that something occurred before another action in the past. It can also show that something happened before a specific time in the past.

Examples:

- I **had** never **seen** such a beautiful beach before I went to Kauai.
- I did not have any money because I **had lost** my wallet.
- Tony knew Istanbul so well because he **had visited** the city several times.
- **Had** Susan ever **studied** Thai before she moved to Thailand?
- She only understood the movie because she **had read** the book.
- Kristine **had** never **been** to an opera before last night.
- We were not able to get a hotel room because we **had not booked** in advance.

- A: **Had** you ever **visited** the U.S. before your trip in 2006?
- B: Yes, I **had been** to the U.S. once before.

## USE 2 Duration Before Something in the Past (Non-Continuous Verbs)



With non-continuous verbs and some non-continuous uses of mixed verbs, we use the past perfect to show that something started in the past and continued up until another action in the past.

Examples:

- We **had had** that car for ten years before it broke down.
- By the time Alex finished his studies, he **had been** in London for over eight years.
- They felt bad about selling the house because they **had owned** it for more than forty years.

Although the above use of past perfect is normally limited to non-continuous verbs and non-continuous uses of mixed verbs, the words "live," "work," "teach," and "study" are sometimes used in this way even though they are NOT non-continuous verbs.

## IMPORTANT Specific Times with the Past Perfect



Unlike with the present perfect, it is possible to use specific time words or phrases with the past perfect. Although this is possible, it is usually not necessary.

Example:

- She **had visited** her Japanese relatives once in 1993 before she moved in with them in 1996.

## MOREOVER

If the past perfect action did occur at a specific time, the simple past can be used instead of the past perfect when "before" or "after" is used in the sentence. The words "before" and "after" actually tell you what happens first, so the past perfect is optional. For this reason, both sentences below are correct.

Examples:

- She **had visited** her Japanese relatives once in 1993 before she moved in with them in 1996.
- She **visited** her Japanese relatives once in 1993 before she moved in with them in 1996.

## HOWEVER



If the past perfect is not referring to an action at a specific time, past perfect is not optional. Compare the examples below. Here past perfect is referring to a lack of experience rather than an action at a specific time. For this reason, simple past cannot be used.

Examples:

- She never **saw** a bear before she moved to Alaska. **Not Correct**
- She **had** never **seen** a bear before she moved to Alaska. **Correct**

**Exercise 1. Complete the sentences with expressions in brackets.**

He couldn't go skiing, because it ..... the night before. (rain)  
..... off the lights before you left home? (you - switch) The  
plane crashed because the engines ..... fire. (catch) After Sam  
..... the bank, he got into his car. (leave) When he arrived at the office,  
everyone ..... gone. (be) ..... anything to eat  
before you fed him? (the dog - have) By the time Joseph returned home Sarah  
..... to get in touch with him several times. (try) Why  
..... me before you refused their offer? (you - call) I was so sad  
because Jill ..... somewhere in Spain. (disappear) What  
..... with the computer before you called the technician?  
(you - do).

**Exercise 2. Mark is telling his sister Eve about his friend's garden party. Use the words from the box to complete their conversation.**

never be eat not buy never meet not eat play not drink not have finish
--

Eve: Did you enjoy the party?

Mark: Not at all. I ..... to such a party before. It was a disaster.

Eve: A disaster?

Mark: Exactly. When I arrived at the party, they ..... all the sausages. There was nothing to eat.

Eve: ..... enough sausages for everyone?

Mark: No, they hadn't. The house was full of people I ..... before.

Eve: So you were hungry all afternoon.

Mark: I was pretty hungry. I ..... anything before I left home.

Eve: Did you dance?

Mark: No, I didn't. There was a DJ at the party, but after he ..... a couple of songs, he disappeared.

Eve: What did you do then? Mark: Fortunately, they ..... all the wine before I came. I had two or three glasses of red wine and went home.

Eve: Mark? You told me you ..... anything to eat. You must have got drunk!

Mark: To tell the truth, when I ..... the third glass, I felt a little bit dizzy. But I am all right now. Am I not?

### Exercise 3. Complete the sentences with expressions in brackets.

He couldn't go skiing, because it ..... the night before. (rain)  
..... off the lights before you left home? (you - switch) The  
plane crashed because the engines ..... fire. (catch) After Sam  
..... the bank, he got into his car. (leave) When he arrived at the office,  
everyone ..... gone. (be) ..... anything to eat  
before you fed him? (the dog - have) By the time Joseph returned home Sarah  
..... to get in touch with him several times. (try) Why  
..... me before you refused their offer? (you - call) I was so sad  
because Jill ..... somewhere in Spain. (disappear) What  
..... with the computer before you called the technician?  
(you - do)

## UNIT 25

**1. Read the text and then discuss it. Work with the dictionary to find the meaning of unknown words.**

### Planets of Our Solar System

The planet we live on is called Earth. Earth goes around a star called the Sun, and as such classifies as a **planet**.

The Sun and everything that circles it form together a system called **the solar system** (*solar* = of the sun). In our solar system, there are additional seven planets, and **dwarf planets** (planetary objects which do not qualify as planets).

Each of these planets takes a different amount of time to travel around the Sun. For the Earth, this journey is 365.25 days long, but for a faraway planet like Neptune, it takes 165 years. There are smaller objects which do not circle the Sun, but around these planets. They are called **satellites**, or **moons**, just like Earth's only natural satellite.

#### Mercury

The planet closest to the Sun is named after Mercurius, a Roman god. Being a messenger god, Mercurius moves around quickly, so his name was a good fit for this planet because it travels the shortest amount of time around the Sun.

Because it is so close to the Sun, Mercury is a really hot planet. During the day, the temperature can go up to 840 °F (450 °C). However, at night, the planet cools down quickly, and the temperature drops to – 290 °F (-180°C).

Mercury has a huge iron core, and a very thin atmosphere (a mixture of gases around a planet). It can sometimes be seen from Earth.

#### Venus

Venus is the Roman goddess of love. The second planet in our solar system was considered to be the brightest object in the sky and one of the most beautiful sights, and this is why this goddess was chosen for its name.

This is a rocky planet with very thick clouds which prevent us from seeing its surface. Certain radars have detected multiple volcanoes on Venus. One such volcano is Maat Mons. This 5.6 mile (9km)-tall volcano is constantly surrounded by lava, hot liquid rock, due to its regular activity. Venus can sometimes be even warmer than Mercury.

## **Earth**

Our planet Earth is the only planet which was not named after a god or a goddess. In Latin, our planet is known as *Terra*, meaning "the ground". Terra is also the name of the Roman goddess of the earth. Gaia, deriving from the Greek *Ge*, meaning "land", is the Greek goddess of the earth.

Instead of Terra or Gaia, the modern term "Earth" was preferred. It developed from an Old English noun *eorðe*, which also means "the ground".

Unlike all other planets in our solar system, Earth is the only one which has the right conditions for life. There are oxygen and water, and the temperature is warm enough, thanks to which millions of species live on our planet.

## **Mars**

Mars is known as the Red Planet. What makes it so bright red is rust, a reddish-brown substance that forms on iron, is in its soil. However, when it came to naming the planet, people associated the red color with blood and war, which is why borrowed its name from the Roman god of war.

Water on Mars has been frozen into rocks, so there is a suspicion there could be primitive life forms on this planet. We also know that strong winds, which cover the entire planet in dust, frequently occur on Mars.

## **Jupiter**

Jupiter is the largest planet in our solar system. It is 11 times wider than Earth. For this reason, both the Greeks and the Romans named it after their supreme gods. In Greek, this planet was known as Zeus, while the Romans called it Jupiter.

This planet has many moons. Four largest ones were discovered by Galileo Galilei, an Italian astronomer, in 1610. The smallest of them, called Europa, is covered in ice, so scientists believe this satellite may support some life forms.

## **Saturn**

In Roman mythology, Saturn is a version of the Greek God Cronos, Zeus' father and god of agriculture. This planet has a large number of satellites (53 of them).

Most of them were named after Titans, brothers and sisters of Saturn in Greek mythology. The largest moon, called Titan is even bigger than Mercury.

This planet is recognizable by its system of seven shining rings which circle the equator, the line which is half-distance between two poles. They look solid, but in fact they are scattered pieces of rock and ice.

## **Uranus**

The sixth planet, Uranus, was discovered in 1781 by a British astronomer William Herschel. Upon this event, Uranus became the first planet to be discovered with a telescope, a device which makes faraway objects look closer and larger.



Herschel wanted to name the planet after King George III, who was then the ruling monarch of the British Empire. Nevertheless, in the same year, the planet was named Uranus, after the Greek god of the sky, and the father of Saturn. Uranus has 27 moons.

### **Neptune**

Johann Gale, a German astronomer, was the first to observe the eighth planet in 1846. The international astronomical community decided to give this planet a Roman name after the god of the sea. At that time, it was believed that Neptune was the furthest planet in the solar system, watching over the "sea" that we called the space.

Out of all the planets in our solar system, Neptune has the most powerful hurricanes. Its winds blow at speeds up to 750 miles (1200 km) per hour. Due to the presence of methane gas, this planet appears to be deep blue.

### **Pluto**

Pluto is the god of the underworld, living in a dark and cold place. Being so far away from the Sun, this dwarf planet is supposed to be very dark as well. Temperatures are as low as -369 F (-223 C), and it takes Pluto 247.7 years to travel around the Sun.

Pluto was the last planet to be discovered. In 1930, it was spotted by a US astronomer Clyde Tombaugh. In recent years, there has been a disagreement about Pluto's status, which is why it was declassified. Because it is small and different from other planets, it is considered to be one of the five "dwarf" planets, but not everyone supports this opinion.

## **Comprehension Exercises**

### **Vocabulary Questions**

1. What does "radar" mean?
  - A. system that can find the position of objects which cannot be seen
  - B. tool used to measure the dimensions of objects
  - C. group of scientists
2. What does "suspicion" mean?
  - A. feeling that something is impossible
  - B. feeling that something may be true
  - C. knowing that something happened
3. What does "scattered" mean?
  - A. standing close to each other
  - B. covering a wide area, disordered
  - C. false, appearing to be true
4. What does "solid" mean?
  - A. firm, stable in shape
  - B. liquid, fluid
  - C. valuable, worthy
5. What does "primitive" mean?
  - A. highly developed
  - B. the most important

C. very basic

### Collocation Questions

6. Earth is the only planet with the right \_\_\_\_\_ for life.
  - A. situation
  - B. conditions
  - C. context
7. The Moon is our planet's only \_\_\_\_\_ satellite.
  - A. natural
  - B. real
  - C. native
8. Saturn's rings are scattered \_\_\_\_\_ of rock and ice.
  - A. bits
  - B. scraps
  - C. pieces
9. Scientists believe Europa may support some life \_\_\_\_\_.
  - A. forms
  - B. shapes
  - C. structures
10. The name "Mars" was borrowed \_\_\_\_\_ the Roman god of war.
  - A. by
  - B. from
  - C. of
11. Some radars can \_\_\_\_\_ volcanoes on Venus.
  - A. spot
  - B. note
  - C. detect
12. Neptune is \_\_\_\_\_ planet.
  - A. an outlying
  - B. a faraway
  - C. a distant
13. There might be \_\_\_\_\_ life forms on Mars.
  - A. unrefined
  - B. elementary
  - C. primitive
14. Neptune has the most \_\_\_\_\_ hurricanes.
  - A. powerful
  - B. forceful
  - C. mighty
15. Strong winds frequently \_\_\_\_\_ Mars in dust.
  - A. surround
  - B. cover

C. enfold

### Wh Questions

16. **How** was Uranus discovered?
- A. with a radar
  - B. with a spaceship
  - C. with a telescope
17. **Where** does the name "Earth" come from?
- A. Old English
  - B. Latin
  - C. Greek
18. **Why** do scientists believe there might be life on Mars?
- A. because people believe in aliens
  - B. because there is frozen water
  - C. because Mars has the right conditions for life
19. **What** makes Neptune look so blue?
- A. a big ocean
  - B. the clouds
  - C. a gas
20. **Which** planet is the largest?
- A. Earth
  - B. Jupiter
  - C. Neptune

### Evaluating Statements

21. Based on the information in this lesson, which statement is **true**?
- A. Galileo Galilei discovered Jupiter.
  - B. Galileo Galilei discovered several Jupiter's satellites.
22. Based on the information in this lesson, which statement is **false**?
- A. Everybody agrees that Pluto is a planet.
  - B. Nowadays, most people think Pluto is not a real planet, but a "dwarf" planet.

### True or False?

23. Based on the information in this lesson, is the following statement true or false?

*"The temperature on Mercury is always high."*

- A. True
- B. False

24. Based on the information in this lesson, is the following statement true or false?

*"In Greek mythology, there is a goddess of the earth called Gaia, but this name was not chosen for our planet."*

- A. True
- B. False

# GRAMMAR

## What is reported speech?

Reported speech is when you tell somebody else what you or a person said before.

Distinction must be made between direct speech and reported speech.

Direct speech vs Reported speech:

Direct speech      Reported speech

She says: "I like tuna fish."      She says that she likes tuna fish.

She said: "I'm visiting Paris next weekend"      She said that she was visiting Paris the following weekend.

Different types of sentences

When you use reported speech, you either report:

statements

questions

requests / commands

other types

### A. Reporting Statements

When transforming statements, check whether you have to change:

pronouns

tense

place and time expression

#### 1- Pronouns

In reported speech, you often have to change the pronoun depending on who says what.

Example:

She says, "My dad likes roast chicken." – She says that her dad likes roast chicken.

#### 2- Tenses

If the sentence starts in the present, there is no backshift of tenses in reported speech.

If the sentence starts in the past, there is often backshift of tenses in reported speech.

Direct speech      Reported speech

(no backshift)      "I write poems."      He says that he writes poems.

(backshift)      "I write poems."

He said that he wrote poems.

No backshift

Do not change the tense if the introductory clause is in a present tense (e. g. He says).

Note, however, that you might have to change the form of the present tense verb (3rd person singular).

Example:

He says, "I write poems." – He says that he writes English.

You must change the tense if the introductory clause is in a past tense (e. g. He said).

Example:

He said, "I am happy." – He said that he was happy.

## UNIT 26

**1. Read the text and then discuss it. Work with the dictionary to find the meaning of unknown words.**

### **Interesting Word Origins in the English language**

Not even native speakers of English are aware of where each word in their language comes from and how it came to be used in the first place.

Etymology is the study of word origins which offers some incredible facts about the hugely diverse words found in the English language.

By learning more about word origins, we are also being introduced to the history of the United Kingdom, and all other cultures who had influence on this country.

#### **A Brief History of English**

- English was brought to Britain between the 5th and the 7th century by Germanic invaders and settlers. This new West-Germanic language displaced different Celtic languages that predominated among the British people.
- Of course, the Old English spoken then is not the English we speak now. It developed into Middle English, which was greatly influenced by the Scandinavians who colonized parts of Britain. This led to many grammatical simplifications currently existing in English.
- From the 1500s onwards, Early Modern English became dominant. This version of English was used by Shakespeare, and it incorporated many borrowings from Latin, Ancient Greek and French. During this period, the Great Vowel Shift occurred, which changed the pronunciation of long vowels and affected all dialects of English.
- Modern English proper, nearly the same as what is spoken today, was in place in the late 17th century, and it spread out all over the world through British colonization.

#### **Some Interesting Word Origins**

##### **Sandwich**

Sandwiches are such popular snacks that the English word "sandwich" is used all over the world. Not many people know that this snack got its name more than 250 years ago from John Montagu, who was the 4th Earl of Sandwich.

Back in the 18th century, this aristocrat asked his valet (personal servant) to bring him beef served between two slices of bread. This particular method of serving beef became the Earl's favorite meal to eat while playing cards, because his hands would not get greasy from the meat.

Soon after, the Earl's friends began to order "the same as Sandwich" when they came to visit, and the method of putting anything – bread, cheese or vegetables –

between two slices of bread became known as a "sandwich".

### **Clue**

As the English language changed over the years, many foreign words and expressions were adopted. One such word is "clue", which in fact derives from a Greek word "clew", which means "a ball of yarn" (thread used for knitting, making cloth, etc.).

What is more interesting is that the particular Greek word was actually motivated by Greek mythology. Namely, according to the story of Minotaur (part man, part bull), Ariadne gave Theseus a ball of yarn to help him find his way out of the Minotaur's labyrinth. Because of this, people started using the word "clew" to describe something that points the way, like when a detective works on solving a crime.

### **Palace**

Ancient Rome also had some impact on how the English language developed. The word "palace" has its origins from the Rome's famous Palatine, or the Seven Hills, where the Emperor stayed.

His residence eventually grew to be a sprawling (existing over a large area) and rich home, so the word "palatine" became associated with the residence of emperors, and not the hill.

This word reached Britain through Old French, in which the word "palais" actually referred to the Palatine Hill. Over the years, this word was modified to "palace", but its original form is still visible in the word "palatial", meaning something that is palace-like in terms of its size.

### **Awkward**

The word "awkward", which is one of the most commonly used adjectives today to describe something strange, came to Britain from the Vikings, people from Scandinavian countries in the North.

The etymology of the word suggests that the word can be split into two parts: *awk-* and *-ward*. *Awk*, or *afugr*, means "turned the wrong way" in Old Norse. The *-ward* suffix comes from the Old English *-weard*, which means "turned toward", and this word actually has Germanic origin.

Put together, the word "awkward" literally means "turned towards being turned away from". Isn't that awkward?

## **Comprehension Exercises**

### **Vocabulary Questions**

1. What does "sprawling" mean?
  - A. used by many people
  - B. existing over a large area
  - C. decorated with expensive materials
2. What does "aristocrat" mean?
  - A. someone who is a great lover of meat
  - B. someone who often plays cards
  - C. someone who comes from the richest class

3. What does "dialect" mean?
  - A. form of a language specific for a region
  - B. language spoken by many people in the world
  - C. languages coming from the same language family
4. What does "valet" mean?
  - A. personal doctor
  - B. object used for keeping money
  - C. male attendant who usually cleans clothes
5. What does "suffix" mean?
  - A. a letter or letters added to the end of a word
  - B. a letter or letters added to the beginning of a word
  - C. a word composed of two words

#### **Collocation Questions**

6. "Palatial" means something palace-like in \_\_\_\_\_ its size.
  - A. terms of
  - B. the manner of
  - C. relation to
7. The ball of yarn helped Theseus find his \_\_\_\_\_ out of the labyrinth.
  - A. path
  - B. way
  - C. route
8. The word "clue" \_\_\_\_\_ from Greek mythology.
  - A. rises
  - B. extracts
  - C. derives
9. The etymology of the word "awkward" can be \_\_\_\_\_ into two.
  - A. breached
  - B. broken
  - C. split
10. "Awkward" \_\_\_\_\_ means "turned towards being turned away from".
  - A. literally
  - B. basically
  - C. evidently
11. The word "palatine" became associated \_\_\_\_\_ the emperor's residence.
  - A. to
  - B. with
  - C. of
12. Modern English proper was \_\_\_\_\_ place in the 17th century.
  - A. out of
  - B. on
  - C. in



13. Early Modern English incorporated many \_\_\_\_\_ from Latin and Ancient Greek.
- A. borrowings
  - B. gifts
  - C. inspirations
14. Scandinavians influenced many grammatical \_\_\_\_\_ in English.
- A. adjustments
  - B. cuts
  - C. simplifications
15. The Earl did not want his hands to get \_\_\_\_\_ from the sandwich.
- A. greasy
  - B. fatty
  - C. oily

### **Wh Questions**

16. **How** did Theseus get out of the Minotaur's labyrinth?
- A. He killed the Minotaur.
  - B. He hired a detective.
  - C. He used the ball of yarn.
17. **Which** English word still shows the influence of the Latin word "palatine"?
- A. palatial
  - B. palms
  - C. pale
18. **Why** did the Earl of Sandwich ask for a sandwich in the first place?
- A. He liked bread more than meat.
  - B. He did not want to get his hands greasy.
  - C. He liked to serve it to other cards players.
19. **Who** brought English to Britain?
- A. the Romans
  - B. Celtic settlers
  - C. Germanic invaders
20. **What** version of English did Shakespeare use?
- A. Old English
  - B. Middle English
  - C. Early Modern English

### **Evaluating Statements**

21. Based on the information in this lesson, which statement is **true**?
- A. Before the Germanic tribes came to Britain, Celtic languages were most commonly spoken.
  - B. Before the Celtic tribes came to Britain, Germanic languages were most commonly spoken.
22. Based on the information in this lesson, which statement is **false**?
- A. The word "palace" came to English from the Old Spanish "palacio".

B. the word "palace" came to English from the Old French "palais".

**True or False?**

23. Based on the information in this lesson, is the following statement true or false?

*"The suffix -ward in the word "awkward" comes from the Vikings."*

A. True

B. False

24. Based on the information in this lesson, is the following statement true or false?

*"The Great Vowel Shift had an impact on all English dialects."*

A. True

B. False

**GRAMMAR**  
Reported Speech

**Examples of the main changes in tense:**

Direct Speech	Reported Speech
<b>Simple Present</b> He said: "I <b>am</b> happy"	Simple Past He said that he <b>was</b> happy
<b>Present Progressive</b> He said: "I' <b>m</b> <b>looking</b> for my keys"	<b>Past Progressive</b> He said that he <b>was looking</b> for his keys
<b>Simple Past</b> He said: "I <b>visited</b> New York last year"	<b>Past Perfect Simple</b> He said that he <b>had visited</b> New York the previous year.
<b>Present Perfect</b> He said: " I' <b>ve</b> <b>lived</b> here for a long time "	<b>Past Perfect</b> He said that he <b>had lived</b> there for a long time
<b>Past Perfect</b> He said: "They <b>had finished</b> the work when I <b>arrived</b> "	<b>Past Perfect</b> He said that they <b>had finished</b> the work when he <b>had arrived</b> "
<b>Past Progressive</b> He said: "I <b>was playing</b> football when the accident <b>occurred</b> "	<b>Past Perfect Progressive</b> He said that <b>he had been playing</b> football when the accident <b>had occurred</b>
<b>Present Perfect Progressive</b> He said: "I <b>have been playing</b> football for two hours."	<b>Past Perfect Progressive</b> He said that <b>he had been playing</b> football for two hours
<b>Past Perfect Progressive</b>	<b>Past Perfect Progressive</b>

He said: "I <b>had been reading</b> a newspaper when the light <b>went off</b> "	He said that he <b>had been reading</b> a newspaper when the light <b>had gone off</b>
<b>Future Simple (will+verb)</b> He said: "I <b>will open</b> the door."	<b>Conditional (would+verb)</b> He said that he <b>would open</b> the door.
<b>Conditional (would+verb)</b> He said: "I <b>would buy</b> Mercedes if I <b>were rich</b> "	<b>Conditional (would+verb)</b> He said that he <b>would buy</b> Mercedes if he <b>had been rich</b> "

The modal verbs *could, should, would, might, needn't, ought to, used to* do not normally change.

Example:

He said, "She might be right." – He said that she might be right.

Other modal verbs may change:

Modal	Direct speech	Reported speech
can	"I <b>can</b> do it."	He said he <b>could</b> do it.
may	" <b>May</b> I go out?"	He wanted to know if he <b>might</b> go out.
must	"She <b>must</b> apply for the job."	He said that she <b>must/had to</b> apply for the job.
will	"They <b>will</b> call you."	He told her that they <b>would</b> call her.

### 3- Place, demonstratives and time expressions

Place, demonstratives and time expressions change if the context of the reported statement (i.e. the location and/or the period of time) is different from that of the direct speech.

In the following table, you will find the different changes of place; demonstratives and time expressions.

Direct Speech	Reported Speech
<b>Time Expressions</b>	
today	that day
now	then

yesterday	the day before
... days ago	... days before
last week	the week before
next year	the following year
tomorrow	the next day / the following day
<b>Place</b>	
here	there
<b>Demonstratives</b>	
this	that
these	those

## B. Reporting Questions

When transforming questions, check whether you have to change:

- pronouns
- place and time expressions
- tenses (backshift)

Also note that you have to:

- transform the question into an indirect question
- use the question word (*where, when, what, how*) or *if / whether*

Types of questions	Direct speech	Reported speech
With question word (what, why, where, how...)	"Why" don't you speak English?"	He asked me why I didn't speak English.
Without question word (yes or no questions)	"Do you speak English?"	He asked me whether / if I spoke English.

## C. Reporting requests / commands

When transforming requests and commands, check whether you have to change:

- pronouns
- place and time expressions

Direct speech	Reported speech
“Nancy, do the exercise.”	He told Nancy to do the exercise.
"Nancy, give me your pen, please."	He asked Nancy to give him her pen.

Tenses are not relevant for requests – simply use *to* / *not to* + verb (infinitive without "to")

### Example:

She said, “Sit down.” - She asked me to sit down.

She said, "don't be lazy" - She asked me not to be lazy

For affirmative use *to* + infinitive (without to)

For negative requests, use *not to* + infinitive (without to).

### D. Other transformations

- Expressions of advice with **must**, **should** and **ought** are usually reported using *advise* / *urge*.

Example:

"You must read this book."

He advised / urged me to read that book.

- The expression **let's** is usually reported using *suggest*. In this case, there are two possibilities for reported speech: gerund or statement with *should*.

**Example:**

"Let's go to the cinema."

1. He suggested going to the cinema.

2. He suggested that we should go to the cinema.

### Main clauses connected with **and**/**but**

If two complete main clauses are connected with *,and* or *,but*, put *,that* after the conjunction.

**Example:**

He said, "I saw her **but** she didn't see me." – He said that he had seen her **but** that she hadn't seen him."

If the subject is dropped in the second main clause (the conjunction is followed by a verb), do not use *that*.

**Example:**

She said, "I am a nurse **and** work in a hospital." – He said that she was a nurse **and** worked in a hospital."

**Exercise 1. Complete the sentences in reported speech. Note the change of pronouns in some sentences.**

1. "Stop talking, Joe," the teacher said.  
→ The teacher told Joe
2. "Be patient," she said to him.  
→ She told him
3. "Go to your room," her father said to her.  
→ Her father told her
4. "Hurry up," she said to us.  
→ She told us
5. "Give me the key," he told her.  
→ He asked her
6. "Play it again, Sam," she said.  
→ She asked Sam
7. "Sit down, Caron" he said.  
→ He asked Caron
8. "Fill in the form, Sir," the receptionist said.  
→ The receptionist asked the guest
9. "Take off your shoes," she told us.  
→ She told us
10. "Mind your own business," she told him.  
→ She told him

**Exercise 2. Complete the sentences in reported speech (no backshift). Note the change of pronouns, places and verbs.**

- Tom: I'm fine.

- Sue: What does he say?
- You: He says that
- Tom: The weather here is great.
- Sue: What does he say?
- You: He says that
- Tom: My host family is very nice.
- Sue: What does he say?
- You: He says that
- Tom: I have my own room.
- Sue: What does he say?
- You: He says that
- Tom: We have a national park here.
- Sue: What does he say?
- You: He says that
- Tom: We went there yesterday.
- Sue: What does he say?
- You: He says that
- Tom: It was great.
- Sue: What does he say?
- You: He says that
- Tom: I'd love to go there again.
- Sue: What does he say?
- You: He says that
- Tom: The teachers at my school are very nice.
- Sue: What does he say?
- You: He says that
- Tom: My English has improved.
- Sue: What does he say?
- You: He says that

## 11. Read the text and then discuss it. Work with the dictionary to find the meaning of unknown words.

### Interesting Word Origins in the English Language

#### Part 2

Learning the origin of every new word you acquire is the best way to really understand how the language works, and to ease the future process of learning.

More precisely, multiple words in English often take the same Latin or Greek prefix (letters at the beginning of a word, like *pre-*, meaning "before") or the same suffix (what comes at the end of a word, like *-less*, meaning "without"), so by knowing what they are and where they come from, you can better understand many new words at once.

#### New Words in English

- English is not only constantly changing, but is also always growing. In only one year, the Oxford English Dictionary adds around 500 new words and phrases. That means hundreds of new words that even native speakers have to learn!
- One such word added in 2016 is *levain*, a noun which means "a substance used to produce fermentation in dough". This word is borrowed from French in its original form, but it derives from Latin *levo*, a verb meaning "soften or mitigate" (to mitigate means to make something less harmful).
- Yet, some words added to the dictionary are completely new, usually invented by young people and used in the urban spoken language. The word *vom*, which is short for "vomit" has become a slang commonly used not just when a person is vomiting, but also when somebody is sick. The Oxford English Dictionary recognized it both as a verb and a noun in 2016.
- Another example: *chillax* means "to calm down and relax" (a combination of *chill* and *relax*). This is an example of how a lot of people talk these days. But although it now appears in dictionaries, this new word is not always appropriate. In academic, business or scientific writing, it's best to avoid using it.

#### Check

As a verb, "check" means to take a close look at something, or verify it. The word appeared in the 1300s and was used to describe a call which notes that a move placed the opponent's king in danger in the popular game of chess.

As such, it came from Old French *eschequier*, meaning "a check at chess", and *eschec* which is how the French call chess.

However, few people know this French word, too, was borrowed, and that it was inspired by the Persian word *shah* meaning "king".

Initially, the English word "check" was used only to describe a harmful incident or some danger, but it later came to mean "examining something to see if it is good enough, safe or correct", slowly becoming one of the most commonly used verbs in English.

#### Tattoo



Tattoos are drawings on a person's body made by inserting ink or dyes, and can be either temporary or indelible (permanent).

Tattoo is also one of the few words which the English language borrowed from Polynesian. *Polynesian* is the language of the people of Polynesia. Polynesia is a group of over one thousand islands in the central and southern Pacific Ocean. The name comes from Greek *poly* (many) + *nesos* (island).

The word *tatau* in Polynesian means "to write". The first reference to the word "tattoo" was found in the journal of Joseph Banks, a British explorer working on Captain Cook's ship (Captain Cook was a British explorer who sailed and mapped much of the South Pacific).

When Cook came back to England from Tahiti (an island in Polynesia) in 1769, he spoke about *tattaw* native people had on their bodies. (Nearly everyone in ancient Polynesian society was tattooed.)

Before this word entered the dictionary, English-speaking people described this concept as painting or staining.

### **Disaster**

The word "disaster", used to describe a serious disruption or an event with grave consequences, traveled a long way to the English language.

The word "disaster", used to describe a serious disruption or an event with grave consequences, traveled a long way to the English language. It is closely tied to the French *désastre*, which itself has roots in Old Italian *disastro*, but the Italians adopted this word from Greek.

The prefix *dis-* together with *aster*, meaning "star" in Greek, can be interpreted as "a bad star". The explanation for why a bad star equals disaster is found in the ancient Greek's fascination with astronomy and the universe. Therefore, for them, an unfavorable alignment of planets and stars in the sky was seen as particularly dangerous.

### **Penguin**

The way these unique black and white birds got their name is still contested. It is possible that the word "penguin" originates from the Welsh language, in which *pen* means "head" and *gwyn* means "white".

There are written records which show that an expedition, which sailed around the world from 1577 to 1580, found these birds at the tip of South America. The Welsh men on the ship called them "pengwins".

Some people also suggest that it might have come from Latin *pinguis*, which means "fat". Considering the cold climate penguins live in, being fat sure serves them well, as the layers of fat protect them from the cold and also serve as a valuable energy store.

### **Salary**

Nowadays, salary is money received for work, usually weekly or monthly. The word itself comes from the Latin word *salarium*, which actually means "payment for salt".

In ancient times, salt was so valuable, it was referred to as "white gold". Salt was not only used for food, but also to treat wounds, which is why *sal*, meaning "salt", and *salud/salute*, meaning "health" (in Spanish/Italian), are so similar.

In the ancient Egyptian kingdom, workers were often paid with salt, which they used to preserve their food.

### **Comprehension Exercises**

#### **Vocabulary Questions**

1. What does "indelible" mean?
  - A. not readable
  - B. cannot be removed
  - C. historically incorrect
2. What does "slang" mean?
  - A. informal language
  - B. youth association
  - C. type of poetry
3. What does "disrupt" mean?
  - A. send signs of danger
  - B. cause an earthquake
  - C. prevent or interrupt something
4. What does "alignment" mean?
  - A. arranged in a straight line
  - B. making friends online
  - C. being scattered
5. What does "mitigate" mean?
  - A. make something worse
  - B. make something less severe or bad
  - C. make something publicly known

#### **Collocation Questions**

6. The word "check" was used to describe \_\_\_\_\_ incident.
  - A. a wounding
  - B. an injurious
  - C. a harmful
7. It is wise to look into etymology as you \_\_\_\_\_ new words.
  - A. acquire
  - B. obtain
  - C. possess
8. Tattoos are made by \_\_\_\_\_ ink into the skin.
  - A. installing
  - B. placing
  - C. inserting
9. The word "tattoo" \_\_\_\_\_ the dictionary after Cook's expedition.

- A. infiltrated
  - B. entered
  - C. joined
10. Initially, "check" described a chess move which puts the \_\_\_\_\_ king in danger.
- A. opponent's
  - B. enemy's
  - C. challenger's
11. Welsh men saw penguins for the first time at the \_\_\_\_\_ of South America.
- A. cap
  - B. tip
  - C. head
12. "Disaster" has \_\_\_\_\_ in the Old Italian word "disastro".
- A. sources
  - B. roots
  - C. seeds
13. Normally, salary is a \_\_\_\_\_ compensation for work.
- A. monetary
  - B. capital
  - C. financial
14. The ancient Greeks were fascinated \_\_\_\_\_ astronomy.
- A. about
  - B. of
  - C. with
15. In ancient times, salt was also used to \_\_\_\_\_ wounds.
- A. treat
  - B. attend to
  - C. nurse

### **Wh Questions**

16. **How** did "vom" come about as a word?
- A. It was introduced by philologists.
  - B. It was borrowed from Norwegian.
  - C. It was invented by younger generations.
17. **What** did Egyptian workers do with their salt salaries?
- A. They used it to train doctors.
  - B. They preserved food with it.
  - C. They bathed in salt.
18. **Who** was the first to use the word "disaster"?
- A. the Greeks
  - B. the French
  - C. the ancient Romans
19. **Where** were penguins seen for the first time by the Welsh?

- A. in Wales
- B. in Northern Europe
- C. in South America

20. **Why** was the word "check" tied to the French word "eschec"?

- A. because it described a chess move
- B. because it meant "chess" C. because it described a chess player

### **Evaluating Statements**

21. Based on the information in this lesson, which statement is **true**?

- A. Based on the oldest root of the word, "check" comes from French.
- B. Based on the oldest root of the word, "check" comes from Persian.

22. Based on the information in this lesson, which statement is **false**?

- A. In Welsh, "penguin" means "white head".
- B. In Welsh, "penguin means "fat white".

### **True or False?**

23. Based on the information in this lesson, is the following statement true or false?

*"Before Cook came back from Tahiti, the Brits did not know about the notion of tattooing."*

- A. True
- B. False

24. Based on the information in this lesson, is the following statement true or false?

*"When ancient Greeks saw a bad alignment of stars in the sky, they thought something disastrous was going to happen."*

- A. True
- B. False

## **GRAMMAR**

### **Indirect Questions**

Indirect questions If we want to make questions in the English language, we can do it by changing the word order (Is he your brother? Was she there? Have you been to Ireland?) or by using the auxiliary do (Do you know them? Does he live with you? Did you enjoy it?). The indirect questions are not normal questions. They have the same word order as statements and we do not use do to form a question. They usually come after introductory phrases combined with interrogative pronouns and adjectives (who, whom, what, which, whose), adverbs (when, where, how, why) or if, whether. Compare the following direct and indirect questions: Direct: What did she want? - Indirect: Do you know what she wanted? Direct: Where was it? - Indirect: Do you remember where it was? Direct: Will they come? - Indirect: I wonder if they will come. We can use many other introductory phrases to start the indirect questions, e. g. I ask, I wonder, I want/would like to know, I can't remember, I have no idea, I am sure etc. or they can be introduced by direct questions such as Can you tell me, Do you know, Do you

remember, Have you any idea etc. Look at more examples to understand how we change the direct questions into the indirect questions: How much is it? - I'd like to know how much it is. Is this seat free? - He is asking if this seat is free. Where did she go? - Have you any idea where she went? Does he want to buy it? - Do you know whether he wants to buy it? The indirect questions are more common in English than in some other languages. They are more polite and more formal than the direct questions. Compare the following examples of the direct - indirect questions. Why did you do it? - Could you tell me why you did it? Could I use your telephone? - Do you think I could use your telephone? Are you married? - I wonder if you are married.

**Exercise 1. Complete the interview.**

Mum: Hi, Bob. Did you have a good time at school? Bob: Mum, why do you always ask me if ..... a good time at school? Mum: And why not? What did you do in your English lessons? Bob: I can't tell you what ....., because we have English lessons tomorrow. Mum: All right, I didn't know that. How does David feel. Is he still ill? Bob: I'd like to know how ....., too, but he wasn't at school. Mum: Is he still at the hospital? Bob: Nobody knows where ..... We haven't been in touch for ages. Mum: How long has he been ill? Bob: I'm not sure how long ..... ill. Two or three weeks, I think. Mum: What did you have for lunch? Bob: I can't remember what ..... for lunch. But it was awful. Mum: Are you hungry? Bob: Not really. I'll tell you when ..... hungry.

**Exercise 2. Complete the sentences.**

What did she say? It's a secret. I can't tell you what ..... Do you know when .....? Yes, he came after dinner. Where is my pen? I have no idea where ..... Why didn't he ask them? Who knows why .....them? Do you remember where .....? Yes, I do. The map was on the table. What time is the train? I don't know what time ..... Where does Simon live? You can ask Mary where ..... How did you do that? Why are you asking how ..... that.

## UNIT 28

**1. Read the text and then discuss it. Work with the dictionary to find the meaning of unknown words.**

### Bitcoin

#### The Currency of the Future

Bitcoin is an alternative type of payment system. It is a type of internet or digital money. You can use it to do business outside mainstream financial services. Bitcoin is basically digital cash. It works just like an online wallet. You can send money in your online wallet to your friends, buy stuff online and offline, or even invest in it, like you would do with stocks.

#### A Brief History of Bitcoin

- Bitcoin is not an entirely new idea. Before Bitcoin, there were a few digital cash technologies available, but most of them needed more time to fully develop.
- In 2008, a paper about a peer-to-peer cash system, authored by Satoshi Nakamoto, was posted to a specialized mailing list. Some months later, in January 2009, the Bitcoin software was released.
- The very first supporters, who downloaded the software on the first day, received several bitcoins from the creator for free.
- In the first eight years of the operation, it is estimated that some 16.5 million Bitcoins were bought.
- As an example, in 2017 the bitcoin hit a record high of 1 bitcoin = over \$10,000 US dollars. (When it just started trading in 2010 it was 1 bitcoin = less than \$0.5 US dollars!)

#### Bitcoin in a Nutshell

Bitcoin was created as a response to the criticism suggesting that big banks are corrupt and not accountable, constantly misusing clients' money and charging enormous fees.

The creator of Bitcoin invented something that eliminates the middleman – or, in this case, the bank - from financial exchanges. Because the Bitcoin system is decentralized, all transactions are very transparent, so there is no corruption. The clients always know what is going on and can control their own money.

In brief, it is a virtual currency, and the users are free to choose among checks, wiring or cash when they want to make a transaction.

#### How Does Bitcoin Work?

A word often associated with Bitcoin is "blockchain", which is where all confirmed transactions Bitcoin users make are placed as "blocks". More specifically, whenever a "block", or a transaction, enters the online system, its validation is needed on

the peer-to-peer computer network. That means that all Bitcoin users are aware of every single block, and this makes stealing or spending the same currency twice impossible.

This is one of the reasons why millions of people trust Bitcoin and see a very bright future ahead of it. All transactions occur only between the buyer and the seller, with the help of private "keys", or passwords, they come up with, and their electronic gadgets.

### **Where Is Bitcoin Used?**

Even though it is only several years old, Bitcoin has permeated to businesses and households around the world. Even billion-dollar businesses like PayPal and Microsoft allow their customers to use Bitcoin to pay for services. It is also possible to buy a necklace or a ring from the REED Jewelers jewelry chain in the United States using Bitcoin.

In addition, people in living in the countries with high levels of corruption find Bitcoin to be the easiest and most reliable channel for sending and receiving money.

### **How Can Bitcoin Be Bought?**

At first, all new users must install a virtual wallet onto their electronic devices. This wallet is like an online bank account where all future transactions will be noted.

Next step, Bitcoin needs some real money which will be translated into a virtual currency. This can be done through an online payment, a bank transfer or a third-party website. Once the funds are stored in the virtual wallet, the users should order bitcoins and then use them as they please. This simple process is very similar to trading stocks, for example.

### **Interesting Facts about Bitcoin**

- Rick Falkvinge, the Founder of the Swedish Pirate Party, said that "Bitcoin will do to banks what email did to the postal industry", meaning that banks will lose most of their business thanks to this new development.
- While Satoshi Nakamoto is listed as the creator of Bitcoin, it is unknown whether this is a person or a group of people. The founder(s) claim to be Japanese; however, this is also not certain.
- If you lose your virtual wallet, you will lose your Bitcoins forever. It was reported that one Bitcoiner (a Bitcoin user) accidentally threw away his hard drive, losing 7,500 Bitcoins amounting to £4 million.
- Unlike in the offline world, refunds are not possible for Bitcoin transactions. One user learned this the hard way by accidentally sending \$137,000 instead of \$5 to a seller.

### **Comprehension Exercises**

#### **Vocabulary Questions**

1. What does "corruption" mean?
  - A. collaborating for a good cause
  - B. bad behavior, usually involving taking money illegally
  - C. disrupting an event

2. What does "transparent" mean?
  - A. shared by several entities
  - B. shining very brightly
  - C. easy to detect or see through
3. What does "permeate" mean?
  - A. spread throughout
  - B. allow something to happen
  - C. repeat something
4. What does "refund" mean?
  - A. pay back
  - B. increase someone's salary
  - C. pay in installments
5. What does "accountable" mean?
  - A. possible to count
  - B. related to a bank account
  - C. responsible for own actions

#### **Collocation Questions**

6. The first paper about Bitcoin was posted to the cryptography mailing \_\_\_\_\_.
  - A. list
  - B. index
  - C. catalogue
7. Bitcoin is designed as a \_\_\_\_\_ of exchange.
  - A. channel
  - B. medium
  - C. tool
8. The REED Jewelers is a jewelry \_\_\_\_\_.
  - A. set
  - B. series
  - C. chain
9. It is essential to use electronic \_\_\_\_\_ in the Bitcoin system.
  - A. gadgets
  - B. utensils
  - C. instruments
10. Bitcoin \_\_\_\_\_ the third person from all exchanges.
  - A. banishes
  - B. puts an end to
  - C. eliminates
11. One user learned it the \_\_\_\_\_ way by making a huge mistake.
  - A. A. tough
  - B. B. hard
  - C. C. forceful



12. Bitcoin transactions are almost like \_\_\_\_\_ stocks.
- A. switching
  - B. trading
  - C. swapping
13. Big banks were accused \_\_\_\_\_ misusing clients' money.
- A. of
  - B. for
  - C. about
14. Bitcoin is the first \_\_\_\_\_ cryptocurrency.
- A. scattered
  - B. segregated
  - C. decentralized
15. Cryptocurrencies can verify the \_\_\_\_\_ of assets.
- A. transport
  - B. resettlement
  - C. transfer

### **Wh Questions**

16. **What** inspired the creation of Bitcoin?
- A. corrupt politicians
  - B. corruption in Microsoft
  - C. corrupt banks
17. **Where** can you find your Bitcoins if you lose your virtual wallet?
- A. nowhere
  - B. in the Lost and Found section
  - C. online
18. **Why** does Rick Falkvinge think Bitcoin will seriously damage banks?
- A. because it will hack the bank software
  - B. because it will make them obsolete
  - C. because all bankers will want to work for Bitcoin
19. **Where** is the virtual wallet located?
- A. in the user's pocket
  - B. in the user's safe
  - C. on the user's phone, tablet or laptop
20. **How** is stealing money prevented in the Bitcoin system?
- A. all users can see all transactions
  - B. there are numerous passwords
  - C. there is video surveillance

### **Evaluating Statements**

21. Based on the information in this lesson, which statement is **true**?
- A. If you buy something with Bitcoin and you don't like it, you can return it and get your money back.
  - B. Once you have purchased something with Bitcoin, you can't get your money back.
22. Based on the information in this lesson, which statement is **false**?

- A. Only small business trust Bitcoin.
- B. Big business also trusts Bitcoin.

**True or False?**

23. Based on the information in this lesson, is the following statement true or false?

*"You need to have real money before you can purchase Bitcoins."*

- A. True
- B. False

24. Based on the information in this lesson, is the following statement true or false?

*"We know for a fact that the Bitcoin creator is Japanese."*

- A. True
- B. False

## **GRAMMAR**

### **The Infinitive**

The infinitive is a verbal form (a non-finite verb form) which consists of the base form of the verb with the particle "to": to do; to go; to play; to take; to break; to find.

#### **Properties and functions of the infinitive**

The infinitive has some properties of the verb. The infinitive names an action (to drive a car) or state (to be sick), but cannot show person, number, or mood. The infinitive has active and passive forms (to take; to be taken) and can express voice and time, though in a rather limited way.

The infinitive can be part of the compound verbal predicate (She can drive; We must go) or part of the compound nominal predicate (His aim is to help you). The infinitive alone, without another verb, is generally not used as the predicate.

The infinitive has some properties of the noun and can be in the function of the subject (To quit now would be a mistake) or of an object (He likes to sing; She asked me to wait). The infinitive can be in the function of an attribute (He has no desire to see them).

#### **Use of particle "to"**

As a rule, the infinitive is preceded by the particle "to".

The particle "to" is omitted after modal verbs (You can go; You must take it), after the verbs "make, let" (Make him eat; Let her play), after the verb "help" in American English (Help me find my book), and in constructions like "She saw him leave; He heard her sing". The infinitive without the particle "to" is called bare infinitive.

If the verbs "make, help, see, hear" in such constructions are used in the passive voice, the infinitive after them keeps the particle "to": He was made to leave. She was helped to do it. He was seen to enter that building. He was heard to laugh.

If there are two infinitives next to each other connected by "and, or, but, except, than", the second infinitive is often used without "to": I told him to sit down and rest.

She didn't know whether to go or stay. There was nothing to do but wait. There is nothing for him to do but watch TV. It's easier to type than write.

But it is often necessary to repeat "to" before the second infinitive for clarity, especially in longer infinitive phrases: I told him to sit down on the sofa and to rest a little. It is easier to type this text than to write it. To buy or not to buy is a hard choice for her.

The particle "to" is often used without the infinitive at the end of the sentence if the infinitive is clearly mentioned earlier in the sentence: He asks me to do this work, but I don't want to. I didn't want to go there, but I had to. He would prefer to sleep till noon if he were allowed to.

The action indicated by the infinitive can be simultaneous with the action expressed by the verb in the predicate: He seemed to be sleeping. He is trying to work.

The action indicated by the infinitive can precede the action expressed by the verb in the predicate: The rain seems to have stopped. It is nice to have talked to you.

### Forms of the infinitive

The infinitive has the following active and passive forms: simple (to write), continuous (to be writing), perfect (to have written), perfect continuous (to have been writing), simple passive (to be written), perfect passive (to have been written). The examples below illustrate the use of the infinitive forms in sentences.

**I asked him to write a report.**

**He is supposed to be writing a report now.**

**He appears to have written a report already.**

**He seems to have been writing a report for two hours already.**

**I expect his report to be written tomorrow.**

**I expect his report to have been written by now.**

Only the most common verbs after which the infinitive is used are included in the lists of verbs in this material. Note that the verbs after which the infinitive is used may be found in more than one construction. For example: I expect to arrive tomorrow. – I expect her to arrive tomorrow. – She is expected to arrive tomorrow.

Bear in mind that some of the verbs listed in this material may be followed by infinitives or gerunds. For example: He likes to read. – He likes reading.

### 1. Put the verb in the form of infinitive.

	Verb	Infinitive
1.	met	<input type="text"/> .
2.	waking	<input type="text"/> .
3.	watches	<input type="text"/> .

4.	waited	<input type="text"/>
5.	wrote	<input type="text"/>
6.	drives	<input type="text"/>
7.	does	<input type="text"/>
8.	sitting	<input type="text"/>
9.	played	<input type="text"/>
10.	rains	<input type="text"/>

**Exercise 2. Put the verbs in brackets in the form of the infinitive or gerund:**

- Dan enjoys (read)  science fiction.
- Cheryl suggested (see)  a movie after work.
- I miss (work) in the travel industry. Maybe I can get my old job back.
- Where did you learn (speak)  Spanish? Was it in Spain or in Latin America?
- Do you mind (help)  me translate this letter?
- He asked (talk)  to the store manager.
- You've never mentioned (live)  in Japan before. How long did you live there?
- If he keeps (come)  to work late, he's going to get fired!
- Debbie plans (study)  abroad next year.
- I agreed (help)  Jack wash his car.

**3. Choose the right variant in brackets:**

- I can't stand (complaining/her complaining/to complain)  all the time.
- Our teacher won't allow (us using/to use/us to use)  dictionaries during the test.
- We advised (him taking/him to take/his to take)  a taxi instead of walking to the restaurant.

4. The city doesn't allow (to park/parking/my parking)  along curbs painted red.
5. She prefers (to make/making/my making)  dinner because she doesn't like to cook.
6. I hope you don't mind (smoking/me to smoke/my smoking)  while you eat.
7. John is never on time to work! I hate (arriving/his arriving/him to arrive)  late every day.
8. Sarah urged (to vote/me voting/me to vote)  in the next election.
9. He needs to get a visa extension immediately. The authorities won't permit (to stay/him to stay/him staying)  in the country without a visa.

Travel agents usually advise (to reconfirm/reconfirming/him reconfirming)  flight bookings three days before departure.

## UNIT 29

**1. Read the text and then discuss it. Work with the dictionary to find the meaning of unknown words.**

### **Beauty Rituals around the World**

A ritual is a ceremony, an event that takes place in a particular order on a regular basis. For at least 6,000 years, people, especially women, in nearly all societies in the world, have been performing daily rituals with the purpose of making themselves beautiful.

Skin and hair care products (called cosmetics) are not modern inventions, because ancient societies used them, too. In fact, some of the present-day beauty rituals have roots in very old practices.

#### **A Brief History of Cosmetics**

- Ancient Egyptians invented first skin creams and lip balms made of beeswax, olive oil and rosewater. They also came up lotions for problems like baldness and greying hair. It is believed that Cleopatra, a famous Egyptian Queen, regularly bathed in milk and honey to maintain her beauty.
- In today's Iran, people used a black powder called *kohl* to darken their eyelids, in a ritual similar to what people do with eyeliners.

- Chinese people started using nail polish around 5,000 years ago. Different colors, made of gelatin, beeswax and egg white, were used by different social classes. For example, lower classes were not allowed to paint their nails in bright colors.
- Throughout the Middle Ages in Europe, the ideal of beauty among higher classes was pale skin. For this reason, royals stayed indoors most of time, and used additional white powder to make them look paler.

## **5 Beauty Rituals from around the World**

### **Thanaka Powder, Myanmar**

For more than 2,000 years, women of Myanmar (formerly known as Burma) have been using ground wood or roots of the thanaka tree to make a cosmetic paste which protects their skin from the sun.

This yellowish paste has a pleasant smell, and it is often applied to the face in very attractive designs, covering cheeks and forehead. Besides cooling the skin and providing protection from sunburn, thanaka is also used against acne (red spots on the skin).

Believed to be Myanmar's secret to smooth skin, thanaka powder is also used in other neighboring countries in Southeast Asia.

### **Monoï Oil, Tahiti**

Popularly used as a skin and hair softener among French Polynesians, monoï oil has also become a promising beauty product in Europe.

The method of soaking petals, the colored parts of Tiaré flowers in coconut oil is 2,000 years old. First European explorers who came to Polynesia documented that the locals used monoï oil at every stage of their lives - from birth until death - not only for cosmetic purposes, but also as medicine.

Nowadays, monoï oil is used as an after-shower lotion to rehydrate the skin. It is a great tanning oil because it protects from any harmful effects of the sun, yet it still allows the skin to tan.

### **Pearl Powder, China**

The empress Wu Ze Tian of China (7th century) regularly put pearl powder on her skin. Hundreds of year later, Chinese medical books recorded that oyster pearls encourage skin growth and remove any signs of ageing.

This beauty method is still used in China and other parts of Asia. In fact, in the Shanghai area, oysters are cultivated especially for the purpose of making pearl powder.

To produce the powder, freshwater pearls are first boiled and then milled, either using porcelain or stainless steel. The powder can be used on its own, or added to creams.

### **Shea Butter, Sub-Saharan Africa**

This beauty product, made from fat extracted from the shea tree nut, is widely used in cosmetics.

Traditionally applied in its crude form, it is nowadays added to widespread cosmetics products such as body lotions and soaps. The butter works as a moisturizer for

dry skin and a hair conditioner for brittle hair. The earliest records show even Cleopatra had caravans of shea butter delivered to her to use for her skin. Shea butter is particularly useful during the dry season in countries like Ghana to prevent skin damage. What's more, it can also be edible and can be used instead of cooking oil.

### **Mud Baths, the United States of America and Israel**

Although a bath of mud does not sound very appealing, people have been using it in their beauty rituals for thousands of years. In places like California and Florida, mud, a mixture of volcanic ash and hot mineral waters, is a very popular bath treatment.

Black mud from the Dead Sea in Israel is also believed to have multiple health benefits, and that it can cleanse the skin. For all those who cannot travel to these selected locations with natural mud baths, beauty products that include some of the original mud are sold all over the world. Luxury spas also offer mud baths.

### **Comprehension Exercises**

#### **Vocabulary Questions**

1. What does "crude" mean?
  - A. popular, famous
  - B. unpleasant
  - C. raw, not processed
2. What does "cultivate" mean?
  - A. to grow a crop
  - B. to make someone more cultured
  - C. to sell on the market
3. What does "moisturize" mean?
  - A. to make something less dry
  - B. to make something less oily
  - C. to make someone paler
4. What does "bald" mean?
  - A. being very brave
  - B. having little or no hair on the head
  - C. respecting ancient rituals
5. What does "brittle" mean?
  - A. curly
  - B. strong, hard to break
  - C. fragile, easy to break

#### **Collocation Questions**

6. Chinese people might have been the first to use nail \_\_\_\_\_.
  - A. wax
  - B. polish
  - C. color
7. Thanaka powder is good for sunburns because it \_\_\_\_\_ the skin.
  - A. calms

- B. chills  
C. cools
8. Pearl powder can remove the \_\_\_\_\_ of ageing.  
A. signals  
B. signs  
C. indications
9. Shea butter is fat \_\_\_\_\_ from the shea tree nut.  
A. extracted  
B. removed  
C. pulled out
10. In the Middle Ages, higher classes thought only \_\_\_\_\_ skin was beautiful.  
A. light  
B. pastel  
C. pale
11. It is believed that thanaka powder is the secret to \_\_\_\_\_ skin.  
A. smooth  
B. featureless  
C. flat
12. Monoi is one of the best \_\_\_\_\_ oils.  
A. browning  
B. sunning  
C. tanning
13. A ritual can \_\_\_\_\_ place anywhere.  
A. have  
B. take  
C. make
14. Pearls are \_\_\_\_\_ using porcelain or stainless steel.  
A. crushed  
B. milled  
C. granulated
15. The mud from the Dead Sea has multiple health \_\_\_\_\_.  
A. benefits  
B. profits  
C. gains

### **Wh Questions**

16. **Which** beauty product is used as hair conditioner?  
A. nail polish  
B. shea butter  
C. pearl powder
17. **How** is pearl powder made?  
A. pearls are boiled and milled  
B. it is an old Chinese secret



- C. pearls are baked and crushed
18. **Why** did many royals spend most of their time indoors during the Middle Ages?
- A. because they slept 18 hours a day
  - B. because they had too much work
  - C. because they were afraid of tanning
19. **Where** can you get a mud bath?
- A. only in the Dead Sea
  - B. in many places in the world, including spas
  - C. only in spas
20. **What** are the ingredients of monoi oil?
- A. palm oil and flower petals
  - B. shea butter and monoi flower
  - C. coconut oil and flower petals

### **Evaluating Statements**

21. Based on the information in this lesson, which statement is **true**?
- A. Cleopatra bathed in rosewater and used cocoa butter for her skin.
  - B. Cleopatra bathed in milk and honey and used shea butter for her skin.
22. Based on the information in this lesson, which statement is **false**?
- A. Only the elderly use monoi oil.
  - B. Everyone uses monoi oil, even children.

### **True or False?**

23. Based on the information in this lesson, is the following statement true or false?  
*"Cosmetics products with processed shea butter are available around the world."*
- A. True
  - B. False
24. Based on the information in this lesson, is the following statement true or false?  
*"All ancient Egyptians had thick hair, so they did not have problems with baldness."*
- A. True
  - B. False

## **GRAMMAR**

### **GERUND**

**Gerund** is the name given to the present participle form of a verb that is used as a noun. In the following sentences the gerund is shown in red:

- Smoking is bad for your health. (*gerund as subject*)
- A popular hobby in England is stamp-collecting. (*gerund as complement*)
- I dislike shopping. (*gerund as object*)

Gerunds are not difficult to use as subjects or complements, as in the above sentences. The problem arises when the learner wants to use the verb-noun as an object and does not know whether the gerund or the infinitive is required. Here are some examples of the variety of use:

- She doesn't enjoy working on Sundays. (*gerund only*)
- She objects to working on Sundays. (*gerund only*)
- She agreed to work on Sunday. (*infinitive only*)
- She hates to work on Sundays. / She hates working on Sundays. (*both infinitive and gerund possible: same meaning*)
- She stopped eating. (*gerund - meaning: she did not eat any more*)
- She stopped to eat. (*infinitive - meaning: she stopped what she was doing and started to eat*)

This is a difficult aspect of English grammar. The learner must use the dictionary carefully case-by-case to make the correct choice of gerund or infinitive.

**And here are a few examples of verbs that need to be followed by a gerund:**

- **admit:** They *admitted changing* the schedule.
- **advise:** I *advise proceeding* (moving forward) with caution.
- **avoid:** They *avoided looking* me in the eye.
- **Consider** (think about): I *considered staying* silent, but I had to tell her.
- **deny:** I *denied knowing* about his secret.
- **involve:** The course *involved writing* three tests.
- **Mention** (say something): She *mentioned seeing* my brother at a baseball game.
- **recommend:** I *recommend practicing* gerunds and infinitives.
- **risk:** Don't *risk losing* your job!
- **suggest:** I *suggest reading* more English short stories.

**Exercise 1. Put the verbs in Brackets in the form of Gerund:**

1. She likes (paint) .
2. I can't bear (listen) to classic music .
3. He enjoys (play) football .
4. Leila dreams of (set) up her own business .
5. He is interested in (emigrate) to USA .
6. Are you good at (dance)  ?
7. She is crazy about (read) romantic poems .
8. I can't help (laugh) when I watch Mr. Bean .
9. I can't imagine (be) anywhere else but here .

10. You should give up (smoke)  every day.

**Exercise 2. Complete the sentences with prepositions + gerunds (-ing forms).**

1. My dad is used ..... up early. (get) My dad is used to getting up early.
2. My brother is good ..... (dive)
3. I'm not very keen ..... computer games. (play)
4. I have no objection ..... the football match tonight. (watch)
5. She is afraid ..... her boyfriend. (lose)
6. We are fed ..... nothing all the weekend. (do)
7. I'm tired ..... in the queues at the airports. (wait)
8. We had difficulty ..... the way to the museum. (find)
9. Are you interested ..... your professional career? (build)
10. There's no point ..... an old car. (buy)
11. I disapprove ..... in restaurants. (smoke)
12. We are happy ..... a new house. (have)
13. My daughter dreams ..... a film star. (become)
14. John can't cope ..... unemployed. (be)
15. Sarah is thinking ..... to Greg's place. (move)
16. The children were accused ..... the window. (smash)

**Exercise 3. Complete the sentences with the verbs in the box.**

Complain   become   sell   play   cheat   eat   lie   tell   work   get   leave   write wake   have
--

1. He admitted ..... on the test.
2. You should avoid ..... so much meat.
3. Please, consider ..... your house if you need money.
4. I detest ..... up when it's dark outside.
5. She denied ..... the taxi without paying.
6. I enjoyed ..... on the beach all day.
7. My sister fancies ..... a pop star.
8. We finished ..... our essays before noon.
9. The job in the supermarket involved ..... at night.
10. I don't mind ..... homework. Ha, ha.
11. My colleague kept ..... all the time. It was annoying.
12. I took my umbrella. I didn't want to risk ..... wet.
13. She practiced ..... the piano all day.
14. I really appreciate ..... your advice.

15 She couldn't resist ..... us what she'd found out.

**Exercise 4. Respond to the following situations. Use possessive adjectives (my, your, his, our...) with gerunds.**

Example: Why did you work so late? He disliked ..... so late. - He disliked my working so late.

1. 'You must wash the car,' she told me. She insisted on ..... the car.

2. 'He shouldn't be so rude,' he said. He didn't approve of ..... so rude.

3. 'She is eighteen. She can wear makeup,' he thought. He didn't mind  
..... makeup.

4. 'Why don't you ring up Carol?' she said. She suggested ..... Carol.

5. 'I saw them come from work late at night,' she told the police officer. She remembered  
..... from work late at night.

6. 'I'm glad you are here,' he said. He appreciated ..... there.

7. 'I don't know why they get up so early at weekends,' he wondered. He didn't  
understand ..... so early at weekends.

8. 'We can't make private calls on this phone,' he told me. He objected to  
..... private calls on that phone.

9. 'Don't laugh at me,' she said. She was angry with ..... at her.

10. 'They arrive late to class,' he argued. He resented ..... late to  
class.

## UNIT 30

**1. Read the text and then discuss it. Work with the dictionary to find the meaning of unknown words.**

### **Interesting Traditional Marriage Customs around the World**

Marriage is a recognized union between two people, called *spouses*, which establishes rights and obligations between them.

Also known as *matrimony* or *wedlock*, this union can be recognized through social norms and laws or a ritual, and it also accepts the indisputable rights that any children born or adopted within that union have.

People around the world have been performing marriage ceremonies for a long time, with each culture adding something special and unique.

### **A Brief History of Marriage**

- Ancient societies started practicing marriages because they needed to secure a safe environment in which they could have offspring and pass their property onto someone.
- One of the earliest Hebrew laws required a man to marry his deceased brother's widow.
- Dating back to the Ancient Rome, the engagement ring is a custom that was believed to represent eternity and everlasting union.
- In the 5th century, the Christian Church took an interest in marriage as a religious ceremony, but it was only in the 12th century that the Church defined marriage as sanctioned (officially accepted or allowed) by God.
- Even though divorce (ending the marriage) was practiced by ancient Greeks, it was not recognized by the Catholic Church. British King Henry VIII even broke his ties with the Church and started his own Church of England so that he could divorce his wife and marry a new one.

### **Indian Wedding Celebrations**

Celebrated with numerous rituals and ceremonies, Indian weddings last for days.

- The wedding starts with pre-wedding ceremonies, such as the engagement ceremony, where the bride and the groom exchange rings.
- Then there is the Mehendi Ceremony held at the bride's house, where her palms, wrists and feet are decorated for the wedding.
- On the wedding day, the husband and wife put flower garlands around each other's necks, which symbolizes the bride's acceptance of her husband.
- The traditional wedding is followed by many other traditions, such as for example, stealing the groom's shoes. The bride's sisters play a trick by stealing the shoes once the groom has entered the wedding tent, so the groom must bribe them in order to get his shoes back.

### **Japanese Wedding Celebrations**

In Japan, wedding ceremonies are traditionally held in Shinto shrines. Painted white from head to toe, the bride also wears a white [\*kimono\*](#) (Japanese clothing).

During the ceremony, the bride puts on a white hood to hide her "horns of jealousy" that she feels towards her mother-in-law. She declares herself a maiden, and promises to become a gentle and obedient wife.

Throughout the celebration, Japanese brides change their costumes several times, so they also wear a red kimono, and a more modern dress.

As a symbol of the newly established union, the happy couple drinks *sake*, a Japanese alcoholic drink made from rice. In this tradition, known as *san-san-kudo*, the

bride and groom each take three sips from three different sake cups. Their parents do the same, which bonds their families together.

### **Jamaican Wedding Ceremonies**

In Jamaica, the entire community participates in nearly all stages of the wedding. More precisely, everyone in the village comes together to help plan the wedding.

On the wedding day, everyone goes out in the street to see the bride and judge her looks – if she is not perfectly dressed, they will criticize her.

The wedding celebration also involves a lot of traditional dancing, including *Quadrille*, a dance which originates from the colonial times, when slaves secretly copied the dance moves from their masters.

Several cakes are served, and they are all brought in by married women wearing white. One such cake is the traditional black cake, made from dark fruits and rum.

### **Welsh Wedding Ceremonies**

According to Welsh wedding tradition, a man should carve a wooden spoon and give it to the woman he loves. If she wears it, that means they are engaged.

Another wedding custom in Wales suggests that brides should be kidnapped by their families shortly before their wedding day, so if the groom comes and rescues her, that means they will be married.

Welsh brides also put *myrtles* (a flower) in their bouquet, because it symbolizes love. The bridesmaids receive a cutting of the myrtle and, if they plant it and see it bloom, they will also marry soon.

### **Comprehension Exercises**

#### **Vocabulary Questions**

1. What does "bribe" mean?
  - A. giving someone money to try to make them do something
  - B. performing a traditional ritual
  - C. being made to do something
2. What does "eternity" mean?
  - A. staying young forever
  - B. a married couple's love
  - C. time that never ends
3. What does "ritual" mean?
  - A. an action performed only once in a lifetime
  - B. a set of actions performed regularly
  - C. all marriage-related actions
4. What does "obedient" mean?
  - A. being obliged to clean the house
  - B. never listening to your relatives
  - C. complying and being willing to comply with orders
5. What does "offspring" mean?
  - A. something made in the name of love
  - B. a person's child or children

C. a disappointing family member

### Collocation Questions

6. In India, bride's sisters \_\_\_\_\_ a trick with the groom.
  - A. act
  - B. make
  - C. play
7. Drinking sake is a symbol of the \_\_\_\_\_ established union.
  - A. freshly
  - B. recently
  - C. newly
8. Welsh men \_\_\_\_\_ a wooden spoon for their engagement.
  - A. carve
  - B. cut
  - C. sculpt
9. Henry VII broke his ties \_\_\_\_\_ the Church to get a divorce.
  - A. to
  - B. with
  - C. from
10. The engagement ring represents \_\_\_\_\_ union.
  - A. an immortal
  - B. an everlasting
  - C. a timeless
11. Drinking sake \_\_\_\_\_ the two families together.
  - A. bonds
  - B. joins
  - C. connects
12. According to an ancient law, a man was required to marry his \_\_\_\_\_ brother's widow.
  - A. departed
  - B. gone
  - C. deceased
13. Children born within marriage have \_\_\_\_\_ rights.
  - A. indisputable
  - B. inconvertible
  - C. unanswerable
14. In colonial times, slaves secretly \_\_\_\_\_ their masters' dance moves.
  - A. duplicated
  - B. copied
  - C. reproduced
15. Marriage was created when people wanted to pass their property \_\_\_\_\_ someone.
  - A. by

- B. onto
- C. over

### Wh Questions

16. **How** is the bride's jealousy hidden in Japan?
- A. by putting white make up on
  - B. by wearing a white hood
  - C. by wearing a red kimono
17. **Where** is the Mehendi ceremony in India held?
- A. at the bride's house
  - B. at the groom's house
  - C. in the wedding tent
18. **Why** did King Henry VIII found his own church?
- A. to have more children
  - B. not to be obliged to marry
  - C. to be able to divorce
19. **Who** judges the bride's looks in Jamaica?
- A. the groom
  - B. the mother-in-law
  - C. the whole village
20. **What** will happen to the Welsh bridesmaid if her myrtle cutting blooms?
- A. she will never get married
  - B. she will get married soon
  - C. she will have many children

### Evaluating Statements

21. Based on the information in this lesson, which statement is **true**?
- A. In India, the groom has to give money to the bride's sisters if he wants his shoes back.
  - B. In India, the groom has to dance a traditional dance if he wants his shoes back.
22. Based on the information in this lesson, which statement is **false**?
- A. In Wales, the bride is kidnapped by her own family before the wedding.
  - B. In Wales, the bride is kidnapped by the groom's family before the wedding.

### True or False?

23. Based on the information in this lesson, is the following statement true or false?  
*"During a traditional Japanese wedding, the bride wears both a white and a red kimono."*
- A. True
  - B. False
24. Based on the information in this lesson, is the following statement true or false?  
*"Everyone is welcome to bring in a wedding cake to a Jamaican wedding."*
- A. True
  - B. False



## GRAMMAR

### FORM

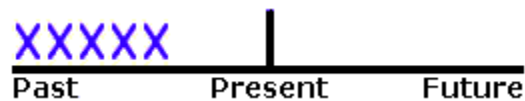
[used to + VERB]

Example:

- I **used to go** to the beach every day.

It is better not to use *used to* in questions or negative forms; however, this is sometimes done in informal spoken English. It is better to ask questions and create negative sentences using simple past.

### USE 1 Habit in the Past



*Used to* expresses the idea that something was an old habit that stopped in the past. It indicates that something was often repeated in the past, but it is not usually done now.

Examples:

- Jerry **used to study** English.
- Sam and Mary **used to go** to Mexico in the summer.
- I **used to start** work at 9 o'clock.
- Christine **used to eat** meat, but now she is a vegetarian.

### USE 2 Past Facts and Generalizations



*Used to* can also be used to talk about past facts or generalizations which are no longer true.

Examples:

- I **used to live** in Paris.
- Sarah **used to be fat**, but now she is thin.
- George **used to be** the best student in class, but now Lena is the best.

- Oranges **used to cost** very little in Florida, but now they are quite expensive.

### Used to vs. Simple Past

Both simple past and *used to* can be used to describe past habits, past facts and past generalizations; however, *used to* is preferred when emphasizing these forms of past repetition in positive sentences. On the other hand, when asking questions or making negative sentences, simple past is preferred.

Examples:

- You **used to play** the piano.
- **Did** you **play** the piano when you were young?
- You **did not play** the piano when you were young.

#### Exercise 1.1 Complete the sentences with these words.

- 1 What did you \_\_\_\_\_ throw away?
- 2 We \_\_\_\_\_ throw things away. ✗
- 3 We \_\_\_\_\_ keep things we might want later. ✓

#### Exercise 2 Choose the correct words to complete each sentence.

200 years ago ... 1 ... people used to / didn't use to make their own clothes. 2 ... people used to / didn't use to have mobile phones. 3 ... people used to / didn't use to read books. 4 ... people used to / didn't use to watch TV. 5 ... people used to / didn't use to drive cars. 6 ... people used to / didn't use to walk everywhere.

#### Exercise 3 Choose the correct words to complete each sentence.

- 1 Why did people \_\_\_\_\_ mend their clothes? a) used to b) use to c) didn't use to
- 2 I \_\_\_\_\_ like watching football, but now I do. a) used to b) use to c) didn't use to
- 3 What did you \_\_\_\_\_ like doing when you were young? a) used to b) use to c) didn't use to
- 4 John \_\_\_\_\_ like Mary, but he doesn't now. a) used to b) use to c) didn't use to
- 5 People \_\_\_\_\_ produce as much rubbish as we do nowadays. a) used to b) use to c) didn't use to
- 6 Did you \_\_\_\_\_ collect anything when you were young? a) used to b) use to c) didn't use to

#### 4 Complete these sentences with used to or didn't use to.

1. I \_\_\_\_\_ play the guitar, but I do now. 2 I \_\_\_\_\_ ride a bike, but I don't any more. 3 I \_\_\_\_\_ collect stamps, but I don't any more. 4 I \_\_\_\_\_ enjoy getting up early, but I do now. 5 I \_\_\_\_\_ be worried about the environment, but I am now. 6 I \_\_\_\_\_ be afraid of flying, but I'm not anymore. 7 I \_\_\_\_\_ know how to use a computer, but I do now

### UNIT 31

**1. Read the text and then discuss it. Work with the dictionary to find the meaning of unknown words.**

#### My Ecstasy Story

My name is Kendall. I have always thought of myself as a good friend, a good daughter, and generally a good person. After I finished high school, I stayed at home living with my mother and my younger brother. I worked as a waitress to help my mother pay the bills so that my younger brother could finish school. He always said I was his role model and that he wanted to be just like me when he got older. Sometimes I felt like working full time to help with the expenses at home was too much for me, and I just wanted to forget everything and everyone. I have always been social, so when my friend Irene invited me to a rave, I decided to go with her. She explained that a rave is a big party with loud electronic music where people go to dance under bright, flashing lights and even take illegal drugs.

When we arrived, she introduced me to a guy she had met recently. His name was Matt, and he seemed very nice. He was also handsome and funny. "I have something really special to help you both have an amazing time tonight," he said with a big smile. He handed us each a small, pink pill with a little diamond on it.

I was nervous, but Irene told me the pill was called ecstasy. She said she had tried it the weekend before and had the best time of her life. "You are going to love it," she said. "You will feel so good that you will forget all about your work and daily problems and just think about what a great party this is."

She was definitely right about forgetting all about my work and daily problems. I felt amazing at the party, and I danced all night long. I was not thinking about my demanding boss or my long hours! Matt was dancing alongside us. He kept smiling at me and I felt like we really connected.

I was supposed to work the next day, but I missed my shift. I did not get home

until 5:30 in the morning, and I slept all day. When I woke up, I felt sad and empty. Why did I feel so awful when I had felt so amazing at the rave? I sent Irene a message and asked her when we could take ecstasy again. She told me to meet her at the same club that night at 10:00pm.

I called my boss and told him I was sick. I was too sad and confused to go to work anyway. This time Matt gave us yellow pills with dolphins on them. Irene said she wanted two. Matt asked her for some money, so we both paid him and took our pills. We danced all night long.

After a while, the only thing I could think about was the next time I would get high on ecstasy with Irene and Matt and dance all night. I started to miss more shifts at work because I often felt depressed and just wanted to go to a rave. Even when I did go to work, I made lots of mistakes with the guests' orders. My memory became terrible! I couldn't remember what the guests wanted, and I had a really hard time with the math when I had to give them their change. My boss eventually told me that he couldn't let me work that way. He fired me! I couldn't believe it.

That just made me more depressed, and all I wanted to do was go get high with Irene and Matt. I did not even tell my mother that I had lost my job. I did not think I could handle seeing her and my little brother so disappointed in me. I was spending all of my money on ecstasy, and I was worried that I would not be able to help my mother much longer with the bills at home.

The night after my boss fired me, Irene and I decided to take seven pills each. The sad truth was that as time went on, we each needed to take more to get the same high we could get from one or two pills when we started. One of the huge problems with ecstasy is that you never know exactly what is in it. Every time you take a pill, it's a gamble, but we had no choice. We were too deep inside.

Irene got so high that night that she did not drink enough water. Her body's natural defenses were misguided by the drug. She just kept dancing. Her body became so dehydrated that she blacked out. I could not believe my eyes when I saw my best friend drop to the floor, unconscious!

I cried for help! The club manager hurried over to us. "Please help her!" I shouted. He shook his head and started to drag Irene outside the club. "You will need to get your own help, I'm afraid."

Shocked and terrified, I searched for Matt in the crowd. There he was! "I am sure he will help us," I thought. "I know he cares..."

Matt looked at us for a long moment, and then disappeared back into the club. I couldn't believe it. We were completely on our own. No help was coming. "I can call an ambulance," I thought, "but what will I tell them?"

That was my big wake-up call. It made me realize what a disaster my life had become. I did finally call an ambulance and I spent that night at the hospital with Irene, but I couldn't give the doctors any helpful information. I was scared that I would get in trouble.

When I woke up the next day, I felt horrible. A doctor told me that my body and

my mind were being damaged by the ecstasy. He told me that Irene came very close to dying and that what we were doing was terribly dangerous. I just broke down and cried. Everything seemed so dark and hopeless.

The nurses at the hospital put me in contact with a rehab (rehabilitation) center. This is a place that helps people overcome their addictions to drugs.

I felt horribly guilty for making my mother and brother go through that terrible experience. My mother had a lot of financial problems because I had lost my job, plus she needed to help pay for the cost of my rehab. I was in the program for weeks, and it was the most challenging experience of my life. I am so lucky that my family stayed by my side and helped me to overcome my addiction.

The saddest part of my story is that Irene decided not to go to rehab. She hated what her life had become, but the only way she thought she could feel good was by going to raves and taking more and more ecstasy. She started to work with Matt at the clubs, selling ecstasy to young people and getting them addicted.

Later that year, she and Matt were arrested with a large quantity of illegal drugs and were sent to prison. I cannot believe that my best friend is in jail, but I am just thankful that she did not die as a result of her addiction to ecstasy. I hope that her time in jail, where she obviously can't use any drugs, will help her overcome her addiction. I write her letters to try to encourage her even though she never writes back.

Today, my mind is still slow, and I sometimes feel depressed. My doctor says that I did permanent damage to my body, my mind, and my emotional health because of my drug abuse, but I still have hope of regaining my old self, when I was social and optimistic.

I remember that at first my mother and brother were very disappointed in me. I remember my brother crying when he visited me at rehab. But over time, they realized how hard I was working to overcome my addiction, and they are proud of me now.

I know that my brother learned from my terrible mistakes, and he will never take drugs. I am so proud of him for how hard he works. He recently graduated from high school and was accepted to a good college, and my mother and I are thrilled for him. I am working again, and I hope someday I can go to college, too. I used to be my brother's role model and inspiration, but now he is mine.

## **Exercises**

### **Vocabulary Questions**

#### **1. What are "drugs"?**

a) Drugs are essentially poisons. The amount taken determines the effect. A small amount acts as a stimulant (speeds you up). A greater amount acts as a sedative (slows you down). An even larger amount poisons and can kill.

b) Drugs directly affect the mind. They can distort the user's perception of what is happening around him or her.

c) Drugs can lift a person into a fake kind of cheerfulness, but when the drug wears off, he or she crashes even lower than before.

d) All of the sentences above are true.

**2. What does "bills" mean?**

- a) letters you get in the mail
- b) money you pay at the store for food
- c) money you pay for services like electricity, gas, and water
- d) official reports from your bank

**3. What does "social" mean?**

- a) a person who likes to eat a lot of food
- b) a person who likes to spend time with other people
- c) a person who likes to read
- d) a person who wears beautiful clothes

**4. What does "thrilled" mean?**

- a) very excited
- b) very worried
- c) very confused
- d) very angry

**5. What does "addiction" mean?**

- a) when a person cannot sleep
- b) when a person is very stressed
- c) when a person has difficulty understanding things
- d) when a person is unable to stop using a drug

**6. What does "shift" mean?**

- a) the amount of time it takes you to go to work
- b) a report of the work you have done
- c) the time during which you have to work
- d) when you change your job

**Expressions Questions**

**1. What does "wake-up call" mean?**

- a) something that makes you feel excited
- b) something that makes you realize you have a problem
- c) something new and interesting
- d) something you hear from someone else

**2. What does "working full time" mean?**

- a) when a person works seven days a week
- b) when a person works alone
- c) when a person works in an office
- d) when a person works forty hours per week

**3. What does "illegal drugs" mean?**

- a) mind-altering substances that are against the law
- b) medicines that are very expensive
- c) laws that regulate substances and medicines

d) medicines that only a doctor can recommend

**4. What does "get high" mean?**

a) when a person drinks a lot of alcohol

b) when a person uses a mind-altering substance to achieve a fake kind of cheerfulness

c) when a person listens to loud music

d) when a person dances all night long

**5. What does "role model" mean?**

a) a person who is an inspiring example for others

b) a person who is very rich

c) a person who knows a lot of people

d) a person who works as an actor or actress

**6. What does "body's natural defenses" mean?**

a) a person's skin

b) weapons that people use to protect themselves

c) the systems that regulate a person's body to maintain health

d) warm clothes people wear to protect themselves from the cold

**Grammar Questions**

**1. I stayed \_\_\_\_\_ home living with my mother and my brother.**

a) in

b) on

c) of

d) at

**2. My brother \_\_\_\_\_ never take drugs.**

a) has

b) won't

c) will

d) have

**3. Matt and Irene \_\_\_\_\_ arrested with a large quantity of drugs.**

a) was

b) had

c) am

d) were

**4. I write her letters to try to encourage her, even \_\_\_\_\_ she never writes back.**

a) though

b) when

c) if

d) despite

**5. The \_\_\_\_\_ part of my story is that Irene decided not to go to rehab.**

a) sadder

- b) most sad
- c) saddest
- d) more sad

**6. I was scared I \_\_\_\_\_ get in trouble.**

- a) would
- b) will
- c) do
- d) can

### Comprehension Questions

Read the story and watch the video at the top of the page about ecstasy. Then answer the following questions.

1. According to the video, what are three negative side effects of using ecstasy?
2. According to the video, what is especially dangerous about synthetic, or man-made, drugs like ecstasy?
3. How do the people in the video say they felt the morning after they took ecstasy?
4. In the story, why does Kendall need to work full time?
5. Why did Kendall start using ecstasy?
6. What was Kendall's big wake-up call?

### Essay Questions

1. Of all the negative effects of ecstasy that are described in the video and the story, which do you think is the most serious? Why do you think so?
2. Imagine that you are with Kendall and Irene on the first night they go to the club and meet Matt. When he offers you ecstasy, what do you do? How do you react? What do you say to your friends, Kendall and Irene?

### Grammar Passive Voice

Something is done by someone regularly / everyday / as expected...

#### Forming Simple Present Passive:

Affirmative Form	Object + to be + verb3 (past participle)	The umbrellas are sold by salesman
Question Form	To be + Object + verb3 (past participle) ?	Who are umbrellas sold by?



Negative Form	Object + to be + not + verb3 (past participle)	Computers are not fixed here
Tense	Active Voice	Passive Voice
Present Simple	water The gardener waters the flowers every evening	is/are watered The flowers are watered by the gardener every evening
Present Continuous	am/is/are writing Hush! He is writing a letter now	is/are being written The letter is being written by him
Present Perfect	have/has written Mark has already written the letter	have/has been written The letter has been already written
Past Simple	Wrote Mark wrote a letter two weeks ago	was/were written The letters were written by Mark two letters ago
Past Continuous	was/were writing When I came home Mark was writing the letters.	was/were being written when I came home letters were being written by Mark
Past Perfect	had written Mark said that had	had been written Mark said the letters had been already

	already written the letters	written
Future Simple	will write Mark will write a letter tomorrow	will be written The letters will be written tomorrow by Mark
Modals	can/ should write Mark can write the letters Mike should write the letters on time	can/ should be written The letters can be written by Mark The letters should be written on time

**Exercise 1. Find in the text all the sentences in Passive Voice and underline the construction.**

**Exercise 2. Make sentences in Passive Voice, mind the tense.**

1. The picture / draw (Present Simple).

---

3. The window / open (Past Simple)

---

4. The ring / steal (Present Continuous)

---

5. The car / repair (Past Continuous)

---

6.The classroom/ clean (Present Perfect)

---

7.The homeassignment / do (Past perfect)

---

8.The glass / break (Future Simple)

---

9.The dictation / write (Should + Verb)

---

**Exercise 3. Turn Active Voice into Passive:**

1.The woman writes letters.

---

2.The boy drove the green car.

---

3.I have save up enough money.

---

4.He will open a new can

---

5.The little girl can draw pictures.

---

6.He will not play hockey.

---

7.We believe that she writes good poems.

---

**Exercise 4. Rewrite the following sentences in Passive Voice, starting them with italic words.**

His friend gave him a **notepad**.

---

He offered me a **well-paid job**. \_\_\_\_\_

Mike invited **usto** his place

---

My unclesent**me** a postcard.

---

## UNIT 32

**1. Read the text and then discuss it. Work with the dictionary to find the meaning of unknown words.**

### WHY DO PEOPLE TAKE DRUGS?

People take drugs because they want to change something about their lives.

Here are some of the reasons young people have given for taking drugs:

- To fit in
- To escape or relax
- To relieve boredom
- To seem grown up
- To rebel
- To experiment

They think drugs are a solution. But eventually, the drugs become the problem.

Difficult as it may be to face one's problems, the consequences of drug use are always worse than the problem one is trying to solve with them. The real answer is to get the facts and not to take drugs in the first place.

### How Do Drugs Work?

Drugs are essentially poisons. The amount taken determines the effect.

A small amount acts as a stimulant (speeds you up). A greater amount acts as a sedative (slows you down). An even larger amount poisons and can kill.

This is true of any drug. Only the amount needed to achieve the effect differs.

But many drugs have another liability: they directly affect the mind. They can distort the user's perception of what is happening around him or her. As a result, the person's actions may be odd, irrational, inappropriate and even destructive.

Drugs block off all sensations, the desirable ones with the unwanted. So, while providing short-term help in the relief of pain, they also wipe out ability and alertness and muddy one's thinking.

Medicines are drugs that are intended to speed up or slow down or change something about the way your body is working, to try to make it work better. Sometimes they are necessary. But they are still drugs: they act as stimulants or sedatives, and too much can kill you. So if you do not use medicines as they are supposed to be used, they can be as dangerous as illegal drugs.

### **Drugs Affect the Mind**

Normally, when a person remembers something, the mind is very fast and information comes to him quickly. But drugs blur memory, causing blank spots. When a person tries to get information through this cloudy mess, he can't do it. Drugs make a person feel slow or stupid and cause him to have failures in life. And as he has more failures and life gets harder, he wants more drugs to help him deal with the problem.

### **Drugs Destroy Creativity**

One lie told about drugs is that they help a person become more creative. The truth is quite different.

Someone who is sad might use drugs to get a feeling of happiness, but it does not work. Drugs can lift a person into a fake kind of cheerfulness, but when the drug wears off, he or she crashes even lower than before. And each time, the emotional plunge is lower and lower. Eventually, drugs will completely destroy all the creativity a person has.

“During the whole time I was on drugs I thought I had control over my life and that I had it great. But I destroyed everything I had built up and fought for in my life. I cut ties to all my drug-free friends and my family, so I hadn't any friends but my drug mates. Every day revolved around one thing: my plan for getting the money I needed for drugs. I would do everything possible to get my amphetamine—it was the only thing in my life.” —Pat

“I felt that I was more fun when I was drunk. Soon after [I started drinking] I was introduced to marijuana . . . Later, I was hanging out at a friend's house smoking marijuana when someone pulled out a bag of cocaine. Snorting cocaine quickly became a daily habit. I was stealing money from my parents' business and from my grandparents on a daily basis to support my alcohol, cocaine, marijuana and LSD habits. Then I was introduced to OxyContin and began using it on a regular basis. By the time I realized I was addicted, snorting OxyContin was part of my daily routine. I needed

something stronger—and was introduced to heroin. I would stop at nothing to get high. My addiction was winning. And every time I tried to kick it, the physical craving would send me back for more.” —Edith

### THE ZERO CONDITIONAL

The zero conditional is used for when the time being referred to is **now or always** and the situation is **real and possible**. The zero conditional is often used to refer to general truths. The tense in both parts of the sentence is the simple present. In zero conditional sentences, the word "if" can usually be replaced by the word "when" without changing the meaning.

If clause	Main clause
If + simple present	simple present
If this thing happens	that thing happens.
If it is 100 degrees	The water boils.
If it rains	the grass gets wet.

**Exercise 1. Complete the zero conditional sentences with the verb in brackets. Use contractions where possible.**

*it turns I go they don't have he's comes you aren't I don't know we don't do*

- If you press that button, the light  (come) on.
- It's easier to sleep if  (you / not / be) stressed.
- The teacher gets mad if  (they / not / work) hard.
- If  (he / go) on a boat, he always feel sick.
- Her mother gets irritated if  (he / be) late.
- If  (he / not / know) a word, he loosk in his dictionary.
- They play football if  (they / not / have) any house chores.
- If you freeze water,  (it / turn) to ice.

**Exercise 2. Choose the endings of the sentences to complete the text.**

they are blind for six days.

they show their affection.

the loser often dies.

they have to leave their mothers.

tigers fight them off.

If tigers rub each other's heads,

.....

If any strange males try to enter their territory,

.....

If tigers start fighting,

.....

If cubs are born,

.....

If male cubs are two years old,

.....

Part 1: Choose the beginnings of the sentences to complete the text.

Tigers

If a tiger joins a group of other tigers

If tigers go hunting

If a tiger roars

If tigers are active

If male tigers use cent marking

....., it can be heard over five miles away.

....., it usually stays with them for three years.

....., they work in teams.

....., they establish their territory.

....., it is usually at night.

## UNIT 33

**1. Read the text and then discuss it. Work with the dictionary to find the meaning of unknown words.**

### The United States

#### In the Beginning

The United States as we know it today is a very young country. It was founded in 1776. "Founded" means that it became a new country. In 1776 there were already a lot of people living in the United States. Many of these people were British or had British ancestors (people in their family like a parent or grandparent).

When they arrived in the United States, they met the Native Americans. The Native Americans were people who already lived in the United States. Native Americans belonged to many different tribes (small group of people who live together) and spoke many different languages. They helped the British find food and wood to build their houses.

Today, Americans celebrate this friendship between the British and Native American each Thanksgiving. Thanksgiving is a holiday in November when all Americans get together with family and friends and share a big meal. The meal always has turkey, which is a bird that the Native Americans and British ate many years ago. This is a special day when Americans think about how thankful they are for their family, friends, and everything they have in their lives.

#### Moving West

After the United States was founded, more and more people began coming to the country. Soon, there was not enough room in the cities for everyone. People decided that they would explore the land out to the west. "Explore" means go and visit.

In the 1800s, President Thomas Jefferson sent two men named Lewis and Clark to explore the western part of the United States. Lewis and Clark had an amazing journey (trip) and came back with stories of plains (flat, grassy areas), mountains, deserts, and another ocean.

They said that people could live in the west. So, new immigrants to the United States began to settle the West. An "immigrant" is a person from another country who goes to live in a new country. As more and more people arrived, they moved further and further west.

They found farm land, new kinds of animals, and many more Native American tribes. They also found gold in the land that is now California. From 1848-1855, people moved west quickly to try to find their own gold. This was called the California Gold Rush.

#### Connecting the Country



By the late 1800s and early 1900s, there were many people living in both the eastern and western United States. People wanted to make it easy to travel and transport (move) food and materials from one coast to the other. This is when the railroads were built.

The railroads connected big cities in the east like New York and Philadelphia to big cities in the west like San Francisco. Railroads changed the United States and made it into the country it is today.

Today, most Americans fly or drive around the country when they want to travel. But the railroads are still an important way for food and materials to move around the country.

The United States has grown a lot since the first settlers arrived. Those first people had no idea that the country they founded would become so large and be home to so many different people.

## **The United States - Exercises**

### **Vocabulary Questions**

1. What does "founded" mean?
  - a) When something is lost
  - b) When something is bought
  - c) When something becomes a new country
  - d) When something becomes an old country
2. What is an "immigrant"?
  - a) A person who is born in a country
  - b) A person who travels to a country but doesn't stay
  - c) A person who never leaves their own country
  - d) A person who travels to a new country and stays to live there
3. What are "plains"?
  - a) flat, grassy areas
  - b) mountain
  - c) deserts
  - d) oceans

### **Grammar Questions**

1. The Native Americans \_\_\_\_\_ the British find food and wood to build their houses.
  - a) help
  - b) helped
  - c) had helped
  - d) will help
2. Soon, there was not enough room \_\_\_\_\_ the cities for everyone.
  - a) in
  - b) at
  - c) on

- d) by
- 3) To connect the east and west, the railroads \_\_\_\_\_ built.
- a) was
- b) were
- c) had been
- d) will be

### Comprehension Questions

1. When was the United States founded?

---

2. What holiday is celebrated in November to remember the British and Native Americans?

---

3. What helped connect the east and west coasts of the United States?

---

### TYPE 1 CONDITIONAL

The type 1 conditional is used to refer to the **present or future** where the **situation is real**. The type 1 conditional refers to a possible condition and its probable result. In these sentences the if clause is in the simple present, and the main clause is in the simple future.

If clause	Main clause
If + simple present	simple future
If this thing happens	that thing will happen.
If you don't study hard	you will fail your exams.
If it rains today	we will stay at home

**Exercise 1. Complete the sentences , choosing the proper form of the verb in brackets**

1. If she ..... (call) him, he ..... (answer)
2. If it ..... (rain), we ..... (cancel) the match meeting
3. If I ..... (get) a promotion, I ..... (buy) a new house.
4. If he ..... (be late), we ..... (goout) with her.
5. If you ..... (ask) more politely, I ..... (buy) you a drink.
6. If you ..... (not behave), I ..... (ask) you to leave.
7. If he .....(win) the first prize, his parents..... (be) happy.
8. If she .....(get) proper medical care, she ..... (recover)
9. If the drought .....(continue), plants and animals ..... (perish).

**Exercise 2. There is one mistake in each sentence. Underline it and correct it.**

- 1.Example:
- 2.If you will help me, we will finish on time.  
help
- 3.Mary doesn't come to the party if her boyfriend doesn't invite her.  
\_\_\_\_\_
- 4.If I'll order the new smartphone tomorrow, we'll get it on Saturday.  
\_\_\_\_\_
- 5.Nobody will like you if you won't change your attitude to people.  
\_\_\_\_\_
- 6.You won't be able to use grammar correctly unless you don't understand it.  
\_\_\_\_\_
- 7.As long as you won't make a mess in my bedroom, you can share it with me.  
\_\_\_\_\_
- 8.You'll get a discount providing you'll have their loyalty card.  
\_\_\_\_\_
- 9.I get rid of my old glasses if you don't need them.  
\_\_\_\_\_
- 10.We'll take some food with us in case we'll be hungry.  
\_\_\_\_\_
- 11.He'll speak to us in case if we won't mention his name in the report.  
\_\_\_\_\_

**Exercise 3 Complete the sentences with the verbs in brackets.**

- 1.We ..... lunch if we come so late. (not have)
- 2.I'll sell the car in case I ..... some money. (need)
- 3.Mike will be unhappy if she ..... any present. (not get)

- 4.I can lend you some money on condition that you ..... it back soon.  
(give)
- 5.I ..... you know if you don't take you mobile phone with you. (not let)
- 6.Even if he ..... to talk to her, he won't listen to. (try)
- 7.It won't be possible unless they ..... us. (support)
- 8.If you ..... a shower, there will be no hot water left. (have)
- 9.She will gain the weight if she ..... eating so much chocolate. (not stop)
- 10.The tea ..... strong enough if you don't use three teabags. (not be)

## UNIT 34

**1.Read the text and then discuss it. Work with the dictionary to find the meaning of unknown words.**

### The United Kingdom

The United Kingdom is a country in Northern Europe. It is actually a country made up of four different countries: England, Scotland, Wales, and Northern Ireland. This is why the full name of the United Kingdom is the United Kingdom of Great Britain and Northern Ireland.

The United Kingdom has been a very important country in the world since the 1600s. It was especially powerful in the 19th and 20th centuries when it had colonies around the world. "Colonies" are countries that are ruled by another country. When the United Kingdom was at its largest, it ruled one-fifth of the world's population. Today, the United Kingdom does not have many colonies. It is, however, still a very influential country in the world.

Throughout history, the people of the United Kingdom have been leaders in many areas. They have made important contributions to literature, philosophy, science, and math. A "contribution" is something you give, usually ideas or money. Perhaps the most important area of contribution was to the Industrial Revolution.

#### **The Industrial Revolution**

The Industrial Revolution occurred between 1760 and 1840. "Occurred" means happened or took place. This was a period of time in which manufacturing, or making things, changed from being done by hand to being done by machine. For example, before the Industrial Revolution, clothes used to be sewn by hand. After the Industrial Revolution, clothes were sewn by machine.

Making clothing and other products by machine was very important because it meant that more items could be made in a shorter amount of time. For the sellers, the people who sold the items, this was good because it meant that they had more to sell. For the consumers, the people who bought the items, it meant that the

items cost less for them to buy.

Making things with machines also created jobs. People were needed to run the machines, to fix the machines, and to build the machines. Because of this, during the Industrial Revolution, many more people were employed than ever before. "Employed" means having a job.

The economy boomed (became bigger very fast) and people and countries had more money and items than ever before. People also had more food and better housing than they had in the past.

The Industrial Revolution began in the United Kingdom and spread throughout the world. First, it spread to the rest of Europe and then to the United States and Asia. Each of these countries benefited from the use of machines in manufacturing. "Benefited" means to have good things happen because of something else.

Many historians have said that the Industrial Revolution is one of the most important events in history. The invention of machines and the use of them in factories allowed for more people to have items they would never have been able to afford before. It also helped people have better food, jobs, and lives.

### **The United Kingdom - Exercises**

#### **Vocabulary Questions**

1. What does "contribution" mean?
  - a) something you take
  - b) something you give
  - c) something someone gives you
  - d) something someone takes from you
2. What does "employed" mean?
  - a) have a job
  - b) not have a job
  - c) have a home
  - d) not have a home
3. What does "benefitted" mean?
  - a) ignored
  - b) have bad things happen
  - a) have good things happen
  - b) made something

#### **Grammar Questions**

1. This is why \_\_\_\_\_ full name of the United Kingdom is \_\_\_\_\_ United Kingdom of Great Britain and Northern Ireland.
  - a) a...a
  - b) the...the
  - c) a...the

d) the...a

2. The United Kingdom \_\_\_\_\_ a very important country in the world since the 1400s.

a) is

b) was

c) has been

d) will be

3. This was a period of time in which manufacturing changed from being done by hand to being done \_\_\_\_\_ machine.

a) in

b) by

c) on

d) of

### Comprehension Questions

1. How many countries make up the United Kingdom?

---

2. What was the big change that happened in the Industrial Revolution?

---

3. What did people have more of because of the Industrial Revolution?

---

### GRAMMAR TYPE 2 CONDITIONAL

The type 2 conditional is used to refer to a time that is **now or any time**, and a situation that is **unreal**. These sentences are not based on fact. The type 2 conditional is used to refer to a hypothetical condition and its probable result. In type 2 conditional sentences, the if clause uses the simple past, and the main clause uses the present conditional.

If clause	Main clause
If + simple past	present conditional or present continuous conditional
If this thing happened	that thing would happen. (but I'm not sure this thing will happen) OR that thing would be happening.

If you bought some bread earlier	you would not be so hungry.
If it rained	you would stay at home.
If he spoke German	he would be working in Germany.

**Exercise 1. Rewrite the sentences and use the second conditional. Keep the same meaning.**

**Example: My car is out of order. I won't drive you there. If my car wasn't out of order, I would drive you there.**

1. He doesn't know her address. He can't contact her. If he ..... her address, he could contact her.
2. Peter is sick. He can't go skating. If he wasn't sick, he ..... skating.
3. I don't like tomatoes. I won't eat the salad. If I ..... tomatoes, I would eat the salad.
4. They travel on their own because they speak English. They wouldn't travel on their own if they ..... English.
5. We don't have enough room in our house. You can't stay with us. If we ..... enough room in our house, you could stay with us.
6. You aren't lucky. You won't win. If you were lucky, you .....
7. I go to bed early because I work so hard. I wouldn't go to bed early if I ..... so hard.
8. I am twenty. I can vote. If I ..... sixteen, I couldn't vote.
9. Go to Greece. You may like it. If you went to Greece, you ..... it.
10. You'll cope with it. Don't panic. You would cope with it if you .....

**Exercise 2. Complete the sentences with the verbs in brackets.**

1. I can't tidy my room now. If I ..... more free time, I ..... it. (have | tidy)
2. My job isn't well-paid. Provided that I ..... a lot of money, however, I ..... round the world. (earn | travel)
3. I spend a lot of time learning Spanish. If I ..... Spanish, I ..... studying German or French. (not learn | try)
4. I have to negotiate with my business partner. But if I ..... some time to spare, I ..... a museum. (have | attend)
5. I don't know if my mom needs help. Suppose she ..... my help, I ..... (need | not refuse)

6. I can't imagine that there would be someone in my bedroom. I ..... if I ..... a stranger in it. (scream | find)
7. My tutors are OK. If I ..... my tutors, however, I ..... them. (can't stand | never tell)
8. I've never won a lottery. But I ..... my job if I ..... a million. (not quit | win)
9. You can rely on Ben. But if he ..... about it, I ..... him. (forget | remind)
10. Do you want me to pay in advance? I ..... in advance on condition that I ..... a discount. (pay | get)

**Exercise 3. Write the correct forms.**

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

**UNIT 35**

**1. Read the text and then discuss it. Work with the dictionary to find the meaning of unknown words.**



## **Try to Treat Others as You Would Want Them to Treat You**

There is a very mean, nasty man named Mr. Douglas who lives on the fourth floor of an apartment building. He is so rude to his neighbors that no one even knows his first name is Adam. He never says hello to anyone, and he leaves his garbage out in the hallway. He constantly complains about all his neighbors and the noise they make.

He even gets upset when the couple who live next door to him, Catherine and David, have a baby. Instead of saying congratulations, he loudly complains about how the baby will surely cry all night.

Suddenly, one day when he is leaving his apartment, Mr. Douglas sees that his garbage is gone. In its place, he finds a note from David. "Good morning, Mr. Douglas. I saw your garbage here, and since I was on my way out, I picked it up for you. I wanted to save you a trip. Have a nice day, David."

Mr. Douglas does not know what to think. Maybe David is not very smart. Mr. Douglas has been very mean and rude to him, but David has done something nice. Deciding to ignore this kind act, Mr. Douglas begins thinking about the terrible traffic he will surely have to deal with on his way to work. But as time goes on, Mr. Douglas starts to feel a little silly. No matter how rude he is, Catherine and David always smile at him when they pass in the hallway and politely say hello. It becomes harder and harder for him not to simply say hello back.

One day, Mr. Douglas finds another note outside his door. It is from Catherine and David, saying they are very sorry about the noise. Their baby son is not feeling well, so he cried a lot last night. The note says they hope the baby did not interrupt Mr. Douglas's sleep.

Now he feels really silly, because he did not even hear the baby. He slept with his fan on because of the heat, and that covered the noise of the baby crying.

When he sees Catherine and David that afternoon, they both look very tired. He says hello politely and thanks them for their note. They are so nice to him that he cannot be rude. After a few weeks, Mr. Douglas is always happy to see Catherine and David in the hall. They even start calling him Adam. Finally, they invite Mr. Douglas into their apartment for a cup of coffee. As they talk, he admits that he and his wife got a divorce a year ago. He has been so upset about it that he has been rude to everyone he knows. Catherine and David say they are very sorry to hear this news. They thought maybe Mr. Douglas was unhappy about something. They hope he feels better soon.

Mr. Douglas is very glad that they have treated him with so much tolerance, compassion, and friendliness. He cannot help but appreciate and respect them for it. He will try to do the same with the people he meets. Now he knows the importance of treating other people as he would like to be treated.

### **Exercises**

### **Vocabulary Questions**

1. What does "rude" mean?

- a) considerate
- b) impolite
- c) nice
- d) violent

2. What does "traffic" mean?

- a) bad weather
- b) people walking on the sidewalks
- c) people on the train
- d) cars and buses on the roads

3. What does "compassion" mean?

- a) being with someone else
- b) helping someone else who is in a bad situation
- c) feeling bad about something
- d) understanding and caring about someone who is in a bad situation

### **Grammar Questions**

1. Catherine and David are very sorry \_\_\_\_\_ this news.

- a) heard
- b) hearing
- c) to hear
- d) hear

2. It becomes \_\_\_\_\_ for him not to simply say hello back.

- a) hardest
- b) harder and hardest
- c) hard and harder
- d) harder and harder

3. Maybe David \_\_\_\_\_ very smart.

- a) has not
- b) is not
- c) were not
- d) does not

### **Comprehension Questions**

1. How does Mr. Douglas treat all his neighbors?

2. What nice things do Catherine and David do for Mr. Douglas?

3. In your opinion, why is it important to try to treat others as you would want them to treat you?

## **GRAMMAR TYPE 3 CONDITIONAL**

The type 3 conditional is used to refer to a time that is in the past, and a situation that is contrary to reality. The facts they are based on are the opposite of what is expressed. The type 3 conditional is used to refer to an unreal past condition and its probable past result. In type 3 conditional sentences, the if clause uses the past perfect, and the main clause uses the perfect conditional.

If clause	Main clause
If + past perfect	perfect conditional or perfect continuous conditional
If this thing had happened	that thing would have happened. (but neither of those things really happened) OR that thing would have been happening.
If you had studied harder	you would have passed the exam.
If it had rained	you would have gotten wet.
If I had accepted that promotion	I would have been working in Milan.

**Exercise 1. Rewrite the sentences and use the third conditional. Keep the same meaning.**

Example: My car was out of order. I did not drive her there.  
If my car had not been out of order, I would have driven her there.

- 1 She did not give me her phone number. I could not call her.  
If she ..... me her phone number, I could have called her.
- 2.He was at work. He could not go with us.  
If he had not been at work, he ..... with us.
- 3.My dad did not buy any sugar. My mum did not make any cake.  
If my dad ..... some sugar, my mum would have made some cake.
- 4.I travelled round the world because I won the lottery.  
I wouldn't have travelled round the world if I ..... the lottery.
- 5.We did not have enough money. We could not afford to eat in restaurants.  
If we ..... enough money, we could have afforded to eat in restaurants.
- 6.You were not prepared. You could not pass the exam.  
If you had been prepared, you ..... the exam.
- 7.I came back home late because I worked long hours.  
I would not have come back home late if I ..... long hours.
- 8.I was so young. I had no experience.  
If I ..... so young, I would have had some experience.
- 9.They did not go on holiday. They did not have any rest.

If they had gone on holiday, they ..... some rest.

10. You did not know what to do. You did not listen to me.

You would have known what to do if you ..... to me.

### Exercise 2. Write the correct forms.

What birthday present would you have bought for me if you .....  
about it?

have not forgotten                       had not forgotten

Marion ..... if you had told her the truth.

would have been shocked               would be shocked

Suppose you had wanted to apply for the job, how  
..... it?

would you have done                       you would have done

I would have agreed with the contract on condition that I .....  
enough time

to think it over.

would have had                               had had

If we ..... the decision in time, we wouldn't have missed the chance.

would have made                               had made

He would have worked on the project provided he ..... some funds.

had raised                                       would have raised

If the trees had died, what ..... instead of them?

had you planted                               would you have planted

We would have rented the car on condition that it ..... so expensive.

wasn't     hadn't been

We would have ordered the new PC provided that they ..... it  
immediately.

would have delivered                       had delivered

If you had lent me the money, I ..... it back to you the following  
week.

had given     would have given

## UNIT 36

**1. Read the text and then discuss it. Work with the dictionary to find the meaning of unknown words.**

### Fulfill Your Obligations

Samantha sometimes does not go to work because she is sleepy or she just does not feel like going. At first, her boss tries to be understanding, thinking that maybe Samantha is getting sick. Of course she is earning less money because of all the time she misses, and soon her boss loses patience. He fires Samantha and looks for someone else to do her job.

Samantha is upset, and she is also a little worried about paying her bills. But she decides that she really does not like to work very much. Still, Samantha is lucky because she has lots of friends and family members who love her. So rather than look for a new job, she starts to ask them for money.

At first most of them are willing to lend her a little bit. But, when she does not pay it back, they become upset. Why is she being so irresponsible? They all stop loaning her money.

Just like Samantha always has excuses for her friends and family, she also has excuses for her landlord. She usually does not have the money for her rent, but she always says she will have it soon. Of course, Samantha's landlord eventually loses patience and tells her that she must leave her apartment immediately.

Samantha does not know what to do. She does not know where to begin to look for a new apartment, and anyway, she does not have any money to pay for rent. She feels desperate and realizes that she has made some very big mistakes. She begins to call her friends to see if they will let her stay at their apartments, but they are all still upset about the money she owes them. They say no.

Finally, Samantha is left feeling very desperate and worried. She dials her brother's phone number and hopes that he is in a good mood. When he answers, she explains her situation and admits that she thinks she has made some big mistakes.

Her brother, Edwin, agrees with her. Her behavior has been very inappropriate, and he refuses to lend her any money. He tells her that she can stay with him, but only under very specific conditions. First, she must begin to look for a new job. And while she is living with Edwin, she must walk his dog every day, clean the house, and do cooking. If she does not fulfill all of these responsibilities, she must leave.

Edwin sounds very serious, and Samantha knows that her brother is not joking. She knows he is giving her an important opportunity to make a change in her life. She realizes that she must live up to her responsibilities and fulfill her obligations.

Samantha thanks her brother and agrees to his offer. She will do her best to find a good job soon. She wants to pay everyone back as soon as possible and get her life back in order. She knows it is going to be a challenge, but she also knows it will be well worth it!

## **Exercises**

### **Vocabulary Questions**

1. What does "obligation" mean?
  - a) something you want to do
  - b) something that is a good idea to do

- c) something you might do
  - d) something you must do
2. What does "landlord" mean?
- a) the person who lives in the apartment next to you
  - b) the person who owns the apartment you live in
  - c) the person who cleans your apartment for you
  - d) the person who comes to repair things in your apartment
3. What does "pay back" mean?
- a) to return money that someone lent you
  - b) to pay in advance
  - c) to pay your bills
  - d) to lend someone money

### **Grammar Questions**

1. She realizes that she must live \_\_\_\_\_ to her responsibilities.
- a) over
  - b) down
  - c) up
  - d) in
2. Samantha is worried \_\_\_\_\_ paying her bills.
- a) of
  - b) about
  - c) for
  - d) to
3. Samantha \_\_\_\_\_ know what to do.
- a) do not
  - b) was not
  - c) were not
  - d) does not

### **Comprehension Questions**

1. Why do Samantha's friends and family become upset with her?
2. What does Samantha plan to do at the end of the story?
3. In your opinion, why is it important to fulfill your obligations?

## **GRAMMAR**

### **Direct and indirect object**

In the English language verbs with two objects are followed by two different types of objects. Let's have a look at the following examples.

*I sent Mary some flowers.*

*I sent some flowers to Mary.*

These two sentences contain both kinds of objects. *Flowers* are the direct object. It refers to **what** I sent. *Mary* is the indirect object. It refers to **whom** I sent it.

As you can see, the word order in these two sentences is different -

*Mary* and *flowers* can be placed first or second in each of these examples.

### **The changeable word order in English sentences**

1. If the indirect object comes first in a sentence, there is no preposition.

*They gave Harold a new car.*

*Mrs. Jones offered the girls a cake.*

*My grandma always wishes me a good luck.*

2. If it comes second, a preposition must be used.

*They gave a new car to Harold.*

*Mrs Jones offered a cake to the girls.*

*My grandma always wishes a good luck to me.*

3. If the direct object is a pronoun (it, this ... ), it comes first and we must use a preposition. Compare the difference in the following examples.

*I bought it for my sister.*

*Can you send it to him?*

*I'll get it for you as soon as I can.*

(Not: *I bought my sister it. Can you send him it? I'll get you it as soon as I can.*)

### Notes

1. If the verbs *read* and *write* are only followed by the indirect object, a preposition must be used.

*Please, read to me.* (Not: *Please, read me.*)

*You must write to your parents next weekend.*) (Not: *You must write your parents next weekend.*)

The following examples, however, will show the possible positions of two different objects that are used after the verbs *read* and *write*.

*Read me the letter. Read the letter to me.*

*You must write your parents an e-mail. You must write an e-mail to your parents.*

2. We can use the verbs *promise*, *show*, and *tell* with the indir. object only, but without a preposition. Compare the examples:

*I can't promise you.* (Or: *I can't promise it to you.*)

*Show him.* (Or: *Show it to him.*)

*Can you tell me?* (But remember: *Can you say it to me?* After the verb *say* we must use the pronoun and preposition in the English language.)

3. See also how we use the direct and indirect objects in the passive voice.

### Exercise 1. Respond to the questions. Use the words in brackets and prepositions if necessary. Example: Did she give Mary the book? No, she didn't. She .....

(it, Sam) No, she didn't. She gave it to Sam. Can you sell Bill your car? I'm sorry. I can't

sell ..... (him, it) Susan, we don't need this old cup anymore.

Please, mum, keep ..... (me/it) Do you want to watch TV? No, I don't.

Will you read ....., please? (me) Can I show you my new photographs?  
Why not? But Joe is an expert. Show ..... (him) Have you bought Jane the CD?  
Yes, I've bought .....(her/ it) How will you let me know? No problem.  
I'll write ..... (you) Can I ask you for help? Sorry, I'm busy. But you can  
tell ..... (Jill) Oh, no! Where is mobile phone? Wait a minute. I'll find  
..... (you/it).

**Exercise 2. Complete the sentences with the words in brackets.**

1. I will never ..... again. (money/you/lend)
2. Shall I say .....? (address/Mr. Clark/to/my)
3. Liz made this ..... (me/nice/for/present)
4. I need to give ..... (to/this parcel/Joe)
5. My grandma cooked ..... (us/some/for/cakes)
6. Could we offer .....? (eat/you/to/something)
7. They sold ..... (a/family/house/our)
8. I'll bring ..... tomorrow. (you/for/it)

## UNIT 37

**1. Read the text and then discuss it. Work with the dictionary to find the meaning of unknown words.**

### Australia

Australia is a country in the south Pacific Ocean. It is also one of the seven continents of the world. A "continent" is a very large piece of land. Australia is the world's sixth largest country and is nicknamed the world's largest island.

Australia has many different types of climates. There are rain forests (areas with trees and lots of rain), mountains, and grasslands. Most of Australia, however, is desert.

While desert is the primary climate on land, the ocean climate is quite the opposite. Just off the coast of Eastern Australia lies one of the most impressive and beautiful wonders of the world: the Great Barrier Reef.

#### The Great Barrier Reef

The Great Barrier Reef is the world's largest coral reef. "Coral" is a kind of animal that lives in the sea that looks like a plant. A "coral reef" is a group of coral that are connected together to form a wall. The Great Barrier Reef is 1600 miles long and can be seen from space. It is home to approximately 900 islands, many of which can be visited or lived on.

Coral reefs provide shelters for marine (sea) animals. A "shelter" is a protected area or home. The Great Barrier Reef is home to an incredible number of marine plants and animals. The reef is home to over 1500 different kinds of fish alone. One of the most well-known kind of fish that lives on the reef is the clownfish.

In addition to fish, many ocean mammals live in the Great Barrier Reef. A



"mammal" is a kind of animal that doesn't lay eggs. Humans are mammals. Some of the mammals that live on the reef are dolphins and whales.

There are also six different kinds of turtles that live on the reef, making it one of the most important breeding grounds for turtles. A "breeding ground" is a place where animals get together to have babies or lay eggs.

The reef is also home to over 200 different species of birds. "Species" is a scientific word for kind or type. Some of these birds are sea birds, which means that they live in the ocean, and some are shorebirds, which means that they live on the land.

Many of the fish, animals, plants, and birds that live on the Great Barrier Reef are endemic to the reef. "Endemic" means that that is the only place that they live. This means that the reef is a very important place that is important to protect. As long as the reef is healthy, life can flourish. "Flourish" means get bigger and be happy.

Australia understands the importance of the Great Barrier Reef and has implemented (put in place) many programs to protect the reef. Much of the reef is a national park, which means that fishing, tourism, and other activities are monitored (watched). There are also many research programs going on to help scientists understand the reef and how to take care of it. These programs allow not only Australia but the whole world to appreciate and protect this beautiful natural wonder.

## **Australia - Exercises**

### **Vocabulary Questions**

1. What does "marine" mean?

- a) air
- b) land
- c) sea
- d) space

2. What does "species" mean?

- a) type
- b) mammal
- c) fish
- d) bird

3. What does "monitored" mean?

- a) put in place
- b) watched
- a) stopped
- b) got bigger

### **Grammar Questions**

1. The Great Barrier Reef is \_\_\_\_\_ world's largest coral reef.

- a) a
- b) the

- c) an
  - d) that
2. Coral reefs \_\_\_\_\_ shelters for marine animals.

- a) provide
- b) provides
- c) has provided
- d) will provide

3. There are also six different kinds of turtles that live \_\_\_\_\_ the reef.

- a) in
- b) at
- c) on
- d) of

### Comprehension Questions

1. How long is the Great Barrier Reef?

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2. How many kinds of fish live on the Great Barrier Reef?

---

3. What activities are being limited on the Great Barrier Reef?

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## UNIT 38

**1. Read the text and then discuss it. Work with the dictionary to find the meaning of unknown words.**

Study-

technology -

nowadays

screens

muscles

writing properly

skills

researchers

expert

body

videos

### **Children lack skill in holding pencils due to iPads**

A study shows that new technology is reducing children's ability to use a pencil or pen. The study is from the National Health Service in the UK. Researchers said that nowadays, children spend so much time swiping iPads or mobile phone screens that they cannot hold a pencil properly. Children are not using pencils, so they now lack the muscle strength in their hands to be able to write properly. Researcher Dr Sally Payne said: "Children are not coming into school with the hand strength and [ability] they had 10 years ago. Children coming into school are being given a pencil but are increasingly not able to hold it because they don't have the fundamental movement skills." The researchers said technology is changing the physical way that children write, draw or make things.

Children are increasingly using technology to create. Dr Payne explained why. She said: "It's easier to give a child an iPad than encourage them to do muscle-building play such as building blocks, cutting and sticking, or pulling toys and ropes. Because of this, they're not developing the underlying foundation skills they need to grip and hold a pencil." Some experts say technology may be causing bigger problems. One expert said if a child isn't strong enough to hold a pencil, perhaps their whole body is weak. She said it was better for children's physical development to climb trees than to watch YouTube videos.

#### **Exercise 2. Make up sentences with words below**

#### **Exercise 3. True / False**

- a) The article describes a study done by health services in the USA. T / F
- b) Children today do not have the muscle power to hold a pencil properly. T / F
- c) Children had more muscle strength to hold a pencil 10 years ago. T / F

- d) The article says schools no longer give pencils to children. T / F
- e) Technology isn't changing how children draw or make things. T / F
- f) A researcher said it's easier to give a child an iPad than building blocks. T / F
- g) A researcher said weak hands might be a sign of a weaker body. T / F
- h) Children climb trees more often than they look at YouTube videos. T / F

**Exercise 4.Synonym Match**

(The words in bold are from the news article.)

- |                 |                   |
|-----------------|-------------------|
| 1. reducing     | a. power          |
| 2. nowadays     | b. create         |
| 3. properly     | c. basic          |
| 4. strength     | d. correctly      |
| 5. fundamental  | e. starting point |
| 6. make         | f. these days     |
| 7. encourage    | g. growth         |
| 8. foundation   | h. specialists    |
| 9. experts      | i. decreasing     |
| 10. development | j. persuade       |

**Exercise 5.Answer the questions in written form.**

- a) How good is technology for children?
- b) What is wrong with children using smartphones and tablets?
- c) Is using a pen and pencil still an important skill?
- d) In what other ways does the body change when children use iPads?
- e) What problems will children have if they cannot use a pencil?

- f) How useful are pencils?
- g) Which is more useful, a pencil or iPad?
- h) What would happen if pens and pencils disappeared?
  1. reducing children's yltiab to use a pencil
  2. spend so much time wingpis iPads
  3. mobile phone csrnese
  4. be able to write pelroryp
  5. hand hrttgens
  6. fundamental venemtom skills
  7. the plcsaiyh way that children write
  8. using tcyhoonegl to create
  9. guncroeea them
  10. some petxres
  11. if a child isn't strong ngeuoh
  12. bcilm trees

## UNIT 39

**1. Read the text and then discuss it. Work with the dictionary to find the meaning of unknown words.**

### **Facebook apologizes after data breach**

Facebook boss Mark Zuckerberg apologized for the data breach that was revealed last week. Mr Zuckerberg took out full-page advertisements in broadsheet newspapers in the UK and US to make his apology for the data privacy scandal. Zuckerberg was being criticized for being too slow to respond to the news. Personal data on up to 50 million users was used by a U.S. political consultancy called Cambridge Analytica. This company is accused of using the leaked data to benefit Donald Trump's 2016 presidential campaign. Zuckerberg said: "This was a breach of trust, and I am sorry.... We're now taking steps to make sure this doesn't happen again." The apology made no mention of Cambridge Analytica. Mr Zuckerberg

acknowledged that Facebook could and should have done more to protect user data and to stop it being exploited. Reports are now circulating that Facebook was warned its data protection was too weak back in 2011. Mr Zuckerberg outlined the actions Facebook would take going forward. He said: "We're investigating every single app that had access to large amounts of data before we fixed this. We expect there are others. And when we find them, we will ban them and tell everyone affected." The value of Facebook has fallen by \$75 billion this week; Zuckerberg's wealth fell by \$10 billion. There has also been a surge in users abandoning their Facebook pages, in online calls to #deletefacebook.

Define if the statements are true or false

True / False

- a) Mark Zuckerberg took out adverts in tabloid newspapers. T / F
- b) Over 50 million people may have had their data exploited. T / F
- c) The data was used to support Donald Trump in 2016. T / F
- d) Mr Zuckerberg apologized for Cambridge Analytica. T / F
- e) Mr Zuckerberg said Facebook should have done more to protect data. T / F
- f) Facebook will look at data use from every single app. T / F
- g) Mark Zuckerberg's personal fortune fell by \$20 billion. T / F
- h) The hashtag #deletefacebook is making users abandon the site. T / F

3) Synonym Match

1. apologized

2. revealed

3. criticized

4. benefit

5. mention

6. acknowledged

7. circulating

8. investigating

9. affected

10. surge

a. touched

b. denounced

c. accepted

d. reference

e. spreading

h. increase

f. expressed regret

i. disclosed

g. looking into

j. assist

Exercise 2. Answer the questions in written form

What do you think about what you read?

b) What do you know about this news?

c) What do you think of companies that sell your mail address?

d) How much do you trust online companies with your data?

e) What actions could users whose details were leaked take?

f) Why do you think Mr Zuckerberg was slow to respond to this news?

g) Does Mr Zuckerberg's apology go far enough?

h) What should happen to the political consultancy in this story?

i) What steps does Facebook need to take?

j) What advice do you have for Mark Zuckerberg?

## COMPUTERS and INFORMATION TECHNOLOGY

<b>Adware</b>	Додаток програмного забезпечення, який показує небажані спливаючі реклами на вашому комп'ютері, поки у використанні. Adware часто встановлюється в той же час як безкоштовне програмне забезпечення або умовно-безкоштовна програма
<b>Application</b>	Будь-яка програма спроектована, щоб виконувати специфічну функцію безпосередньо для користувача. Microsoft Word, Outlook або photoshop Adobe - приклади застосовних програм.
<b>Bloatware/fatware</b>	Заздалегідь встановлене програмне забезпечення, яке займає багато простору, залишаючи маленьку пам'ять для зберігання особистих даних.
<b>Browser</b>	Програма або інструмент як наприклад Google, Internet Explorer або Mozilla Firefox, який надає вам можливість проглянути WEB і розглядати інтернет сайти
<b>Bug</b>	Дефект в програмі, який перешкоджає їй працювати правильно. Дефекти викликають помилки або помилки, зроблені тими, хто пише програму.



<b>Cache</b>	Щось подібне до швидкої пам'яті, використаної для робочої пам'яті нещодавно доступних веб-сторінок, який надає можливість браузеру показати їх швидше на наступному візиті.
<b>Cookies</b>	Маленьке повідомлення на часах і датах ви відвідали веб-вузли. Веб-сервер може тимчасово зберігати цю інформацію в межах вашого браузера. Головна мета - ідентифікувати користувачів і можливо підготувати для них налагоджені веб-сторінки.
<b>Crash</b>	Що трапляється, коли програма або загальна операційна система, несподівано зупиняє роботу.
<b>Cursor</b>	Мерехтливий символ на екрані, який показує, де будь-який новий текст потім буде введений.
<b>Driver</b>	Спеціальна програма, яка надає можливість комп'ютеру працювати із специфічним шматком технічного забезпечення як наприклад принтер.
<b>E-business</b>	Бізнес, зроблений через інтернет або будь-яку internet мережу
<b>E-mail</b>	Електронна пошта : повідомлення,що відправлені з одного комп'ютера на інший через інтернет.
<b>FAQ</b>	<b>Питання, що Часто Задаються</b>
<b>Firewall</b>	Спеціалізоване Технічне забезпечення, або програмне

забезпечення, розроблене , щоб запобігти неуповноваженому доступу всередину або поза комп'ютером або мережею.

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**Font** Специфічний свого роду напис(наприклад Arial, Verdana, і т.п.

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**Hardware** Фізичне устаткування або відчутні частини обчислювальної системи(CPU(центральний процесор), монітор, клавіатура, миша, зовнішні спікери, сканер принтер, і т.п.)

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**Hit** Візит до вебсайту.

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**Home page** Головна сторінка або початкова сторінка вебсайту. Вона зазвичай містить посилання на інші сторінки.

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**CIO (chief information officer)**an executive position responsible for internal processes and practices; normally has a stronger business administration background than technical background

The CIO's work is often quite varied, ranging from managing a company's IT budget to overseeing staff outsourcing.

**CTO (chief technical officer)**

an executive position responsible for all scientific and technological issues related to a company; normally has a strong technical and somewhat less strong management background

*The CEO decided to fire the CTO after the company's IT department lost a year of financial records due to poor backup procedures.*

**DBA (database administrator)**

a person in charge of managing and maintaining relational databases and their access rights

*The requirements for the DBA job position were: advanced SQL, performance tuning, and disaster recover for ORACLE systems.*

**database developer**

a position responsible for programming and optimizing databases

*The database developer spent three months refactoring the company database to obtain 3NF (third normal form).*

**enterprise architect**

a high-level position responsible for understanding a business's overall needs and then designing an IT structure to support it

*The firm hired an enterprise architect to oversee the development of the new software platform.*

**graphic designer**

a position responsible for the creation of images, typography, mock-ups for an organizations's front end systems; normally works under a company Art Director

*The graphic designer had an iMac with a 27" screen, a graphics tablet instead of a mouse, and the latest version of Adobe Illustrator and Photoshop software.*

**information architect**

a position responsible for making complex data structures easy to understand and navigate; especially critical at the beginning of new software development projects to ensure the application performs in a useful way for it's intended end-users

*The information architect came prepared to the meeting with some wireframes and a glossary of target vocabulary for the project.*

**IT manager**

a job position acting as a bridge between upper management and IT; one who encourages personal development in IT staff; the boss of an IT worker

*The IT Manager said the new junior developer's attitude was unacceptable.*

**IT security manager**

a position responsible for setting best practices for securing wi-fi networks, servers, backups, laptops, and VPNs.

*The IT security manager ran a password cracker on his own network users to sniff out weak passwords.*

**IT support engineer**

a position responsible for on-demand support for end users including: fixing hardware, installing software, and troubleshooting minor network issues

*An IT support engineer must be able to troubleshoot and fix almost any hardware, software, or network problem that can affect an end user's PC.*

**network administrator**

a position responsible for maintenance of all aspects of a computer network; often a specialist in TCP/IP, Linux, and related routing technology such as Cisco

*"The Network is down" is a phrase a good network administrator never wants to hear.*

**PM (project manager)**

a position responsible for organizing and delivering a project on time and on budget; often acts a bridge between developers and stake-holders

*Software project managers are increasingly turning to Scrum and other Agile practices to get good results from their teams.*

**QA manager (quality assurance manager)**

a job title whose responsibilities include ensuring appropriate performance for a software project and organizing and instructing testers

*The QA manager organized a massive usability test to try to squash bugs before the software's release date.*

**software developer**

a position responsible for gathering information around a programming task and performing it

*Software developers often specialize in a specific software framework or paradigm such as Java applications, Python, or CSS.*

**software tester**

a job title whose responsibilities include ensuring that a software project meets established quality guidelines.

*The software tester spent all day documenting a nasty bug in the ERP software.*

**technical writer**

a position responsible for the creation and maintenance of documentation relating to an IT project including online help, user guides, white papers, and design specifications

*The technical writer wanted to write novels when she was young, but now she is documenting accounting software applications for IBM.*

## **Список электронных джерел для самостійної роботи**

### **1. Английский для it-специалистов: учебники**

Учебники особенно подойдут тем, кто решил осваивать язык самостоятельно, поскольку они предлагают готовую программу занятий.

2. English for Information Technology – подходит для начального уровня. Включает в себя основную базовую лексику.

3. Career path Software Engineering – лексическое пособие для программистов, которое объединяет специализированную лексику и рабочие ситуации для развития навыков общения. Темы: разработка ПО, тестирование, пользовательский интерфейс, моделирование, варианты карьеры и др.

4. Oxford English for Information Technology – еще один полноценный курс. Подходит для среднего уровня. Включает в себя рабочую книгу студента и аудиокурс к ней.

5. Professional English in Use ICT – курс подходит для среднего уровня. Книга строится от простого к сложному, все юниты разбиты по темам.

6. Check Your English Vocabulary for Computers and IT – рабочая тетрадь, призванная улучшить понимание технической лексики. Включает в себя кроссворды, головоломки и др.

Специализированную лексику также можно найти на сайтах:

[computerlanguage.com](http://computerlanguage.com)

[gartner.com/it-glossary](http://gartner.com/it-glossary)

[techterms.com](http://techterms.com)

[computerhope.com](http://computerhope.com)

[news.ycombinator.com](http://news.ycombinator.com)

[blog.codinghorror.com](http://blog.codinghorror.com)

[www.improgrammer.net](http://www.improgrammer.net)

[www.smashingmagazine.com](http://www.smashingmagazine.com)

[designm.ag](http://designm.ag)

[sdtimes.com](http://sdtimes.com)

[www.drdobbs.com](http://www.drdobbs.com)

[www.creativebloq.com](http://www.creativebloq.com)

[www.technologyreview.com](http://www.technologyreview.com)

[forums.devshed.com](http://forums.devshed.com)

[stackoverflow.com](http://stackoverflow.com)

[softwareengineering.stackexchange.com](http://softwareengineering.stackexchange.com)

Список використаних джерел:

1.<https://www.ego4u.com>

2.<http://www.blairenglish.com>

3.<http://www.english4it.com>

4.<https://www.news.ycombinator.com>

5.<https://www.blog.codinghorror.com>

6.<https://www.improgrammer.net>

- 7.<https://www.smashingmagazine.com>
- 8.<https://www.designm.ag>
- 9.<https://www.sdtimes.com>
- 10.<https://www.drdoobs.com>
- 11.<https://www.creativebloq.com>
- 12.<https://www.technologyreview.com>
- 13.<http://www.learn-english-today.com>
- 14.<http://english4real.com/grammar-exercises.html>