

Міністерство освіти і науки України

Дніпровський національний університет імені Олеся Гончара

Факультет української й іноземної філології та мистецтвознавства

Кафедра англійської мови для нефілологічних спеціальностей

Ольга Алісеєнко

Ганна Мудренко

ENGLISH FOR EXAMS

Посібник

Дніпро

2023

УДК 811.111'243(075.8)

A 50

*Рекомендовано до друку на засіданні вченої ради
факультету української й іноземної філології та мистецтвознавства
Дніпровського національного університету імені Олеся Гончара
(протокол №8 від 28.03.2023 року)*

Рецензенти:

Гурко О. В. – д-р філол. наук, проф., завідувачка кафедри англійської мови для нефілологічних спеціальностей Дніпровського національного університету імені Олеся Гончара;

Бардась О. Є. – канд. філолог. наук, доцент кафедри іноземних мов Національного технічного університету «Дніпровська політехніка»

A 50 Алісеєнко О., Мудренко Г. English for exams: Посібник. Дніпро: Імпакт, 2023. 164 с.

Посібник містить низку завдань для вдосконалення навичок читання, говоріння, а також охоплює вправи для поповнення словникового складу та вивчення граматичного матеріалу.

Запропоновані завдання адресовано здобувачам вищої освіти нефілологічних спеціальностей денної та заочної форм навчання, які вивчають дисципліну «Іноземна мова (англійська)», а також усім, хто прагне вдосконалити своє володіння англійською мовою.

УДК 811.111'243(075.8)

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Introduction

Посібник *English for Exams* складається з шести частин. Перша містить вправи для формування та корекції навичок читання, а також завдання для відпрацювання лексичного матеріалу текстів. Друга частина вміщує завдання із словотворення, синонімії й антонімії, вправи, які сприяють збільшенню словникового запасу й активізують лексичний матеріал. Третя частина спрямована на вдосконалення навичок володіння англійською граматикою. Четверта складається з п'яти практичних тестів, спрямованих на перевірку та відпрацювання лексико-граматичного матеріалу, який, зазвичай, входить у структуру іспитів рівня B2, до магістратури, аспірантури тощо. П'ята частина – це завдання для відпрацювання письмових навичок. Шоста пропонує граматичний тест для активізації та корекції граматичного матеріалу.

Посібник *English for Exams* за змістом відповідає вимогам програми з дисципліни “Іноземна мова (англійська)”, “Іноземна мова професійного спілкування (англійська)” та може бути корисним для здобувачів вищої освіти нефілологічних факультетів вищих навчальних закладів освіти, студентів мовних факультетів, які вивчають англійську мову, фахівців, які прагнуть заповнити прогалини в граматиці та лексиці англійської мови, а також для всіх, хто бажає підвищити й удосконалити рівень володіння англійською мовою та підготуватися до складання різноманітних іспитів рівня B2+.

I. FOCUS ON READING

Text 1

Careers of the Future!

Occupations are constantly evolving, now more so than ever with the speed of technological development. We take a look at some unusual sounding career choices that might become more commonplace over the next few decades.

A Body Part Designer

During the last century, vast strides have been made in the field of medicine. Some of the biggest leaps have been in the areas of organ transplantation and prosthetics and more recently researchers **have taken this a step further** by producing artificial parts in labs. The belief is that additional expansion in this area will eventually lead to the creation of body part designers. These designers would be responsible for manufacturing complex organs and limbs using the recipients own cells to ensure a genetic match. Then, using bio printing it will become possible to ‘print’ replacement body parts. The hope is that by using a patient’s own genetic code, it would help **avert a problem** which **has dogged** this branch of the medical tree since its inception: organ rejection.

B Robot Counsellor

With the robot revolution in full swing, many future homes will have service robots providing just about anything from housework to companionship. People looking to purchase such robots will work closely with robot counsellors to determine which model is **best suited** to their needs. This job requires the skills of a traditional counsellor: observing and understanding their clients, but it also requires extensive knowledge of the robots they are representing. Like computer salesmen with psychology degrees, counsellors will work to pair each customer with their perfect machine by observing how they interact and will **stick around** to troubleshoot should a conflict arise. Counsellors must be skilled at **juggling** the various needs of the client and matching them with the characteristics of the robot to reach a harmonious relationship.

C Garbage Designer

Working with rubbish in the past may not have been the ideal job for most people but in the future jobs dealing with waste will **take on a new appeal**. Garbage designers will work towards the ultimate goal of waste-free production. They will work under concept of ‘upcycling’, the practice of turning waste into better quality products. Old toothbrushes could be made into bracelets or old magazines into woven placemats to name a few examples of what these designers will be creating. With an **extensive background** in materials and engineering, people in this field will have to reconsider the way materials are used and come up with innovative solutions.

D Drone Specialists

In the very near future the skies will be populated with drones, more drones and even more drones. Soon we can expect to see employment ads like the following: ‘Help Wanted: Full-time aerial drone drivers needed for our growing fleet of surveillance, delivery and communication drones. We are also looking for drone repair techs, drone dispatchers, and drone salesmen’. **The possibilities are endless** as drones proliferate in business and industry, serving a variety of complex purposes. Those interested in this rapidly advancing field will need to develop an area of expertise and be prepared to react quickly to unforeseen events.

E Rewilder

As natural landscapes continue to disappear across the planet as the result of overdevelopment, it will be crucial in the future to enlist the agricultural and wildlife knowhow of rewilders. These experts will bring back nature to destroyed areas. They will fundamentally work to undo environment damage and revitalize the land. Removing fences to restore flight paths for birds, tearing up roads and replacing them with forests and reintroducing native species are just some of the tasks rewilders will **engage in**. they need to have a long-term vision for a project and anticipate what will be needed in order to reestablish natural landscapes. This job is not to be underestimated and will have a critical impact on the future of the planet.

1. You are going to read an article about possible careers in the future. For questions 1-10, choose from sections (A-E). These sections may be chosen more than once.

Of which job are the following stated?

1. Professionals in this job need to base their decisions on future conditions.
2. It involves finding a skillful balance between humanity and technology.
3. The evolution of this job involves a change in views about its status.
4. The target is the complete elimination of something.
5. There is a future obligation to individual clients.
6. This job encompasses a variety of different careers.
7. It involves developing intricate structures using source material.
8. The job involves the destruction of existing structures.
9. It's important to be able to act rapidly if things don't go to plan.
10. An aspect of the job prevents a serious issue that has caused difficulty in the past.

2. Match the words/phrases in bold from the article to their meanings.

- A** to become involved in something
- B** a thorough education in something
- C** to become attractive in a new way
- D** to prevent something bad from happening
- E** to cause a problem for a long time
- F** to stay in place for a while
- G** there are unlimited opportunities
- H** to handle several demands at one time
- I** to make progress in something
- J** most appropriate

3. Fill in the verbs in the correct form: *proliferate, reconsider, anticipate, restrict, arise, enlist.*

1. A successful real-estate investor is able movements in the market and react accordingly.
2. It is a good idea our approach to the problem since we are unable to solve it.
3. The company an efficient consultant to improve its operations.
4. Access to the research library to certain staff in the company.
5. Various issues in the meeting that must be addressed.
6. In recent years, Information Technology in most industries.

Text 2

The Electric Car Revolution: Is It Realistic or Optimistic?

Governments and motor manufacturers around the world are throwing money and resources into the development of electric vehicles. But can electric power really replace the internal combustion engine before the middle of the century? Maybe it can, but this is by no means certain.

Electric vehicles have arrived. With technology led by Tesla, and all of the world's major car manufacturers following along behind, electric vehicles are now a common sight on the roads of most developed countries. Yet the situation in less developed countries is rather different; the only African country to have started the change to electric vehicles is South Africa and even there, electric vehicles still account for less than 0.01% of the total number of cars on the roads. In South America, the situation is better, with all Latin American countries beginning the move towards electric vehicles, particularly Columbia which, in 2020, had a third of the continent's total electric car fleet. In Russia, the wealthy are investing in imported electric cars, but no electric cars are yet manufactured locally, while in India the government is promoting the purchase of electric vehicles with tax exemptions and other incentives. So electric cars have arrived, and their share of the market is increasing almost worldwide.

Does this mean, therefore, that the world is on track to phase out the use of petrol-driven vehicles in less than thirty years? And does it mean that electric

vehicles are the sustainable solution to our transport needs for the second half of the century? Unfortunately, to the disappointment of some people, the answer to both of these questions has to be "no".

The massive development of electric vehicles can only be possible if two conditions are met. Firstly, the expansion of electric vehicle manufacturing is dependent on the fragile ability of manufacturers to source vastly increased quantities of vital components and elements without which electric vehicles cannot operate; these include lithium, cobalt and "rare earths" such as neodymium and tantalum, as well as silicon chips which have already been in short supply since 2020. Secondly, few countries currently have electricity grids that are anywhere near being able to cope with the huge increase in demand for electricity that will accompany any rapid growth in electric vehicle ownership. Without adequate supplies of all the vital ingredients of electric motors and batteries, or without power supplies that are able to provide the electricity needed to recharge millions of electric batteries every day (as well as supplying the current we need for everything else, such as lighting, heating, trains and electric devices), the electric car revolution will run up against insoluble problems.

Governments and vehicle manufacturers are fully aware of these issues, but the consensus among policy-makers seems to be that somehow technology will come up with the answers, as it often has in the past. Analysts also predict that changing social attitudes and environmental awareness will lead to a reduction in private vehicle use and a fall in the numbers of vehicles on the roads. This prediction is likely to be right, though not necessarily for those reasons alone; any shortage of essential components will force up the cost of electric vehicles, and any shortage of battery recharging facilities or capacity will discourage people from buying electric vehicles, leading to a fall in the number of vehicles on the roads.

Ultimately the success of the transition to electric powered vehicles will depend on advances in technology in three fields; the weight of batteries, the

amount of power that they can produce, and the speed at which they can be recharged or exchanged.

It may surprise you to learn that electric vehicles are not a new idea; indeed, at the start of the automobile age in the late 19th century, America had as many electric cars as gas-driven cars, and New York's biggest taxi company used electric vehicles. In order to keep their taxis on the road when the batteries ran low, they set up battery points at strategic locations where instead of recharging their batteries, drivers would just exchange them for fully recharged ones, a process that took no longer than refilling with gasoline.

Thus battery exchange stations, rather than battery recharging points, may perhaps solve the problem of slow recharging times which currently prevents owners taking their electric vehicles on long trips. Yet battery exchange is not an option with today's large heavy batteries. While the latest generation of Lithium-ion batteries are almost twice as efficient as the batteries being used just five years ago, they remain big and heavy. Before batteries can become easy to exchange, a quantum leap in battery technology is needed, one which will allow batteries to store much larger amounts of electricity in much smaller and lighter units. Teams of top electrical engineers in universities and private laboratories worldwide are working on battery technology, and progress has been rapid.... New types of lithium batteries are being developed, but the radical discovery that will revolutionise battery design is still to be made.

As for the availability of clean renewable electricity in sufficient quantities to cope with demand from all the world's electric vehicles, progress in this direction is already underway. Ideally, notably in hot countries and outside cities, recharging points will be autonomous, generating their own electricity from solar panels and wind or water turbines and storing it either mechanically or in high-powered batteries. The technology already exists, and a California company, Beam Global, recently installed 30 solar-powered recharging stations in sunny parts of the state.

So are people who believe in the ability of technology to solve all our problems being realistic, or over-optimistic? And will other problems such as environmental issues and the availability of vital materials throw a spanner in the works? Will all the world's countries be able to complete the electric vehicle revolution, or will the world's poorer nations get left behind.... yet again? For the time being, progress is upwards, but can it continue? In terms of volume, the electric vehicle revolution has only just got underway.

KEY WORDS:

vehicle - car, truck, van etc.; **internal combustion engine**: the petrol (gas) engine used in cars and trucks; **fleet**: the total number of cars; **manufacture** (verb): to make, to produce; **exemption**: dispensation, authorisation to not do something; **incentive**: encouragement, something to make someone want something; **is on track to** : is going fast enough to; **sustainable**: permanent and not bad for the environment; **grid**: network; **power**: electricity or other sources of energy; **device**: machine, apparatus; **gas, gasoline** (*American*): petrol (*British*); **quantum leap**: a radical new development; **underway**: started, in progress.

1. Multiple-choice cloze exercise. Understanding the text.

Choose the nearest equivalent of each of the following expressions: click down arrow and select the correct answer.

- **account for**: a) pay for b) form c) are under
- **the purchase of**: a) the buying of b) the modification of c) the following of
- **phase out**: a) increase b) slowly start c) gradually end
- **been in short supply**: a) been hard to find b) been easy to find c) been smaller
- **supplies**: a) sales b) quantities c) orders
- **to run up against**: a) go faster than b) be helped by c) be hindered by
- **shortage**: a) reduction b) insufficient quantity c) acceleration

- *got underway*: a) begun b) finished c) slowed down

2. Writing exercise: explain in your own words the meaning of the following words:

- sight - _____
- the wealthy - _____
- components - _____
- are fully aware of - _____
- to cope with demand - _____
- slow recharging times - _____
- throw a spanner in the works - _____

3. Discussion:

1. Is it really realistic to imagine that we will all be driving electric vehicles by the middle of the century, or is this an example of vastly overoptimistic predictions by governments and the car lobby, faced with the increasing public awareness of the dangers of climate change?

2. Do decision makers in the developed countries really understand how the world's poorer countries will or will not be able to embrace the electric vehicle revolution?

Text 3

Innovation and Inspiration

DSM still goes by the initials that stood for Dutch State Mines when it was founded more than a century ago. The letters are one of a few things that haven't changed for a company that has been in a continual state of transformation throughout most of its history.

The coal mines in the south of the Netherlands are now closed. But, even when coal was central to its business, DSM expanded into fertilisers as a way of

using the ammonia produced during coal processing operations. Over the decades, the focus shifted to plastics and, later, chemicals. Today, it is once again reinventing itself, this time seeking out the higher-margin and less cyclical sectors of life sciences and material sciences.

The company has tried to attract the finest technical minds and put research and development at the heart of the business. But, argues Feike Sijbesma, chief executive, a greater focus on good management is just as important.

‘Innovation, coming up with new products and launch concepts and business models, is one of the main drivers of our strategy,’ Mr Sijbesma says. ‘The whole idea about our business education starts with our strategy ... You need a lot of technical knowledge but you also need to change the company in terms of culture and behavior.

The company wants to create managers who can show inspirational leadership. Mr Sijbesma defines this as combining ‘authenticity and vulnerability with clear direction’. DSM now works with four business schools – IMD in Switzerland, Wharton and Babson University in the US and RSM in Rotterdam – and sends top executives to all four schools to develop leadership skills, gain industry insight and work on special projects that can feed into overall corporate strategy.

The links with the universities help graduate recruitment. It also puts its executives in contact with other business people. ‘Our executives get to meet people from other companies and learn a lot from them during these leadership discussions about industry developments.

“The programmes are focussed on two things: personal leadership skills and business elements”, Mr Sijbesma says. He adds that learning is a key part of his drive to transform the group into an innovative life science and material science company.

“What we want to do with this whole learning architecture and with those universities is to make a stronger foundation to support or speed up this whole change process”, he says.

1. Read the article and decide if the statements are true or false.

1. DSM is planning to change its name to reflect its changing business focus.
2. The company has a long history of expansion and change.
3. Coal is still a core part of DSM's business.
4. Mr Sijbesma feels that R&D leads the business and that management comes second.
5. Education, according to Mr Sijbesma, is a good way to change company culture and behaviour.

2. Choose the best alternative to complete the sentences.

1. DSM hopes that its managers will learn to _____ the company's employees.
a) motivate b) control c) deal with the personal problems of
2. Executives from DSM _____ at business schools around the world.
a) run training programmes b) have taken jobs c) become students
3. The training courses allow DSM managers to _____ other people in the industry.
a) compete with b) relax with c) learn from
4. Mr Sijbesma says he wants to use education to help his company come up with _____.
a) ways of raising capital b) fresh ideas c) strategies for recruiting talent
5. Mr Sijbesma says that he hopes to _____ change in his company.
a) encourage b) understand c) slow down

Text 4

Living off the Grid

1. You are going to read an article about a man living in nature. Choose from paragraphs A-G the one that fits each gap 1-6. There is one extra paragraph that doesn't fit.

Warrick Mitchell lives deep in one of the world's most remote locations. Life in isolation can be hard, but surrounded by breathtaking beauty and a handful of helpful friends, Warrick wouldn't have it any other way. Jeff Tallerman reports as he steps into life off the grid.

The woodstove in the corner of the tiny cabin is cracking and cuts the light chill of the late summer evening. Outside, a sea of stars dazzles above the small homestead on the Awarua River and, if you listen closely, you can hear waves breaking in the bay. The generator out back is running smoothly and the cooler is fully stocked with food. A rugged young man along with a few of his mates are about to break open large red spiny lobsters, or 'crays' as they call them in this part of the world, that were pulled up after the afternoon surf. The salt and sun from a long day on the water is visible on their smiling faces. The aroma of fresh venison being sautéed with garlic and onion fills the small room, along with the easy laughter of contented friends who have been living well and know they are in for an exquisite feast.

1	
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This sturdy cabin was Mitchell's childhood home, and it's obvious from the moment I arrive that this land is sewn into the fabric of his being, as much a part of him as his blue eyes and easy laugh. The dramatic landscape shows off tall mountains rising up above lush forested valleys, which stretch all the way to the coast. The landscape is vast and the wilderness unlimited yet it is home to less than a hundred people. Warrick's cabin is a four-day walk from the nearest road and is only accessible to the outside world via plane or boat, if the conditions are right. Travelers are at the mercy of the weather and tides.

2	
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‘When things do break down and things go awry’, he continues ‘it’s important to remember where you are and the pure experience of living in nature. Everything else is a bonus and not to be taken too seriously.’ As Warrick gives me the grand tour, I realise there is a lot that could break down.

3	
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Warrick relies on what nature decides to provide him, truly living off the land. ‘She dictates when I go out to fish, hunt or explore,’ he explains. Mitchell follows nature’s plan and from his peaceful stance, one gets a sense that he never questions it but simply adapts to what is given to him.

4	
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Living in a remote wilderness like this doesn’t mean isolation from people though. Right from the moment Mitchell met me at the helicopter landing and I witnessed his friendly banter with the pilot, I sensed that he was not alone out here. The environment may be harsh but the few inhabitants of this dense wilderness are not.

5	
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As we take our first boat trip down the river, I don’t even bother to ask Mitchell anymore about what’s the attraction to this place cut off from the rest of the world. Standing on the boat looking out I see it: ocean leading into forest leading into massive snowcapped mountains and glacier-shaped bays – all interwoven with pristine rivers.

6	
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Leaving the cabin on the banks of the Awarua less than 24 hours since my arrival, I feel disappointed, though. I want more. I’m not ready to leave Mitchell and his unpredictable home. The adventure ended just as I was getting started in this little corner of New Zealand.

A It’s a tight-knit community of friends, neighbours and pilots. ‘The harsh environment brings us together. We are like-minded people with a passion for the

outdoors.’ Mitchell proudly comments. This small community keeps busy hunting and fishing on the river most of the time.

B If the ocean is calm he most likely goes fishing. If the ocean is stormy, he may go up the river on a kayak or go hiking in the bush. If the gift of perfect waves presents itself, he takes a down day and it’s time for surfing. Whatever the situation, Mitchell just goes with the flow.

C Life is beautiful here on the southern edge of the world. I’ve come to this cabin in the far-removed corner of New Zealand’s South Island to meet one extraordinary man, Warrick Mitchell and be introduced to one of the world’s most remote locations, Fiordland. It’s New Zealand’s largest national park, comprising 12,000 km².

D Nobody expected Mitchell to move to this isolated area of New Zealand, including himself. But the nature drew him in. as time wore on so did the small community and now it is more home than anywhere else. ‘This is the spot’ he proclaims grinning fiercely, and I immediately understand.

E Mitchell does go on to clarify that it’s not just this mesmerizing beauty that draws one in; it’s the history it tells. The trees and land are as they were 200 years ago. People who visit here get to experience nature as it was and should be. I can’t help but be impressed.

F Besides the unpredictable conditions, the park’s massive mountain range isolates Warrick from civilization. ‘It’s difficult living here but if you do what is needed, eventually everything comes together,’ he reassures me.

G Walking around I see solar panels that power the generator and satellite communications. A separate cooler room keeps food fresh. Transportation consists of a quad bike and two boats. Drinking water comes from collected rainwater.

2. Choose the correct item.

1. The house is **visible/accessible** only by boat as there are no roads leading to it.
2. We stood at the cliff and looked at the **dense/lush** green valley below.
3. The forest has a(n) **unlimited/vast** canyon over 4km wide.

4. It's challenging to live in such a **harsh/sturdy** environment.
5. People visit this **mesmerizing/pristine** forest to appreciate its unspoilt nature.

3. Underline the correct item.

1. We were drawn **out/in** by the beauty of the mountains.
2. The hiker looked **through/out** at the canyon in front of him.
3. The heater broke **up/down** so he hired to repair it.
4. Mitch enjoys showing **off/up** his unique home away from it all.
5. The lobster traps were pulled **up/off** from the sea this morning.

4. Fill in: crackle, dazzle, run, fill, break, stretch, stock in the correct form.

1. The cabin with everything you need for the weekend already.
2. The engine on a solar-powered battery.
3. It was a beautiful night and the stars in the night sky.
4. We watched in awe as huge waves on the shoreline.
5. The pine forest all the way to the river delta.
6. The fire as we gathered around it to warm up.
7. They became instantly hungry as the smell of roast beef the room.

5. Match the underlined phrases with their synonymous phrases below.

- don't turn out as planned
- accepts what happens
- subject to
- generally, understands

Text 5

The Functions of Language

The question ‘Why do we use language?’ hardly seems to need an answer. But our everyday familiarity with speech and writing can make it difficult to realise how complex the skills are that we have learned. This is particularly so when we try to define the range of functions to which language can be put.

‘To communicate our ideas’ is the answer that most of us would give to the question – and, indeed, this must surely be the most widely recognized function of language. Whenever we tell people about ourselves or our circumstances, or ask for information about other people and their circumstances, we are using language in order to exchange facts and opinions. It is the kind of language which is found in any spoken or written interaction where people wish to learn from each other. But it would be wrong to think of it as the only way in which we use language. There are several other functions where the communication of ideas is irrelevant.

Emotional expression

Mr X carefully leans his walking stick against a wall, but it falls over. He tries again, and it falls a second time. He shouts at the walking stick. How should we classify this function of language? It cannot be ‘communication of ideas’, for there is no one else in the room.

Here we have one of the commonest uses of language – a means of getting rid of our nervous energy when we are under stress. This type of language can be used whether or not we are alone. Swear words are probably the commonest signals to be used in this way, especially when we are angry. But there are also many words that we use to express positive feelings, such as affection, or a reaction to beautiful art or scenery.

The most common linguistic expressions of emotion consist of conventional words or phrases (such as ‘Gosh’, ‘My’) and the semi-linguistic noises often called interjections (such as ‘Wow’ and ‘Ouch’).

Mrs P sneezes violently. Mrs Q says, ‘Bless you!’ Mrs P says, ‘Thank you.’ Again, this hardly seems to be a case of language being used to communicate

ideas, but rather to maintain a comfortable relationship between people. No factual content is involved. Similarly, the use of such phrases as ‘Good morning’ or ‘Pleased to meet you’, and conventional exchanges about health or the weather, do not ‘communicate ideas’ in the usual sense.

Phrases of this type often state the obvious (e.g. ‘It’s a lovely day’) or have no content at all (e.g. ‘Hello’). They are used to maintain a friendly relationship between people, arising out of the basic human need to signal such an attitude. If someone does not say these sentences when they are expected to, their absence may be interpreted as a sign of distance or even danger.

These illustrations apply to English and to many European languages. But cultures vary greatly in the topics which they permit in this type of social interaction. The weather is not as universal a conversation-filler as English people might like to think! Other topics are used to serve the same purpose, and some cultures avoid this type of language and prefer silence.

The power of sound

In many situations the only apparent reason for a use of language is the enjoyment that the users or listeners gain from the sounds, and this applies to all age groups. Many children’s rhymes are of this type, as are the lyrics of popular songs, and the voices of individuals singing in the kitchen or the bath.

Read the article. Decide whether the following statements are True, False or Not Given in the passage. Write T, F or NG.

1. Using a language involves complicated skills.
2. Most people are aware that a major function of language is to communicate ideas.
3. We communicate ideas every time we use language.
4. The communication of ideas involves at least two people.
5. We are becoming more aware of how language is used for emotional expression.
6. Interjections are similar in all languages.

7. Phrases like *Good morning* can be used to express a range of feelings.
8. The weather is used as a standard topic of social communication in all languages.
9. Some types of sounds can give pleasure to both adults and children.

Text 6

From Magna Carta to American Democracy

Though Britain is a monarchy and the USA is a republic, the two nations share a common constitutional heritage that guarantees political and human rights.

In his address to the nation in September 2022 US President Joe Biden warned Americans not to **take** their democracy and their human rights **for granted**. "We told ourselves that American democracy is guaranteed," he said, "But it's not. We have to defend it. Protect it. Stand up for it. Each and every one of us."

At a time when civil liberties and acquired human rights are being questioned and even **threatened** in many countries, including the USA and the UK, it is interesting to look back at how these rights were acquired in the first place.

When the Founding Fathers of the United States drew up their *Constitution* in September 1787, part of what they wrote down was directly inspired by one of the most important documents in the history of England: *Magna Carta*.

As gentlemen who were familiar with the culture of the British Isles, from where their ancestors had mostly come, the Founding Fathers knew their English history well; they saw what was right and what was wrong with the political and administrative system of power in the country of their ancestors; and they decided that as far as its effects on American colonies were concerned, Britain was not applying the basic principles of just and responsible government. To American eyes, the principles of Magna Carta were no longer being respected. The Founding Fathers were determined that in the new United States of America, these rights would be *enshrined* in the Constitution.

Magna Carta is certainly one of the most influential documents to have been written in the last 1,000 years. It was in the year 1215, the *late Middle Ages*, that a group of Anglo-Norman *noblemen* decided that the time had come to establish once and for all in England the limits of royal power and the fundamental rights of the people.

Inspired partly by the democratic tradition of the Anglo Saxons (who ruled England until the Norman conquest in 1066), partly by their own desire to *prevent* a royal dictatorship, they forced the *notorious* King John to sign away the right of a monarch to rule *autocratically* without the consent of parliament.

As far as basic human rights are concerned, they too were established in writing in Magna Carta.

"No free man shall be imprisoned, unless by the lawful judgement of his peers, or by the law of the land," it stated. *"To none will we (i.e. the monarch) sell, to none will we deny or delay, right or justice."*

Magna Carta was the original *Bill of Rights*. Although it did not give "power to the people" in any modern sense of the word, it did limit the power of the King. It confirmed the authority of Parliament, and established for good one of the most important principles of regal or political power in England - namely that the power and authority of a leader to rule are subject to approval and permanent scrutiny of those over whom he rules.

In other words, Magna Carta served to *banish* for ever from England any idea of the "divine right of kings" or "absolute monarchy". On the few occasions since then when British monarchs have tried to override the limitations imposed on them by Magna Carta and subsequent constitutional *acts*, they have done so at their peril. When King Charles 1st was tempted by the attraction of absolute power in the seventeenth century, he had his head cut off, and the monarchy was temporarily abolished.

A fact that is often forgotten nowadays, is that England was one of the first nations to become a republic in modern times; Charles 1st was replaced by a commoner called Oliver Cromwell, and England became a "*Commonwealth*"....

which is a vague translation of the Latin expression *res publica* – more normally translated as *republic*. The republic lasted for only eleven years, after which Parliament **reinstated** the monarchy; but twenty-nine years later, the power of the monarch was again restricted, and the rights of Parliament and the people were reaffirmed, in the English **Bill of Rights** of 1689.

Transferred into the language of eighteenth century America, the principles of Magna Carta and the English Bill of Rights were taken one step further, when the United States Constitution totally separated the three sides of power: *executive power* (the President), *legislative power* (Congress) and *judicial power* (the Supreme Court).

In the course of the centuries, the bold democratic principles originating in Magna Carta have too often been neglected in individual cases; but at least they had the merit of existing, and generally speaking they have underlined law in the English speaking countries ever since. It is a pity that even in Britain or the USA, there are politicians today who do not believe in all the democratic values that have guided our history for many generations.

KEY WORDS:

take for granted: consider as acquired; **threaten:** menace, put in danger; -

enshrined: made permanent; **Middle Ages:** the medieval period; -

noblemen: lords, aristocrats; **notorious:** famous for bad reasons; **prevent:** avoid, stop from happening; **autocratic:** dictatorial; **banish:** remove; **act:** law;

reinstate: put back in place; **lawful:** legitimate, legal; **peers:** people in the same social group.

1. Grammar: Verb forms – put the verbs in brackets in the correct form.

When the Founding Fathers of the United States (draw up) their *Constitution* in September 1787, part of what they (write) down (inspire) by one of the most important documents in the history of England: *Magna Carta*.

As gentlemen who were familiar with the culture of the British Isles, from where their ancestors mostly (come), the Founding Fathers (know) their English history well; they (see) what was right and what was wrong with the political and administrative system of power in the country of their ancestors; and they (decide) that as far as its effects on American colonies (concern), Britain (apply) the basic principles of just and responsible government. To American eyes, the principles of Magna Carta were no longer (respect). The Founding Fathers (determine) that in the new United States of America, these rights (enshrine) in the Constitution.

Magna Carta is certainly one of the most influential documents (write) in the last 1,000 years. It was in the year 1215, the *late Middle Ages*, that a group of Anglo-Norman *noblemen* decided that the time (come) to establish once and for all in England the limits of royal power and the fundamental rights of the people.

Magna Carta (serve) to banish for ever from England any idea of the "*divine right of kings*" or "*absolute monarchy*". On the few occasions since then when British monarchs (try) to override the limitations imposed on them by Magna Carta and subsequent constitutional *acts*, they (do) so at their peril. When King Charles I (tempt) by the attraction of absolute power in the seventeenth century, he (cut off) his head, and the monarchy temporarily (abolish).

2. Antonyms: read through the article and pick out words which mean or imply the opposite of the following.

descendant –

causes –

still –

since –

to cause –

temporarily –

previous –

established –

freed –

timid –

3. Synonyms: read through the article and pick out words which mean or imply the same as the following.

essencial –

autocracy –

approval –

put in prison –

restrict –

power –

forever –

royal –

go beyond –

later –

these days –

survived –

confirmed –

completely –

4. Read the text below and think of the word which best fits each space. Use only one word in each space.

Magna Carta is certainly one of the most influential documents to have (1) written in the last 1,000 years. It was (2) the year 1215 that a group of Anglo-Norman noblemen decided that the (3) had come to establish (4) and for all the limits of royal power in England, and the fundamental rights of (5) people.

Inspired partly (6) the democratic tradition of the Anglo Saxons (who ruled England (7) the Norman conquest in 1066), partly by their own desire to (8) a royal dictatorship, they forced the notorious King John to sign (9) the right of a monarch to rule automatically without the consent of parliament. As far as basic human rights are concerned, they too were established in (10) in Magna Carta.

5. Text contraction.

Write a short abstract of this article in 200 to 200 words.

Text 7

PRE-READING

Circle the correct definition of each word in CAPITALS. Look at the word in context to help you.

1. Parents message at the dinner table or use social media during the SCHOOL RUN.

- a. driving children to school
- b. children running in a race at school
- c. children taking part in a school competition

2. It's as if we can't bear to miss out on what our online BUDDIES are up to ...

- a. celebrities
- b. friends
- c. enemies

3. ... so we JUGGLE the real and online world.

- a. ignore
- b. improve
- c. do several things at once

4. The speaker made a VALID point.

- a. interesting
- b. difficult to disagree with

c. complicated and contradictory

5. Parents post on social media while cooking dinner or waiting at a RED LIGHT.

a. traffic light

b. street light

c. zebra crossing

6. I don't think addiction to social media is such an ISSUE for my generation.

a. connection

b. expression

c. problem

7. We send tiny SNIPPETS of conversation or emoticons to each other when texting.

a. big pieces

b. small pieces

c. insults, rude words

8. This superficial conversation is replacing IN-DEPTH face-to-face interaction.

a. never-ending

b. superficial

c. deep and detailed

Are We Losing the Art of Conversation?

We asked four people who watched an online talk on technology and communication by Sherry Turkle for their opinions.

A The talk certainly gave me plenty of food for thought about the way we communicate these days and how technology is changing our behaviour. People are constantly multitasking, whether it be emailing during meetings or texting in the checkout queue. I really believe it's affecting the way we relate to each other and it's not just in the workplace. Kids fade into the background as parents message at the dinner table or post on social networks during the school run. It's as if we can't bear to miss out on what our online buddies are up to, so we juggle the real and online world. My greatest concern is that we don't give our brains a

chance to switch off. It's these precious moments when we actually process information that helps us make important decisions.

B It was a fascinating talk and the speaker really hit the nail on the head with a couple of things. Take parental influence, for instance. How can we expect teenagers not to text while doing their homework when they witness their parents posting on social media while cooking the evening meal or waiting at a red light? She also made a valid point about people wanting to be in two or several places at once. So they switch back and forth between their real-life and online conversations. I see it all the time with my teenage daughter and her friends. They arrange to meet and then sit together in silence while each one engages in a different conversation online.

C So much of what the speaker said rang true. I honestly believe there's a danger that the more connected we are, the more isolated we feel. I don't think this is such an issue for my generation who've lived without technology for so long. We know how to be alone and, more importantly, we know that it's OK to be alone. But the under 20s are another kettle of fish. They're so busy communicating that they never experience the feeling of solitude and run the risk of not learning how to enjoy their own company. In addition, they're learning conversation through messages that can be edited and changed at the expense of learning the art of real conversation in real time with the person in front of you.

D I'm not sure to what extent I agree that people are more alone, but the way we communicate has certainly evolved. We send tiny snippets of conversation or emotions to each other and I wonder how much this actually allows us to really understand one another. This superficial conversation is replacing in-depth face-to-face interaction with its pauses, intonation and sentiment. The speaker makes a good point about how we are getting used to conversing with machines like Siri and robots, which are totally devoid of any experience of human life. But despite such limitations, we seem to be expecting more from technology and less from each other.

1. Check your understanding: gap fill

Which person, A, B, C or D ...

1. shares A's view that we simultaneously spend our time in different worlds? ____
2. has a similar opinion to C about the importance of conversational skills without technology? _____
3. gives an example of how people can be simultaneously together and alone? ____
4. agrees with B that online communication is having an impact on family relationships? _____
5. disagrees with C about people feeling more isolated? _____
6. mentions how decision-making skills could be affected by technology? _____
7. shares D's opinion that the nature of conversation has changed? _____
8. agrees with A that times without any communication are valuable? _____

2. Check your vocabulary: matching Complete the sentences to match the expressions from the text with their meanings. Write a–h next to the numbers 1–8.

1..... If something gives you food for thought,	... a. they say exactly how something is.
2..... If someone fades into the background,	... b. it seems to be true.
3..... If someone hits the nail on the head,	... c. they are less important than before.
4..... If you switch back and forth,	... d. the first thing harms the second thing.
5..... If something rings true,	... e. it's completely different from something else.
6..... If something is another kettle of fish,	... f. you change between two ideas.
7..... If you do something at the expense of something else,	... g. it doesn't have something that you would normally expect it to have.
8..... If something is devoid of something,	... h. it makes you think

Text 8

Social Relationships

A Imagine for a minute what life would be like without social relationships: not swapping news with your family at the end of the day, not gossiping with your friends about the party you went to last night, not chatting with colleagues at the coffee machine, not having any close relationship involving mutual support and caring. Imagining this kind of life is so difficult as to be almost impossible, which neatly illustrates the importance of social relationships in our lives.

B From the earliest age, humans want to belong to their world and to feel a sense of connectedness with it. This need for belonging can be observed as the motivation for infants in their earliest interactions with others. From the moment of birth, babies seek to establish an enduring social relationship with their main carer, extending their circle of relationships outwards as skills and circumstances allow. Later, as their social skills improve, children modify their behavior to others in order to fit in with other people and gain a sense of belonging.

C Wanting to belong is thought to be a basic need, which makes us set up, keep and – when necessary – repair good social relations with others. It has been suggested that we create social relations for four main reasons: to enable us to compare ourselves with others, thereby reducing uncertainty; to obtain the reward of stimulating company; to be valued; and to gain emotional support.

D Social comparison allows participants to measure their own uncertainty against that of other people and decide, for instance, whether their fear is justified. It can be a strategy for reducing anxiety.

E Relationships can be used for information seeking. Just as young children refer to their parents for information in new or ambiguous situations, adults will seek out someone with more information when in difficulty. Hospital patients facing an operation the next day generally prefer to spend the night with others who have already had the operation and can provide information about the potential danger, rather than with someone who is about to undergo the same operation.

F In one piece of research, people were asked to specify the conditions under which they would like to be with others. The researcher found that people preferred the company of others in pleasant conditions, such as enjoying a concert, when feeling happy or in the work environment. Company was also preferred in threatening conditions, such as when in danger or feeling afraid. In unpleasant conditions, such as when feeling tense or having just failed a test, people preferred to be alone, as they did in conditions requiring them to concentrate, such as solving a complicated problem or making a decision.

1. Which paragraph mentions the following information (A-F)? You may use any letter more than once.

1. a list of motives for developing social relationships
2. an example of people wishing to learn about the future experience from others
3. various forms that social activities can take
4. how social relationship can be used to evaluate one's own feelings
5. a classification of occasions when people prefer to be alone or with other people
6. a comparison between the behavior of adults and children
7. an outline of stages in the development of social relationships
8. how an investigation was carried out
9. why children behave as they do
10. a reason for a claim concerning the role of social relationships in daily life

2. Write an essay on the topic *'Why are social relationships important for human beings?'*

Text 9

Personality and Health

There is increasing evidence that health is linked to personality. However, until now, the relationship has not affected the way health care is delivered. There are several reasons for this. Some health workers doubt whether there is a direct link between health and personality or whether it's just a coincidence. Some feel it is their professional duty to treat all patients in the same way. Others argue that delivering health services according to patients' personalities will have minimal impact and therefore isn't worth the effort. However, some psychologists believe that applying different procedures to people with different personalities could have a significant, positive effect on health.

Research into personality has, in recent years, focused on the Big Five model of personality types. This model measures how neurotic, extrovert, open to experience, agreeable and conscientious a person is. Some of these personality types have been studied in relation to health. For example, conscientious people tend to be less likely to smoke, drink too much alcohol or be inactive. However, in other cases, the relationship is less clear. Neurotic behaviour, for instance, has been found in some studies to increase the risk of death, in others to protect people from illness and in others to have no link to health at all.

Even so, if health workers applied an understanding of personality to the services they provide, they could influence the extent to which patients act on advice and follow their treatment. For example, high sensation-seeking individuals, who are extroverts and unconscientious in the Big Five model and tend to take part in risky activities, respond to drama, energy and emotion. Thus, to encourage those people to follow health advice, health promotions can be designed to incorporate those factors. An example of this was the campaign SENTAR which aimed to reduce cannabis use among high sensation-seeking teenagers. By creating a suitable television advert, they successfully engaged these youths and reduced their recreational drug use. Of course, this approach isn't always possible. It is often impractical and expensive to create several versions of a campaign to reach

different personality types. However, recent developments in computer technology, cookies and targeted advertising may allow this approach to be used more in future.

Personality could also be considered when sending messages, information and guidance to specific patients. Already, health information is usually available in various forms – printed, digital, audio, and so on – to be suitable and accessible for different users, such as the blind, the elderly, and people with reading difficulties. Research has also shown that, by identifying different patients' motivations for treatment and then corresponding with them in a way that reflects their motivations, patients will become more involved in their treatment, compared to when the same messages are sent to everyone. Correspondence could, therefore, be adapted to reflect patients' personality type, too. For example, less conscientious people could be sent phone reminders to attend appointments. So far, there has been very little research into the effectiveness of tailoring health guidance according to personality, so this area deserves further study.

Until now, the focus of personality-health research has been to explore the link between personality and health and has had very little practical application. Thus, health workers have not engaged deeply with it. However, by suggesting, trialling and implementing practices to engage patients with different personalities, the relationship between psychology researchers and health workers could improve, along with the health of the general public.

1. Read an article about personality and health, and for questions 1 to 8, choose the correct answer.

1. Who is the article most likely aimed at?

- a. psychologists
- b. patients at a clinic
- c. health workers outside psychology
- d. neurotic people

2. What is the main idea of the article?

Research into the link between Health and Personality...

- a. has not been studied in great depth until recently.
 - b. should be carried out by both clinicians and psychologists.
 - c. can be practically applied to improve public health.
 - d. has shown that sensation-seeking individuals often risk their health.
3. Which of these is NOT a reason why clinicians do not currently consider personality in their approach to healthcare?
- a. They think the effect on a patient's health will be hardly noticeable.
 - b. They lack sufficient training in psychology.
 - c. They consider it their duty to treat all patients equally.
 - d. They doubt whether a person's personality directly affects their health.
4. What can be concluded from the text about neurotic patients?
- a. They are more likely than non-neurotic patients to report illness.
 - b. There is no consistent link between a patient's level of neurosis and their health.
 - c. They are at greater risk from early death than non-neurotic patients.
 - d. Their neurosis protects them from becoming sick.
5. It can be inferred that the campaign SENTAR...
- a. used drama and energy in its design.
 - b. was delivered across multiple media, including television and online.
 - c. was designed to attract conscientious, high sensation-seeking teenagers.
 - d. failed to reduce cannabis use among teenagers.
6. The writer believes that improving computer technology...
- a. can help health workers deliver appropriate messages to different types of people.
 - b. will ensure that more people are aware of public health campaigns.
 - c. will affect the number of high sensation-seeking people in the population.
 - d. can help psychologists better understand the link between personality and health.

7. In paragraph 4, the writer refers to a study that found that...
- a. adapting letter-writing style can encourage patients with different goals to participate.
 - b. information in audio form helps blind people to access health information.
 - c. adapting correspondence to suit different personalities can have a positive impact on health.
 - d. phone reminders ensure that unconscientious patients attend appointments.
8. In the final paragraph, what does the writer advise researchers in health/personality to do?
- a. Do more research before giving advice to health workers.
 - b. Give more practical suggestions to health workers.
 - c. Talk directly to the general public.
 - d. Explore the link between personality and health.

Text 10

PRE-READING

Match the definitions (a-h) with the vocabulary (1-8).

Vocabulary	Definitions
1. stark	a. subtle differences in meaning
2. to be conceived	b. to be useful to someone in the future
3. to break the ice	c. arrogant and self-important
4. nuances	d. extreme and obvious, often used with 'difference' or 'contrast'
5. to stand someone in good stead	e. to be thought of as
6. pompous	f. to do something that helps relieve the tension and get conversation going, especially between people meeting for the first time
7. to pigeonhole someone	g. to label someone and put them in a

	restrictive category
8. mundane	h. boring, uninteresting or ordinary

Cultural Behaviour in Business

Much of today's business is conducted across international borders, and while the majority of the global business community might share the use of English as a common language, the nuances and expectations of business communication might differ greatly from culture to culture. A lack of understanding of the cultural norms and practices of our business acquaintances can result in unfair judgements, misunderstandings and breakdowns in communication. Here are three basic areas of differences in the business etiquette around the world that could help stand you in good stead when you next find yourself working with someone from a different culture.

Addressing someone

When discussing this topic in a training course, a German trainee and a British trainee got into a hot debate about whether it was appropriate for someone with a doctorate to use the corresponding title on their business card. The British trainee maintained that anyone who wasn't a medical doctor expecting to be addressed as 'Dr' was disgustingly pompous and full of themselves. The German trainee, however, argued that the hard work and years of education put into earning that PhD should give them full rights to expect to be addressed as 'Dr'.

This stark difference in opinion over something that could be conceived as minor and thus easily overlooked goes to show that we often attach meaning to even the most mundane practices. When things that we are used to are done differently, it could spark the strongest reactions in us. While many Continental Europeans and Latin Americans prefer to be addressed with a title, for example Mr or Ms and their surname when meeting someone in a business context for the first time, Americans, and increasingly the British, now tend to prefer using their first names. The best thing to do is to listen and observe how your conversation partner

addresses you and, if you are still unsure, do not be afraid to ask them how they would like to be addressed.

Smiling

A famous proverb states that ‘a smile without reason is a sign of idiocy’ and a so-called ‘smile of respect’ is seen as insincere and often regarded with suspicion in some European countries. Yet in countries like the United States, Australia and Britain, smiling is often interpreted as a sign of openness, friendship and respect, and is frequently used to break the ice.

In a piece of research done on smiles across cultures, the researchers found that smiling individuals were considered more intelligent than non-smiling people in countries such as Germany, Switzerland, China and Malaysia. However, in countries like Ukraine, Japan, South Korea and Iran, pictures of smiling faces were rated as less intelligent than the non-smiling ones. Meanwhile, in countries like India, Argentina and the Maldives, smiling was associated with dishonesty.

Eye contact

An American or British person might be looking their client in the eye to show that they are paying full attention to what is being said, but if that client is from Japan or Korea, they might find the direct eye contact awkward or even disrespectful. In parts of South America and Africa, prolonged eye contact could also be seen as challenging authority. In the Middle East, eye contact across genders is considered inappropriate, although eye contact within a gender could signify honesty and truthfulness.

Having an increased awareness of the possible differences in expectations and behaviour can help us avoid cases of miscommunication, but it is vital that we also remember that cultural stereotypes can be detrimental to building good business relationships. Although national cultures could play a part in shaping the way we behave and think, we are also largely influenced by the region we come from, the communities we associate with, our age and gender, our corporate culture and our individual experiences of the world. The knowledge of the potential differences should therefore be something we keep at the back of our

minds, rather than something that we use to pigeonhole the individuals of an entire nation.

1. Circle the correct answer.

1. The British trainee felt that people who want to be addressed as 'Dr' must be ...
 - a. hard-working.
 - b. conceited and self-important.
 - c. doing a medical degree.
 - d. from Germany.
2. If you are not sure how to address someone, you should ...
 - a. use the title you see on their business card.
 - b. make your decision based on cultural stereotypes about their country.
 - c. address them the way you'd like to be addressed.
 - d. ask them what they would like you to call them.
3. There might be a misunderstanding if an American smiles at a Ukrainian business associate because the Ukrainian might think that the American is ...
 - a. being fake.
 - b. challenging their authority.
 - c. trying to break the ice.
 - d. disrespectful.
4. The Japanese, South Koreans and Iranians might interpret a smiling face as being ...
 - a. friendlier.
 - b. less open.
 - c. not as intelligent.
 - d. dishonest.
5. Americans and British people sometimes use eye contact to show that they ...
 - a. like the speaker.
 - b. are really listening to what is being said.
 - c. are honest and truthful.

- d. are attending to every need of the speaker.
- 6. The last paragraph warns the reader not to ...
 - a. engage in international business.
 - b. let national cultures shape the way we behave and think.
 - c. let miscommunication damage our business relationships.
 - d. overgeneralise using our knowledge of cultural stereotypes.

2. Decide whether the following statements are True or False in the passage.

Write T or F.

- 1. When doing business internationally, there is a possibility that we might misinterpret what each other is saying even though we are speaking the same language.
- 2. To the German trainee, having a PhD is equivalent to being a medical doctor.
- 3. Sometimes, the smallest things can trigger a huge emotional response in us, especially when they are things we are not used to.
- 4. Sometimes, the smallest things can trigger a huge emotional response in us, especially when they are things we are not used to.
- 5. In the research done to the perceptions of smiles, people from different countries were asked to rate photos of smiling faces and nonsmiling faces.
- 6. Making eye contact can be interpreted in different ways in different cultures but is almost always a positive thing.
- 7. The writer recommends keeping possible cultural differences in the forefront of our minds when doing business with people with different cultures.

3. Discussion

What practices have you encountered that seemed strange or even inappropriate to you?

TEXT 11

PRE-READING

1. Discuss these questions:

- *What are the main reasons for a company to start looking outside its domestic market?*
- *What are some of the problems that might arise when marketing and advertising products in different countries?*
- *What kind of cultural problems can arise when a company starts working internationally?*

Cultural Barriers Can Give a Competitive Edge

A Sooner or later, the growing company will reach market saturation in its domestic market, and there will be little choice but to move into overseas markets.

B Most companies, in fact, start dipping their toes into foreign waters long before they reach domestic saturation, to exploit other profitable markets and give themselves experience of working abroad.

C Whether the company is trading abroad or establishing foreign subsidiaries, the issue of national culture assumes great importance. It had been known for years that working across cultures poses special problems, but the work of Geert Hofstede, the Dutch management theorist, in the 1970s and 1980s showed just how diverse and various cultural influences can be.

D Working across a single global company - IBM, a business noted for the uniformity of its corporate culture - Hofstede showed that a huge variety of beliefs and values were present in the workplace, not just between the US, Europe and Asia, but within regions as well.

E Globalisation is said to be leading to cultural convergence but, as Hofstede and many later studies have shown, full convergence is still some way away.

F Companies moving into international markets will usually first feel the effects of culture on their marketing and advertising. Every international marketer has their collection of mistakes, where the values of one culture fail to translate into another. Sales of the

Vauxhall Nova in Hispanic-speaking countries, for example, suffered because in Spanish, *no va* means ‘won't go’.

G Other failures are more complex and based on deeper cultural divides. Toyota's luxury car, the Lexus, was an immediate hit in the US, where the luxury-car market had been the preserve of a few domestic companies, and the Lexus offered something appreciably different. The Lexus has been much less successful in Europe, where there is a stronger tradition of luxury car-making and strong loyalty to local brands on the part of their buyers.

H Cultural barriers in marketing can be overcome by repositioning brands, changing advertising and product features to suit local sensitivities and so on. Much more difficult to manage are the cultural differences that arise when companies establish multinational subsidiaries and then expect members of different national cultures to work together. This is especially the case with Western companies establishing subsidiaries in China.

I Chinese workers often prefer strong, directive leadership to the more democratic model now common in the West. They also rely much more on senior managers to sort out problems, including problems in the workers' private lives. Linguistic confusion is also compounded by quite different attitudes to issues such as ethics, reporting and control, and workers' rights and responsibilities.

J What appears to be a barrier, however, can actually be a source of competitive advantage for those companies and managers that learn to work with cultural differences and benefit from them.

K In terms of managing local subsidiaries, some global companies have learnt to adopt best practices from foreign companies and transfer these into the home market. This kind of cross-fertilisation has been taking place between Japanese and Western car-makers for decades, and has led to powerful innovations on both sides.

1. Are the statements true or false, or there is not enough information given. Identify the part of the article that gives this information.

- a) Most companies only start working internationally when they have fully exploited their domestic market.
- b) The best way to enter foreign markets is to set up subsidiaries in those countries.

- c) Geert Hofstede was the first person to study the impact of culture on working internationally.
- d) Geert Hofstede found that values and beliefs in different parts of IBM across the world were different.
- e) The biggest problem when working internationally is getting the marketing right.
- f) China is the most difficult foreign country for Western companies to do business in.
- g) Cultural diversity can be a benefit as well as a problem.

2. Answer these questions:

1. What is Geert Hofstede's nationality?
2. When did Hofstede carry out his research at IBM?
3. Why was IBM a good company to choose for his research?
4. Why was 'Nova' a bad name for a car in Spanish-speaking markets?
5. Why was the Lexus luxury car less successful in Europe than in the US?
6. What can companies do to be more successful when marketing products internationally?
7. Why do Western companies have problems operating in China? What are some of the benefits of working across cultures?

3. Choose the best explanation for each phrase from the article.

1. "...will *reach market saturation*..." (paragraph A)
 - a) start to lose market share
 - b) stop expending its market share
2. "...start *dipping their toes* into foreign waters..." (paragraph B)
 - a) making the first moves
 - b) carrying out test marketing
3. "...leading to *cultural convergence*..." (paragraph E)
 - a) where everything becomes similar
 - b) where everything changes
4. "...will usually first *feel the effects of culture* on..." (paragraph F)
 - a) have cultural problems

- b) be influenced by culture
- 5. "...based on deeper cultural *divides*..." (paragraph G)
 - a) differences
 - b) values
- 6. "...to *suit local sensitivities*..." (paragraph H)
 - a) adapt to different ways of doing things
 - b) try to change the local customs
- 7. "Linguistic confusion is also *compounded* by..." (paragraph I)
 - a) made better
 - b) made worse
- 8. "...a source of *competitive advantage*..." (paragraph J)
 - a) a reason for problems with competitors
 - b) a chance to be better than competitors
- 9. "...to *adopt best practices* from..." (paragraph K)
 - a) improve by constant practice
 - b) take good ideas from others

4. Find words or phrases in the article which fit these meanings:

- a) markets in foreign countries (paragraph A)
- b) to use fully so you get as much advantage as possible from it (paragraph B)
- c) companies that are at least half owned and controlled by another company (paragraph C)
- d) causes (a problem) (paragraph C)
- e) ideas that you feel to be true (paragraph D)
- f) the principles that influence the way of life of a particular group or community (paragraph D)
- g) place reserved for one special group (paragraph G)
- h) being faithful to a set of beliefs or a country (paragraph G)
- i) things that prevent or limit what you can do (paragraph H)

- j) changing the way of marketing and advertising a product or a brand so that people think about it in different way (paragraph H)
- k) set up, create (paragraph H)
- l) a style of management that shows you are clearly in charge (paragraph I)
- m) to solve (paragraph I)
- n) the mixing of the ideas of different groups of people, which often produces a better result (paragraph K)

5. Use words and phrases from Exercise B in the correct form to complete these sentences.

- a) Multinational companies usually have.....in many parts of the world.
- b) Some companies are more successful in..... markets than in their domestic market.
- c) Having a presence in a market is the best way to..... it fully.
- d) Sometimes it is necessary to a product or brand in a foreign market in order to avoid offending or confusing people.
- e) To sell products successfully in foreign markets, it is usually necessary to local sales companies.

6. Discussion.

1. What are the positive aspects of working across cultures?
2. What are the challenges or difficulties of working across cultures?
3. The following words are all associated with culture: *artefacts, assumptions, attitudes, behavior, beliefs, dress, food, language, norms, traditions, values*. How would you explain or define each of them.
4. A common image of culture is that of an iceberg. Why do you think that is?
5. Which of the words in question 3 associated with culture are above the surface of the iceberg of culture and are clearly visible, and which are below the surface

and invisible? For those below the surface, how far below the surface do you think they are? Say why.

6. What are some of the core values in your culture?

7. Some examples are given in the article about brands and products that have not transferred well to overseas markets. Can you think of others?

Text 12

Fast Food – Behind the Image

We all know what a fast-food outlet looks like and what it serves. This is because when a big modern business offers fast food, it knows that we, its customers, are likely to want No Surprises. We are hungry, tired and not in a celebratory mood.

The building itself is easy to recognize and designed to be a ‘home from home’, on the motorway or in the city. However, the usual things you find in a restaurant are a little different – tables and chairs are bolted to the floor, and cutlery is either non-existent or not worth stealing. Words and actions are officially laid down, learned by the staff from handbooks and teaching sessions, and then picked up by customers in the course of regular visits. Things have to be called by their correct names (cheeseburger, large fries); the staff have a script they must learn – you know the sort of thing: ‘Will that be with cheese, sir?’, ‘Have a nice day’ – something I find particular irritating. The staff wear a distinctive uniform, menus are always the same and even placed in the same spot in every outlet in the chain; prices are low, and the theme of cleanliness is repeated endlessly.

The company attempts to play the role of kind and concerned parent. It knows people are suspicious of large corporations and so it tries to stress its love for children; it often has cottagey-style buildings for warmth and cosiness or large glass walls and smooth surfaces to show cleanliness and modernity. It responds to social concerns, but only if beliefs are sufficiently widely held and therefore

‘correct’. Take, for example, the worry about fat in our diets. Fast-food chains only responded by putting salad on the menu when there was pressure in various countries from doctors and health ministers. Some chains are busy at present showing how much they care about the environment, too.

Fast-food chains know they are ordinary. They want to be ordinary and to be thought of as almost inseparable from the idea of everyday food consumed outside the home. They are happy to allow their customers time off for holidays – Thanksgiving, Christmas and so on – for which they do not cater. Even those comparatively rare holiday times are turned to a profit because the companies know that their favourite customers – families – are at home together then, watching television, where carefully placed commercials will spread the word concerning the fast-food chains want; good, law-abiding citizens who love their children, teaching them how good hamburgers are for them. The chains even have very bright lightning to make sure that ‘undesirable’ people don’t want to come in.

Supplying a hamburger that is perfect in terms of shape, weight, temperature, together with selection from a pre-set list of extras, to a customer who knows what to expect, is a difficult thing to do. The technology involved has meant spending huge sums on research, and there are also political and economic questions to consider – how to maintain supplies of cheap beef and cheap buns. However, the image that is maintained is of a ‘casual’ eating experience. Make up your own mind, but there’s more to a hamburger than just in a bread roll.

Read the article. Decide whether the following statements are True, False or Not Given in the passage. Write T, F or NG.

1. Customers often choose to eat in fast-food outlets because they know what to expect.
2. Each employee is encouraged by the chain to have his/her own individual way of communicating with customers.

3. Furniture and cutlery in fast food restaurants aren't different from those in luxury ones.
4. Fast-food companies started selling salads because of worries about health.
5. Salad is one of the more popular choices at certain fast-food outlets nowadays.
6. Fast-food companies want to attract people who are too busy to cook at home.
7. There are certain types of customers who are not welcome at fast-food outlets.
8. Fast food outlets are usually open on Christmas day.
9. Supplying hamburgers to customers is very straightforward.
10. More money needs to be spent on research into new fast-food technology.

Text 13

PRE-READING

1. Try to define the word “culture”.

2. Now look at these definitions from specialists in the intercultural field. Do you agree with them?

- “Culture refers to the total way of life of a particular group of people. It includes everything that a group of people thinks, says, does and makes. Culture is learned.”
- “Culture is the sum total of all the beliefs, values and norms shared by a group of people.”
- “Culture means patterned ways of thinking, feeling and reacting.”
- “Culture is the collective programming of the mind which distinguishes the members of one human group from another.”

Pay attention to the words “shared” and “patterned”: culture is shared by a group, whether it is a whole country or a smaller unit; culture is also consistent within that group and can be described.

3. There is a concept of the iceberg of culture. What do you know about icebergs? What is their special feature? Why do you think the image of iceberg is chosen to represent a culture?

Nine tenths of icebergs are below the surface. Which of the aspects of culture are visible above the surface, and which are below the surface and are not visible? What are the main problems for doing business across cultures, apart from the language?

Understanding Other Cultures

There is often far more to working abroad than learning another language. Understanding other cultures can play a vital part in successful business communication.

Sue Curry, the managing director of Babel, the company that provides cross-cultural training to major business in the UK, says, “*In the UK, if we work with somebody, we, typically, meet them. If we think we have a nice, good quality product, we will do business with them very quickly. In America it's the same: you do the deal, you do business quickly. Now, if you contrast that with working in Southern Europe, the Middle East, the Far East, there's a far longer protracted courtship for doing business; somebody needs to get to know you as an individual. And once that process has been achieved, you do business. So very often UK business people will try to sell a product far too quickly without the relationship having been fully developed. If you consider working... you may go to a meeting. In England we tend to have agendas, we follow our time very carefully. But again, if you're working with Southern Europe or in the Middle East, they have a much looser, flexible approach to time. And often our Spanish clients and colleagues find that we have a very strange perception that a meeting will finish at twelve. Well, how can you possibly know that a meeting will finish at twelve! It finishes when matters have been concluded. So, there's a very different approach to time.*”

1. Which of these statements are an accurate summary of what Sue Curry says?

- a) In the UK, it's not necessary to meet people before doing business with them.
- b) In the UK and the US, it's possible to do business quickly.
- c) In the UK, business is done quickly because the products are high quality.
- d) In southern Europe, you need to have a relationship with people before doing business.

- e) In the Middle East and the Far East, having a relationship with a client or customer is more important than the quality of a product.
- f) UK business people are not interested in developing close relationships with their overseas customers.
- g) British people like to follow a clear agenda during meetings.
- h) People from the Middle East are often late for meetings.
- i) Spanish people believe that meetings should not begin before 12.00.

2. Read again and check.

3. Complete the opening sentence from this section.

“There is often _____ working abroad _____ learning another language.”

Which of these statements is equivalent in meaning to the sentence above?

- a) Learning a language is often the least important part of working abroad successfully.
- b) Learning a language is often only a part of what it takes to work abroad successfully.

Use these prompts to form similar sentences. Add other examples.

speak another language well.....just know vocabulary and grammar

drive a car be able to steer

cook a nice meal.....use the right ingredients

4. Sue Curry talks about the way business is done in the UK. Complete these two extracts.

“In the UK, if we _____ with somebody, we, typically, _____ them.”

“If we _____ we have a nice product, we _____ business with them very quickly.”

5. Sue Curry contrasts the way of doing business in the UK and the US with how it's done in other parts of the world. How does she introduce the contrast? Complete this extract.

” _____ with working, certainly in southern Europe ...”

6. What does Sue Curry mean when she says this?

“... there's a far longer protracted courtship for doing business ...”

- a) Negotiating contracts can be very long and complex.
- b) You need to spend a long time building a relationship with someone before you do business.
- c) Doing business often involves complicated legal matters, sometimes even appearances in a court of law.

Note: *protracted* gives the idea of a long time and *courtship* of getting to know someone very well.

7. Sue Curry tells that business can only be done after the relationship has been established. What are her words? Complete this extract.

“And _____ that process _____, you do business.”

8. When she says, “In England, we tend to have agendas”, what does she mean?

- a) People in England use a diary for their appointments.
- b) People don't always say what they mean.
- c) In most cases, topics for discussion at a meeting are agreed in advance.

Note: *agenda* here means the items for discussion at a meeting. *Agenda* is a false friend for French people (it means 'diary'). *Agenda* can also be used to mean 'a personal idea or plan, different from the main plan' as in the phrase 'he has his own agenda'.

Discussion

- 1. Are there any differences in how business is done in different cultures? Why?
- 2. In some cultures, the quality of the product or service is more important than the relationship between the customer and the supplier. In this case, business can often be done quite quickly. In other cultures, a lot of time needs to be spent getting to know your business partner. What do you think about this?

3. What are the different ways to build relationships? Continue the list: use of small talk, entertaining, giving presents.

4. In the last part of her explanation, Sue Curry talks about different attitudes to time.

The American anthropologist, Edward T. Hall has written extensively about the concept of time. He distinguishes between 'monochrome' or 'linear' time on the one hand, and 'polychrome' or 'flexible' time on the other. The characteristic behaviours connected with these two different attitudes to time are shown below.

In *polychronic* cultures people:

- do several things at the same time;
- are easily distracted and interrupted;
- consider time commitments and objectives as guidelines rather than rules to follow;
- are comfortable with implicit information;
- are more comfortable with long-term relationships.

In *monochronic* cultures people tend to:

- do one thing at a time;
- concentrate on the task;
- take time commitments (deadlines, schedules) seriously;
- like to have clear and explicit information;
- be more comfortable with short-term relationships related to getting the task done.

What type of culture do you think your culture is?

Cultural quiz

When relocating to another country, there are some things about another culture that people need to know. What do you think they are?

They fall under several clear headings:

- background about the country (history, politics, religion, government, etc.);

- useful information for day to day living (education system, shopping hours, eating times, leisure activities, driving regulations, etc.);
- information about the culture (values, norms, customs, behaviour and etiquette, attitudes to time, role of relationships in business, names and forms of address, degrees of directness / indirectness in communication style, etc.).

Let's talk about the UK. Do this short quiz about Britain to know how prepared you are to work in this country.

Some questions about the UK

1. What do the terms UK, Britain, Great Britain and the British Isles mean?
2. What is the Commonwealth? How many members are there?
3. What is the population of the UK overall? Do you know how this breaks down for different parts of the UK?
4. What percentage of the UK population do you think is made up of non-white ethnic minorities? How does this compare with Ukraine?
5. What are some of the key political issues in the UK?
6. What is the role of the Queen?
7. Is there a predominant religion in the UK? What other religions are there? How does this compare with Ukraine?
8. How do British people spend their leisure time? How is this different from Ukraine?
9. What do you think are the most popular sports and physical activities for men and women in Britain?
10. What do you think are the appropriate presents to give when invited to a person's home? What is the case for your country?
11. What topics, actions or behavior do you think should be avoided in social or professional situations? What is the case for Ukraine?

Now check your answers

1. The UK stands for the United Kingdom, which is the political entity of England, Wales, Scotland and Northern Ireland. Britain and Great Britain are the names for the island which contains England, Wales and Scotland. The British Isles is a geographical term for Britain and Ireland.
2. The Commonwealth is an association of independent countries, most of which were connected with Britain and its empire till the middle of the 20th century. There are 54 members, including Mozambique, which was a Portuguese administered territory before independence. The Queen is the head of the Commonwealth. The heads of governments meet once every two years to discuss world issues affecting the commonwealth; countries which are not being run in a democratic way risk being expelled. Most recent examples of expulsion are Pakistan, Fiji and Zimbabwe.
3. 59.2 million, divided into: England - 49.5m; Scotland - 5.1m; Wales - 2.9m; Northern Ireland - 1.7m.
4. Seven percent of the UK population consists of non-white ethnic minorities, mainly Indian, Pakistani, Black Caribbean, Black African, Bangladeshi and Chinese.
5. The invasion of Iraq; education, especially fees for attending university; the poor railway system and transport in general; the health system and long waiting lists for hospitals.
6. The Queen personifies the state. In law, she is the head of the executive, an integral part of the legislature, the head of the judiciary, the commander-in-chief of all the armed forces, and the 'supreme governor' of the Church of England. In practice, the Queen acts on the advice of her government ministers. The UK is governed by Her Majesty's Government in the name of the Queen.
7. Christianity is the main religion, divided into the Church of England (Anglican), the Church of Scotland (Presbyterian), Catholics, Methodists, Baptists, the United Reform Church, Quakers. The majority of people are not active churchgoers, except for births, marriages and deaths. Other growing religious groups are Muslims, Sikhs and Hindus. There are also about 300,000

members of the Jewish community, though only about 30 per cent are affiliated to synagogues.

8. Main leisure activities are watching TV and video/DVD at home, gardening, going to pubs and restaurants, walking, going to the cinema and watching or participating in sports.
9. Keeping fit at gyms (especially women), fishing, snooker, football, tennis, cricket, rugby.
10. Bring a nice bottle of wine, some flowers or chocolates. If you are visiting from another country, something from that country will also be appreciated.
11. Avoid talking about religion, sex or politics with people you don't know very well. Money and salaries are also never discussed, although the price of houses is openly shared, even between relative strangers. Boasting about achievements and showing off wealth are also not well viewed.

Prepare a similar report about another culture. Let other students answer the questions first, then give your presentation.

Text 14

The Human Echolocator

There are many things that we do, such as breathing, that come naturally to us. Using our senses - touch, sight, taste, smell and hearing - are essential parts of this natural intuition. So, if we had to lose one of them or didn't have one, how would this affect the way we live? Maybe less than we think. Losing a sense simply means that our natural instincts are redirected to a different, functioning sense.

Whereas a sighted person's world is shaped by what they see, a blind person's is moulded by sound. Daniel Kish, who has been blind since he was 13 months old, has adopted a system used by animals to map out, in his mind, where objects are.

Kish uses echolocation, a sensory system used by bats to navigate in the dark. In the same way, Kish uses clicking sounds to determine where and how far away objects are. These clicking noises send out physical sound waves that bounce back from physical surfaces. The length of time the sound takes to travel to the ear enables Kish to conclude how far away the object is. But it doesn't just determine how far away something is; he can recognise the difference between materials such as wood and metal, as well as an object's size.

One day, or just eight hours, is all it takes for a blind person to develop such skills, says Kish. Regular practice is needed in order to be precise in movement and confident in stability, but eight hours of hard work for independence is a small price to pay

Although clicking is discouraged in blind schools for attracting negative attention, Kish says that it's a good way for a blind person to gain independence. He has dedicated his life to teaching blind people, particularly children, how to use sound in this special way. Research into human echolocation has discovered that it has nothing to do with one person's hearing being more acute than another's. It's about the brain. Scientists found that the part of the brain used for sight is extremely active in people who can echolocate. So, instead of our brain forming an image through sight, it forms it through sound.

Echolocation enables blind people to do things that have always been thought impossible without vision. Kish is an avid hiker and loves to spend time alone in the wilderness. It is there, he says, that he finds the peace and freedom he has worked hard to get.

1. Read the text and mark the statements *T* (true), *F* (false) or *DS* (doesn't say).

1. Daniel Kish uses an animal system to see images.
2. Echolocation relies on one sense to work.
3. Clapping noises can be used like clicking noises.
4. The amount of time it takes to produce an echo determines an object's size.

5. It takes eight hours for sighted people to learn how to echolocate.
6. After a day learning how to echolocate, it comes naturally.
7. The aim of echolocation is to make blind people less reliant on others.
8. Kish wishes echolocation was part of the education system.
9. A person's ability to echolocate is not all about how well they can hear.
10. Echolocation enables blind people to do things that sighted people take for granted.

Text 15

The Functions of Language

The question 'Why do we use language?' hardly seems to need an answer. But our everyday familiarity with speech and writing can make it difficult to realise how complex the skills are that we have learned. This is particularly so when we try to define the range of functions to which language can be put.

'To communicate our ideas' is the answer that most of us would give to the question – and, indeed, this must surely be the most widely recognized function of language. Whenever we tell people about ourselves or our circumstances, or ask for information about other people and their circumstances, we are using language in order to exchange facts and opinions. It is the kind of language which is found in any spoken or written interaction where people wish to learn from each other. But it would be wrong to think of it as the only way in which we use language. There are several other functions where the communication of ideas is irrelevant.

Emotional expression

Mr X carefully leans his walking stick against a wall, but it falls over. He tries again, and it falls a second time. He shouts at the walking stick. How should we classify this function of language? It cannot be 'communication of ideas', for there is no one else in the room.

Here we have one of the commonest uses of language – a means of getting rid of our nervous energy when we are under stress. This type of language can be

used whether or not we are alone. Swear words are probably the commonest signals to be used in this way, especially when we are angry. But there also many words that we use to express positive feelings, such as affection, or a reaction to beautiful art or scenery.

The most common linguistic expressions of emotion consist of conventional words or phrases (such as ‘Gosh’, ‘My’) and the semi-linguistic noises often called interjections (such as ‘Wow’ and ‘Ouch’).

Mrs P sneezes violently. Mrs Q says, ‘Bless you!’ Mrs P says, ‘Thank you.’ Again, this hardly seems to be a case of language being used to communicate ideas, but rather to maintain a comfortable relationship between people. No factual content is involved. Similarly, the use of such phrases as ‘Good morning’ or ‘Pleased to meet you’, and conventional exchanges about health or the weather, do not ‘communicate ideas’ in the usual sense.

Phrases of this type often state the obvious (e.g. ‘It’s a lovely day’) or have no content at all (e.g. ‘Hello’). They are used to maintain a friendly relationship between people, arising out of the basic human need to signal such an attitude. If someone does not say these sentences when they are expected to, their absence may be interpreted as a sign of distance or even danger.

These illustrations apply to English and to many European languages. But cultures vary greatly in the topics which they permit in this type of social interaction. The weather is not as universal a conversation-filler as English people might like to think! Other topics are used to serve the same purpose, and some cultures avoid this type of language and prefer silence.

The power of sound

In many situations the only apparent reason for a use of language is the enjoyment that the users or listeners gain from the sounds, and this applies to all age groups. Many children’s rhymes are of this type, as are the lyrics of popular songs, and the voices of individuals singing in the kitchen or the bath.

Read the article. Decide whether the following statements are True, False or Not Given in the passage. Write T, F or NG.

1. Using a language involves complicated skills.
2. Most people are aware that a major function of language is to communicate ideas.
3. We communicate ideas every time we use language.
4. The communication of ideas involves at least two people.
5. We are becoming more aware of how language is used for emotional expression.
6. Interjections are similar in all languages.
7. Phrases like *Good morning* can be used to express a range of feelings.
8. The weather is used as a standard topic of social communication in all languages.
9. Some types of sounds can give pleasure to both adults and children.

Text 16

You are going to read an article about people who bought clothes in different ways. For questions 11-20, choose from the people (A-D). The people may be chosen more than once.

Shopping for Clothes

A Brad Stevens

I was food shopping in the big supermarket near here and I saw they were selling jeans at a ridiculously low price, so I thought I'd pick up a pair. Later when I remembered I had a job interview the week after, I realized I should have bought some formal trousers instead, but I suppose it was just one of those things you suddenly do when you see something going cheap. Even though I probably could have got them for less on eBay. Anyway, I spent quite a bit of time going through this great pile of jeans because all the different sizes were mixed up and they weren't very clearly marked 'large' or 'extra large' or whatever. Eventually I came across a pair that seemed about my size and headed for the checkout. It was very

slow there, and I got fed up standing in a line of about ten customers. Why they don't open more checkouts at busy times I really don't know.

B Sara Desai

I saw a stall selling sweaters when I was wandering around my usual clothes market and there was such a wide range of lovely ones that I was spoilt for choice. In the end I made up my mind and I enquired whether they had a particularly attractive pale blue one in medium. The stall holder said they had. I couldn't try it on there and then but I was sure it would fit me, so I paid and took it home. There I discovered that the sleeves were far too short so I had to take it back. That was annoying, but the man on the stall quickly found me a larger one for the same very reasonable price and that turned out to be just right on me. I'd wasted an hour or so travelling to and from the market, but I still wouldn't dream of shopping for things like that anywhere else.

C Tania Ferreira

I was walking along the pavement looking for something new to wear when a sign in a shop window saying 'cotton jacket 50% off' caught my eye, so I went in. They didn't have one in my size but said they could order it for me. A few days later they called me to say it'd arrived and I went back to the shop to collect it. It fitted me perfectly, but when I tried it on, I just didn't take to the colour, a kind of grey-brown, and I said I'd prefer a lighter one. Again I had to wait, and again I went back to the shop. This time everything seemed fine, and I paid for it and took it home. After I'd worn it twice, though, I put it through the washing machine and was most upset to find it'd shrunk, despite the fact that I'd followed the washing instructions exactly. It was a waste of money, really.

D Ali Haddad

I'd picked up lots of things like books and computer games online, but that was the first time I'd actually got myself something to wear over the Internet. It looked like a really lovely shirt and the price was incredibly low, so I clicked on 'Buy it now', paid by credit card and waited for it to arrive. I thought afterwards

that perhaps I should have emailed the seller to check the colour, because it looked fine in the photo, it might not be exactly what I wanted. In the event I needn't have worried, and I was absolutely delighted when I saw it. I would have got another one if I'd known how good it would look.

Which person

1. was pleased with a replacement item?
2. regretted not buying a different kind of item?
3. was disappointed with the item after they had owned it for some time?
4. had difficulty deciding which to buy as there were so many attractive items?
5. became impatient while waiting to pay for the item?
6. had difficulty finding the right item because of the labelling?
7. asked the seller a question about the item before they bought it?
8. says they will always buy clothes in the same place?
9. had not intended to buy clothes there?
10. wished they had bought more than one of the same item?

Text 17

Read the text. For questions 1-10, choose the answers (A,B, C or D) which you think fits best according to the text.

That night as Easton walked home through the rain he felt very depressed. It had been a very bad summer for most people and he had not fared better than the rest. A few weeks with one firm, a few with another, then out of a job, then on again for a month perhaps, and so on.

William Easton was a man of medium height, about 23 years old, with fair hair and a moustache and blue eyes. His clothes, though shabby, were clean and neat but the holes in his shoes made it painful to walk.

He was married: his wife was a young woman whose acquaintance he had made when he happened to be employed with others painting outside of the house

where she was a general servant. Easton had been in no hurry to marry for he knew that, taking good times with bad, his wages did not average a pound a week. However, after going out for 18 months they were finally married.

That was a year ago.

As a single man he had never troubled much if he happened to be out of work. He always had enough to live on and pocket money besides, but now that he was married it was different; the fear of being '*out*' haunted him all the time.

He had started for Rushton and Co. on the previous Monday after having been idle for three weeks and, as the house where he was working had to be done right through, he had congratulated himself on having secured a job that would last till Christmas; but he now began to fear that what happened to Jack Linen – a master craftsman – might also happen to himself at any time. He would have to be very careful not to offend Bill Crass in any way. He was afraid that the latter did not like him very much as it was. He knew that Crass could get him the sack at any time and would not scruple to do so if he wanted to make roof for some pal of his.

Crass, the foreman, was quite without special abilities; he was if anything inferior to the majority of the men he supervised. Even so, he pretended to know everything, and the vague references he was in the habit of making to 'tones' and 'shades' and 'harmony' had so impressed Frederic Hunter that the latter was completely taken in it was by pushing himself forward in this way that crass had managed to get himself put in charge of the work.

Although Crass did as little as possible himself, he took care to work the others hard. Any man who failed to satisfy him was reported to Hunter as being 'no good' or 'too slow for a funeral' and was then dispensed with at the end of the week. Knowing this, all the workers feared and hated the wily Crass.

Some, by giving him pipefuls of tobacco and pints of beer, managed to stay in Crass's favour and often kept their jobs when better men were dismissed.

As he walked home through the rain thinking of these things, Easton realized that it was not possible to foresee what a day or even an hour might bring.

1. As he walked home, Easton felt depressed because
 - A** it had been a bad summer for most people, including him.
 - B** he was afraid of losing his job.
 - C** he had recently got married, despite his low wages.
 - D** his shoes were worn out and his feet were hurting.
2. When William met his wife-to-be,
 - A** he proposed to her immediately.
 - B** he was unemployed.
 - C** she was working as a servant.
 - D** he was married then.
3. The fifth paragraph mentions Easton's fear of being 'out'. Is this a fear of
 - A** being unemployed?
 - B** not having enough money?
 - C** having nowhere to live?
 - D** falling out with his wife?
4. The most senior person mentioned in the passage is
 - A** Jack Linden.
 - B** Frederick Hunter.
 - C** Bill Crass.
 - D** William Easton.
5. Easton realized that Crass could fire him
 - A** because he was unexperienced.
 - B** if he were not able to do his job properly.
 - C** if Crass's friend needed a job.
 - D** because he did not like William.
6. Crass got his position because Hunter thought he was good at
 - A** using language.
 - B** managing other people.
 - C** understanding colour scheme.

D repairing or decorating houses.

7. Frederick Hunter was completely taken in, in other words he was

A fooled.

B disappointed.

C alert.

D petrified.

8. To keep their job, anyone working under Crass had to

A work hard.

B treat him to some tobacco.

C make room for his 'pals'.

D take care not to offend him.

9. Crass was

A a skilful but lazy.

B not very skilful but hard working.

C not very skilful and also lazy.

D a skilful man and a hard worker.

10. A good title for the passage would be

A An Uncertain Future.

B Foreman Crass.

C Too Slow for a Funeral.

D A Miserable Walk.

Text 18

Fear Of Missing Out (FOMO)

We've all felt it: that uncomfortable feeling when you scroll through your social media feed and see photos of friends having a better time than you, or that sensation when you read about a friend's amazing job that you chose the wrong life path. This feeling is called FOMO, or fear of missing out.

The term was first coined in 1996 by Marketing Strategist Dr. Dan Herman. While listening to consumers in focus groups and interviews, he observed that many consumers mentioned a fear of missing out on opportunities which could bring them pleasure. Later, in 2004, Patrick McGinnis, a student at Harvard Business School, co-edited an article about the growing trend among his peers of being unable to commit to anything, even something as simple as booking a restaurant, for fear that they would miss out on something more exciting happening elsewhere.

Although people have felt FOMO for time immemorial, the growth of social media seems to have exacerbated the phenomenon. For many, it has now become habit to compare your life with others' lives – or rather the highlights of their lives; something that previous generations could not do so readily. This skews your sense of normal and brings about feelings like resentment, envy and dissatisfaction. What's more, marketers have seized on FOMO psychology as a means to drive sales. Sales that last a limited time, low stock availability notifications and pop-ups that show other people buying all tap into our FOMO.

Since the FOMO phenomenon was recognised, it has been increasingly studied by scientists eager to discover its trends and impacts. Scientists at Carleton and McGill University, for example, found that, surprisingly, traits like neuroticism and extroversion did not lead to a greater incidence of FOMO. They did, however, discover that negative FOMO feelings were experienced more often towards the end of the day and at the end of the week and that FOMO was experienced more by people carrying out obligatory work, like jobs and study.

This is not to say that people only experience FOMO when engaged in a mundane activity. In a follow-up study, researchers found that participants who specifically selected one activity over another experienced FOMO when reminded about the alternative activity, even if their chosen activity was sociable and enjoyable, and if the alternative was unsociable. Moreover, they experienced FOMO whether they were reminded about the alternative through social media or in conversation.

Interestingly, although FOMO is widely associated with teenagers and young adults and those who use social media, research has found that people of all ages experience it, irrespective of their social media use. Researchers at Washington State University, found that it is more closely linked to factors like loneliness and low self-esteem. However, for those people, social media can exacerbate the problem.

Some psychologists recognise an upside to FOMO, saying that it can motivate you to take action, connect with others and get out of your comfort zone. More often than not, though, FOMO leads to increasing isolation and even FOJI, fear of joining in, in the belief that your own insights or contributions will not be valued.

A rising counter-culture to FOMO, though, is JOMO – the joy of missing out. This includes the pleasure and satisfaction of a night in, doing what you enjoy best, turning off your phone notifications and living in the moment, focusing not on what you lack but on what you have.

1. For questions 1 to 10, choose the correct option.

1. The term FOMO was first used...

- a. in a paper published by a Harvard student
- b. on social media
- c. by someone doing market research

2. It can be inferred that the meaning of FOMO now...

- a. is the same as in 2004.
- b. has changed since 2004
- c. changed between 1996 and 2004

3. Which of the following impacts of FOMO is NOT mentioned in the text?

- a. It can alter your perception of what 'normal' is.
- b. It can be exploited to make people spend money.
- c. It can make people fearful of normal social interactions.

4. According to the text, people in previous generations experienced FOMO less than nowadays because...

- a. marketing campaigns were less targeted towards them.
- b. they were less aware of what others were doing.
- c. their lives were more similar to those of their peers.

5. According to the research, which of these people is MOST likely to experience FOMO?

- a. an introvert doing school work on a Friday night.
- b. a neurotic person relaxing on a Sunday afternoon.
- c. an extrovert working on a Tuesday morning.

6. According to research, someone doing an activity of their own choice...

- a. will only experience FOMO if their chosen activity is unsociable.
- b. will experience FOMO if they are reminded about an alternative option.
- c. will not experience FOMO unless they see a social network feed.

7. Who is most likely to be at risk from FOMO?

- a. a young, sociable adult who uses social media widely
- b. an older adult who is insecure and has low self-worth.
- c. a confident teenager who does not use social media.

8. It can be inferred that FOJI...

- a. causes people to become more lonely and isolated.
- b. is one of the advantages of FOMO.
- c. helps people to appreciate the present moment.

9. The text states that FOMO can be beneficial...

- a. if people use it to seek out opportunities.
- b. if people are suffering from FOJI.
- c. if people are feeling isolated and undervalued.

10. JOMO refers to...

- a. being motivated positively by other people's actions.
- b. commenting positively on other people's good news.
- c. being happy without the influence of other people.

2. Circle the best word to complete these sentences.

1. It is your *irresponsibility* / *responsibility* / *responsible* to take the dog for a walk.
2. I remember when the *phenomenon* / *phenomena* / *phenomenal* of sending text messages started.
3. This year's *trending* / *trendy* / *trend* for big colourful handbags appeals to young and old alike.
4. She suffers from *depressed* / *depressing* / *depression* in the winter.
5. Young children can suffer from *anxiety* / *anxious* / *anxiously* when they are separated from their parent.
6. I think he made a *reason* / *reasoning* / *reasonable* request when he asked us to help him.
7. It is a *worry* / *worried* / *worrying* business but I'm sure it will all be OK.
8. The film is OK for teenagers and adults but *inappropriate* / *appropriate* / *appropriacy* for small children.

3. Check your vocabulary: write the correct word to fill the gaps.

FOMO means fear of 1 _____ out. A recent study in a teachers' 2 _____ observed a large group of students in Wales. The 3 _____ of the survey were worrying. Although students go to bed and get up at a reasonable time, they are not getting enough 4 _____. Many students wake up in the middle of the night to 5 _____ their social media. They are afraid of missing a comment or taking part in a 6 _____. These students are more likely to suffer from depression or 7 _____. It is a good idea to 8 _____ off your mobile at night because, of course, the world won't end!

II. VOCABULARY

1. Complete the sentences with the correct form of the words in brackets.

1. Jack had never wanted to be a (1) (politics). First of all, he suffered from terrible (2) (shy) and blushed violently when he had to make a speech. He also (3) (sympathy) with people who refused to vote. After all, what difference did it make? As a speaker, he was slow and (4) (organize) and never knew what to say. He began his career as a last-minute replacement for a speaker who failed to turn up. Later he learned to straighten his tie, give a big smile, and read the speech which had been prepared by his (5) (person) speech-writer. People liked him. "He has a kind of (6) (innocent)", they said. They did not mind that he had no (7) (imagine), and seemed quite (8) (interest) in what he was saying. They applauded him and then made him Prime Minister.

2. When I was young, I always dreamed of becoming a famous (1) (science). When I was at school I decided to study engineering, and then become a millionaire by inventing a wonderful new (2) (produce) which make the world a better place. Unfortunately, I wasn't very good at technical subjects. Any time I operate any kind of (3) (equip), something terrible happens. Machines which use (4) (electric), such as computers or televisions, always seem to give me a (5) (power) shock. The instruction booklets are always (6) (use). They never help me at all. Nowadays you need to have (7) (special) knowledge just to turn on the video. To my great (8) (embarrass) it is always a child of six who helps me out of my difficulty.

3. In 1879 the Cadbury family set up a factory in Bournville. The town of Bournville is now (1)..... (fame) for its chocolate. The Cadburys used their (2)..... (know) to modernize methods of chocolate (3)..... (product) and packaging. So (4)..... (effect) were these methods that the factory became (5)..... (success) almost overnight. The great achievements of the Cadburys are remembered whenever one steps inside a sweet-shop.

4. "Battle for your heart" is the new film starring Hugh Grace. I'm afraid that my first (1) (impress) was not very favourable. The scenes of violence are (2) (offend) and the main character, Tony, is simply irritating. The audience is supposed to feel great (3)(admire) for Tony, an army officer, who is accused of cowardice because he fails to attack the village where the (4)(adore) Miranda lives with her old father. Tony saves their lives, and although the idea of marrying him has little (5)(attract) for her, Miranda agrees to it out of (6).....(grateful) . However, she is still in love with Alex, one of the enemy army, and wants to remain (7)(faith) to him. The dialogue and the acting are just as bad as the plot. At the end, I breathed a sigh of (8)(relieve). This is definitely one to miss!

5. Recently I decided to go to evening classes twice a week. During the day I work in a secretarial agency as a telephonist. It is not a very interesting (1) (occupy) and I get bored. I also got tired of coming home every evening, putting a (2) (freeze) meal in the oven, and then watching TV. So I decided to take up carpentry as a hobby. Perhaps I should give you an (3) (explain) for my choice. Learning a skill is a good (4) (solve) to the problem of boring work. Also, I felt I was a (5) (fail) because any time I tried to put up a shelf, for example, it always fell down! Now I am quite a (6)

(success) wood-worker! I am working on the (7)
(construct) of some furniture at the moment. And although there are only two other girls in the class, I don't feel any (8) (embarrass) I've turned out to be the best student in the class!

6. Many people envy the rich and (1)..... (fame). They feel that they are (2) (lucky) because they are unable to lead the (3) (adventure) lives the rich do, and have to think (4) (care) about every purchase they make. They all dream of one day owning (5) (value) possessions and being able to have a carefree (6) (live) which is supposedly characteristic of the rich.

2. Read the texts below and think of the word which best fits each space. Use only one word in each space.

1. It is difficult to say what is the real center (1) London, but many people would choose Piccadilly Circus. This is because it is not only central but (2) where we find most of London's best-known theatres (3) cinemas, the most famous restaurants. It is especially (4) the evening that Piccadilly Circus (5) crowded with people going to the theatre or the cinema, or perhaps (6) a restaurant. Many others have come (7) an evening walk. They will probably have (8) cup of coffee or a glass (9) beer before they go home. There (10) people of many nationalities in (11) crowd. Many foreign visitors are (12) them too. One hears around various languages. It has been said that if you listen carefully, you may even hear English!

2. Oxford street is one of (1) biggest and most popular shopping centers (2) London. Its nice shops (3) department stores attract people from all (4) the country and from foreign countries as (5) There are different kinds (6) shops in Oxford Street. There

(7) clothes shops and shoe shops, book shops and dress shops. But many people prefer a department store, as it offers almost everything in (8) building. Shops and department stores (9) open every day till 6 p.m. If you can't go shopping during (10) day you can make a purchase (11) Thursday after office hours, as the shops close (12) 8 p.m. in Oxford street on that day.

3. London (1) more than two thousand and five hundred years (2) About eight million people live (3) There (4) more than ten thousand streets (5) London. Although London (6) a crowded and noisy (7) , you can find many pleasant parks (8) green squares there. Regent's Park is the (9) beautiful park and Hyde Park is (10) largest. These places are the most popular places of rest of Londoners on hot summer days. The oldest part of London is the City. It is the business centre (11) London. There is so much (12) see in London that even Londoners can always find new sights. They like to say: "When a man is tired of London, he is tired of life".

4. My brother Michael used to (1) a teacher in a village school near Cambridge. The job (2) interesting but tiring and not very well-paid. He spent most of his free time on his hobby – collecting (3) repairing antique clocks. Then he had (4) idea. The Confederation of British Industry was helping people start up by (5) Why not go on a training course, apply (6) a loan and set up a small business? So he sent in his resignation to the (7), said goodbye to the children, and joined (8) unemployed. He obtained information from different sources, took advice from an accountant, left the village and learnt all (9) the antique trade. Eighteen months later he had his (10) shop and was earning about £2,000 a month. "It was the best thing I ever did", he says.

5. As a young man Peter Metro was (1) gifted musician who once had a record in (2) top 20. But he (3) to abandon music and study ocean engineering at Florida Atlantic University instead. After four years there he graduated and (4) offered a research post in the faculty. But (5) that time he had decided he wanted to see the world and spent a year (6) Europe. (7)..... Italy he happened to meet the film director Roberto Bellini (8) offered him a role in his latest film, but he turned it down because he had just accepted a job with a small firm specializing (9)the construction (10) racing catamarans. One day the famous skipper Chris Dickson asked him to sail (11) him.

6. In November 1994, the first Eurostar passenger service departed (1) London's Waterloo International Station for the Gare du Nord, Paris. This high-speed, high-tech train is (2)..... flashiest thing in the entire British Rail network, although it will not be able to reach (3) top speed in Britain (4) the turn of the century, when the new rail link between London and Folkstone (5) completed.

7. These days, most town centres look similar (1) each other. This is largely because they have the same shops, belonging (2) the same companies. There are, of course, advantages to this situation. (3) instance, if you buy something from a chain store while you are (4) holiday which you later wish to return or have replaced, you can take it back to your local branch. However, many people have little to say in favour of the modern high street. In the past, the high street was (5) of small, independent shops, most of (6) specialized (7) one type of service or product. So, there would (8) been a baker's, a cobbler's, a hardware shop and so on. They not (9) offered a more personal service, but also a more friendly (10)

8. The Government made (1) important decision last night. They will ban all cars (2) the centre (3) town as pollution is seriously affecting people's health. They will allow only bicycles (4) buses to enter (5) town center. They (6) making plans for a new environmental police force. After (7), they must do something before it's (8) late.

9. When John saw the large crowd (1) had gathered (2) the street, he wasn't sure (3) first what had happened. There were (4) many people blocking the way into the hotel, that he had to push his way (5) them to get (6) the door. At the door he found two policemen (7) were trying to hold the crowd back. "What on earth is going (8)?" he asked them. Then John noticed that some of the crowd was holding placards (9) read: "We love you Sally". (10) course, that was it. Sally Good was a footballer, the first woman to play for England.

10. Stephen arrived in Bluffville (1) the early evening, and walked (2)..... the bus station through the town center, looking for somewhere to stay. There was a huge old-fashioned hotel, though it (3)..... obviously closed. The windows (4) street level were covered (5) sheets of corrugated iron. Once there must (6)been many travelers passing (7) Bluffville, but now the motorway to the south passed the town several miles (8), and so very few people stopped. Stephen found a telephone in a run-down bar, and (9).....the nearest motel (10)..... turned out to be seven miles away on the motorway. He asked the barman, (11) was reading a comic book, how (12) a taxi would cost to take him to the motel. The man stared hard at Stephen before he said, "No taxis here – haven't been any for more than ten years".

3. Fill in the gaps with the appropriate words from the box.

accessible	developing	former connections	to set up	mission
seminar	established	grants	briefed	accommodation

Last year we had a company, actually based in Northern Ireland, which wanted to get into the Latin American market, and they had no (1) in the area. They first of all attended a (2) that we ran in Belfast where we (3) industry on the new economic and political situation in Latin America. They decided then that they wanted to visit the markets and so they were able to join a (4) which we supported by giving (5), that's to say a travel and(6) grant which makes it obviously more(7) for a company to enter the market. They went out to the market, found immediately a company that wanted their product and were able(8) a million dollar order on that first visit from that visit they then (9) a local representative who is busy (10) their market, so that was quite a nice example.

4. Complete the sentences with the following words.

<i>shareholders,</i>	<i>directors,</i>	<i>management,</i>	<i>nationality</i>
<i>restrictions,</i>	<i>board,</i>	<i>assistant,</i>	<i>public company</i>

1. The company's note-paper must list either all or none of the names of its.....
2. Directors need not be.....
3. They are responsible for the.....of a company's affairs.
4. They are not subject to any residence or.....
5. A.....must have at least two directors.
6. The shareholders are to elect.....of directors.

7. Some companies also have.....general managers.

5. Complete the sentences with the following words.

*excess, exchange, rates, bureau de change, customers,
market forces, currency, valid*

1. In foreign countries the trade in money with is usually carried out at.....

2. for various currencies are determined by and they change every day.

3. Selling and buying foreign for local is usually carried out in.....

4. The exchange rates are.....regionally.

5. The amounts in of a certain sum sometimes special.....are set.

6. Fill in the blanks with one of the suggested words. Each word can be used only once. Don't change the words. Some words are going to be left unused.

1. discuss, mind, let, difficult, problem, better, pass, have, when, leave, hate

ANDY: I don't know what to do about Gemma. She's so (1) to work with. She keeps forgetting to (2) on important messages, and she won't (3) anybody help her when she's busy.

JOAN: Have you actually talked to her about all this?

ANDY: That's part of the problem. I've tried to (4) the problem with her, but she always says she's too busy to stop and talk. I've even tried asking her to (5) lunch with me, but she doesn't want to.

JOAN: I think I'd (6) have a chat with her. How long has she been like this?

ANDY: Oh, it's several weeks now.

JOAN: Well, I'd really like to have known about the (7) earlier. Never (8), I'll see what I can do.

ANDY: Thanks very much.

2. persuading, looking, lovely, suppose, refuses, rather, ask, phone, forward, make

SID: Look, there's Angela. Isn't she (1)?

TOM: She's all right. You really like her, don't you?

SID: Oh, yes. I dream of taking her out for a meal or a film, but I'm afraid to (2) her.

TOM: Why?

SID: Well, I (3) I'm afraid of looking foolish if she (4)

TOM: If you like her so much, you shouldn't be afraid to risk it. Anyway, I'm sure she won't refuse.

SID: Really? OK. I'll (5) her tonight.

TOM: Good. I'm glad I've succeeded in (6) you to phone her.

SID: Why do you say that?

TOM: I happen to know she (7) fancies you. I told her I'd make you phone her! She'll be looking (8) to hearing from you!

3. *house, would, afraid, letter, make, word, later, actually, tell, enough, seldom*

BRIAN: Good morning Phil, could we have a (1) in my office?

PHIL: Of course.

BRIAN: I'm sorry to have to (2) you, but I'm (3) you failed to achieve high (4) sales to earn a bonus this month. I suppose it was the bad weather?

PHIL: Yes, I expect it was. I'm very sorry for letting you down.

BRIAN: OK. I'm sure you'll (5) it up soon. (6) I'm thinking of sending one or two junior sales staff on a course next month. (7) you be interested in going?

PHIL: Yes, I would be.

BRIAN: Good. See you (8) then.

PHIL: Yes. Thank you. Goodbye.

4. *order, failing, help, losing, customer, apparently, improve, to post, spare, deserve, involve*

CILLA: Can you (1) me with these packages?

DAVE: Of course.

CILLA: I've got to get them all posted today. One of our big (2) has said he'll consider going to another supplier if we don't (3) our delivery times.

DAVE: Have we been (4) to deliver on time? I didn't know that.

CILLA: (5) someone forgot to send an (6) last month. So I agreed (7) them

myself this time, because we can't risk (8) such an important customer.

7. Complete the blanks with one of the words given. Do not change the words. Each word can be used once only.

1. public, average, sight, particular, whole

1. I suppose I enjoyed my holiday on the
2. I might be able to help you. What do you want to know in?
3. Larry is so famous that he doesn't appear in very often.
4. The police are coming! Stay out of until they leave.
5. How many cars do you sell, on, every week?

2. breath, hurry, return, words, detail

1. Can you tell me about the plans in?
2. If I give you the information, what will you give me in?
3. I ran for the bus, and now I'm out of
4. He says he's ill. Or in other, he doesn't want to come.
5. Sorry, I can't stop. I'm in a

3. doubt, delay, impression, heart, strike

1. I was under the that you enjoyed working here.
2. We can't go by train. The train-drivers are on
3. This is without a the best washing machine on the market.
4. John learned his first speech by
5. Please hurry. We need these documents without

8. Complete the sentences with the correct form of the words in brackets.

1. It is (necessity), when going on a long trip, to plan well in advance.
2. She became a (success) singer after many years of hard work.
3. I was under the (impress) that I needed qualifications for this job.
4. Reading a newspaper is an (effect) way of keeping informed.
5. That shop has a (various) of sweets to choose from.
6. You must take out (insure) before you can drive a car
7. It's important to get a good (educate) in order to find a job.
8. The police are always happy to give you (assist).
9. This boutique has a wide (select) of clothes.
10. Honesty is a very (value) asset.
11. Doctors have proved that smoking is (harm).
12. I like it here. The people are really (friend).
13. Paintings by this (art) have been sold for millions of pounds.
14. Our school has closed because there is a (short) of teachers.
15. My new (employ) is paying me a much higher salary.
16. The local council have decided to (wide) the main road.
17. I'm a terrible card player. I'm really (hope).
18. Bill now works in (partner) with two other architects.
19. The magazine seems to have nothing in it but (advertise) for cosmetics.

20. The runner was (qualify) after a blood test.
21. This firm has been very (produce) in recent years.
22. Of course, appearance is of great importance, but I think
(person) matters most.
23. I am glad you're safe after such a (danger) journey.

III. GRAMMAR

Put the verbs in brackets into the correct form.

1. How long (you, wait) for me? I'm really very sorry.
2. Yesterday I (meet) a friend of mine whom I (not, see) for a long time.
3. Shut the door! The room (be) full of smells which (come) from the kitchen. Mother (not, like) kitchen smells in the room.
4. Now she (read) the book which I (give) her yesterday.
5. The message (arrive) five minutes after he (leave) the house.
6. (you/see) the film on television last night?
7. George fell off the ladder while he (paint) the ceiling.
8. You'll feel better after you (have) something to eat.
9. The music at the party was very loud and could (hear) from far away.
10. The room (clean) at the moment.
11. The coffee (taste) delicious.

Cross out the incorrect option.

1. There's someone at the door. It can be /must be the postman.

2. Don't worry, you don't have to / mustn't pay now.
3. It was 5 o'clock an hour ago. Your watch can't be / mustn't be right.
4. I suppose that our team must win / should win, but I'm not sure.
5. Let's tell Diana. She could not / might not know.
6. I can't find my wallet. I am sure, I must leave / must have left it in the car.
7. There were a lot of people at the party. It is not strange that he didn't notice you.
He can't have noticed / can't notice you.
8. He told me that he was going to leave for Kyiv. But I saw him yesterday. He might have missed / might miss the train.
9. Why haven't you posted the letter! You made a mistake! You should post / should have posted it yesterday.

Change the grammatical structure of the sentences using the Modal Verbs.

1. I'm sure that David took your books by mistake.
.....
2. It was a mistake to park outside the police station.
.....
3. I'm sure they haven't eaten all the food. It's not possible!
.....
4. Jack is supposed to have arrived half an hour ago.
.....
5. It was a waste of time worrying, after all!
.....

Put the verbs in brackets into the correct infinitive form or -ing form.

1. He enjoyed (talk) of the pleasures of traveling.

2. Would you mind(come) again in a day or two?
3. She didn't object to(do) the room.
4. My brother wanted me (bring) him a book.
5. Mother made me (eat) the soup.
6. I saw him (drop) his bag.
7. She heard somebody (walk) up to her door.
8. When did you have your watch (repair)?
9. She was expected(arrive) at the week-end.
10. Many books are known (publish) in our country every year.
11. This work seems (take) much time.
12. He is likely (win) the prize.
13. He went home without (see) the film
14. The tickets are going (pay) for.
15. He didn't approve of her (drink) so much coffee.

Each sentence has one grammatical mistake. Find it, underline and write the correct option.

1. We are not looking forward to go back to school.
2. We are going to let her to write the letter.
3. I was so tiring that I went to bed at seven o'clock.
4. The museum guard asked the visitors to not touch the exhibits.....
5. The road joined the two villages is very narrow.

6. When I asked Joan about her work she said she had lost her job and is short of money. ...
7. He has no difficulty to do it.
8. He said me that he might come today.
9. I come here for learning English.
10. I have read an interested story.
11. He used to going swimming.
12. She is used to live in this city.
13. We got used to eat Japanese food.
14. The grass needs to cut.
15. I look forward to see him soon.
16. He insisted to go to London.
17. He succeeded to gain the prize.
18. He is quite capable to do that.
19. I told him to not come on Monday.
20. I watched the boys to play hockey.

Change the grammatical structure of the sentences using Passive Voice.

1. The students greeted the famous lecturer warmly.
.....
2. She looks after the patients well.
.....
3. He will give my brother English lessons.

.....
4. A friend of his has shown me an interesting magazine.

.....
5. They are translating this article now.

.....
6. One uses chalk for writing on the blackboard.

.....
7. By three o'clock the workers had loaded the trunks.

.....
8. They were building a new concert-hall in our street.

Change the grammatical structure of the sentences using Reported Speech.

1. "Sit down at the table and do your homework", said my mother to me.

.....
2. "Don't forget to clean your teeth", said granny to Helen.

.....
3. "I can't explain this rule to you", said my classmate to me.

.....
4. Mike said: "We have bought these books today".

.....
5. He said: "I shall not stay with my friends too long".

.....
6. She said: "They are leaving next Monday".

.....
7. He said: "I saw them at my parents' house".

8. She asked me: "Why didn't you come here yesterday?"

.....

9. She asked me: "What will you do tomorrow if you are not busy at your office?"

.....

10. He asked me: "Do you often go to see your friends?"

.....

11. I said to the man: "Are you living in a hotel?"

.....

12. He said to me: "Will you see your friends before you leave Kyiv?"

.....

13. "Do you know where the Browns live?", we asked a passer-by.

.....

14. "There are a lot of trains to my station on Sunday", said John to us.

.....

15. Where is he going?

He didn't tell anybody

16. Where does he live?

Nobody knew

17. How much did she pay for it?

I had no idea

18. How long will it take your brother to get to Madrid?

He wondered.....

19. Have they sold the picture?

I didn't know.....

20. Does she know the name of the man?

I doubted

Complete the article using the correct form of the verbs in brackets

JD steps across the Channel to buy Chausport

By Samantha Pearson

JD Sports Fashion kicked off its plans for international expansion by _____¹ (buying / to buy) Chausport, a French sportswear chain, for €8m cash, or roughly £7m.

The UK's third-biggest sportswear retailer by turnover said it would acquire all 78 stores and share capital of Chausport, which _____² (is based / bases) in northern France, and inherit its net debt of €2m.

Young shoppers – less affected by the recession than their parents – _____³ (did continue / have continued) to queue for popular brands of trainers and tracksuits in the downturn, allowing JD _____⁴ (performing / to perform) better than some on the British high street.

The company _____⁵ (was saying / said): 'This strategic acquisition gives JD the opportunity for further growth by entering a new and sizeable European market outside of its established bases in the UK and Ireland.' **FT**

B Find and correct the error in each sentence.

- 1 You shouldn't to ask for a discount.
- 2 We decided outsource the design work to a firm in India.
- 3 Where do you go right now?
- 4 I'm leaving now and I give you a lift if you like.
- 5 I don't know if we will be hire a new sales assistant this quarter.

Complete the article with who, which or that. In some cases, more than one answer is possible.

Profile: Young CEO Thiago Abreu

Thiago Abreu, 25, runs his own company. The young CEO, _____¹ put himself through university and earned a degree in chemistry, now runs INTChem. The firm, _____² does on-site water and soil sampling and carries out environmental damage analysis, is based in Brasilia. How do you get to be a CEO at 25? 'My mother is the person _____³ really made me believe in myself' says Abreu. 'I come from a very poor place, a small village. It isn't a place _____⁴ produces many businessmen. But here I am.' INTChem, _____⁵ currently has contracts with two large oil companies and a handful of other smaller businesses, keeps Abreu busy. 'I guess I'm the kind of person _____⁶ likes it that way,' Abreu says.

Choose the answer a), b), c) or d) which best fits each sentence.

1. he gets,.....

- a) Richer, more he has friends c) Richer, more friends he has
b) The richer, the more friends he has d) The richer, the more he has friends

2. We can't use the sports hall yet because it

- a) is still built b) is still being built c) is still building d) builds

3. I enjoy, but I wouldn't like it all my life.

- a) teaching, to do b) to teach, to do c) teaching, doing d) to teach, doing

4. Her parents don't want married.

- a) her get b) that she get c) her to get d) that she gets

5. As soon as she came in I knew I..... her before.

- a) have seen b) saw c) was seen d) had seen

6. of the two applicants got the job?
a) Who b) What c) Which d) Whose
7. Travelling bus is cheaper than taking a taxi.
a) by b) on c) at d) in
8. Sam doesn't like fruit, and Jim doesn't
a) neither b) either c) too d) nor
9. I prefer walking to work going by bus.
a) rather than b) from c) than d) to
10. Being late is not only rude very inconvenient for others.
a) while b) but c) whereas d) but also
11. I've been feeling tired lately, doctor.
a) such b) the most c) more and more d) many
12. Food here is more expensive I thought.
a) than b) then c) as d) such
13. I asked Sue where
a) were we going b) are we going c) will we go d) we were going
14. I spent the whole evening watching television. -
a) I do so b) So did I c) So I did d) So am I
15. We asked how to the station.
a) getting b) to get c) to have got d) to having got
16. I'm the boss. I'm not used to told what to do.
a) be b) being c) been d) have being
17. I prefer driving traveling by taxi.
a) than b) then c) to d) as
18. The students went to sleep during the boring lecture.
a) bored b) boring c) bore d) bore of
19. the weather was very bad, we had a picnic.
a) despite b) in spite of c) in spite d) although
20. If I the money, I will buy a new car.
a) will have b) have c) had d) would have

21. John's coming to see you,.....?
- a) hasn't he b) wasn't he c) doesn't he d) isn't he
22. He the staff of the school in 1988.
- a) joined b) joins c) has joined d) had joined
23. Like any top sportsman he had to train very
- a) hard b) hardly c) harder d) hardest
24. It was a great party. You to have come.
- a) must b) should c) ought d) may
25. I would like tennis today.
- a) playing b) to play c) play d) the playing
26. I'm going to buybread.
- a) a b) few c) many d) some
27. I'm going to take a taxi. Six miles too far for me to walk.
- a) is b) are c) be d) were
28. you apologize or I'll never speak to you again.
- a) Neither b) Nor c) Either d) Both
29. you know, it's Tom's birthday next week.
- a) like b) as c) in spite d) despite
30. Ann and I arrived the same time.
- a) in b) at c) on d) up
31. In deserts there isn't grass.
- a) the b) some c) any d) a
32. Many people he was the greatest boxer of all time.
- a) believe b) is believing c) are believing d) believes
33. To be the best the world is not easy.
- a) from b) in c) of d) up
34. The Walker's boy, is four, has just started at nursery school.
- a) which b) im c) his d) who
35. He's getting the 9.15 train,?
- a) hasn't he b) wasn't he c) is he d) isn't he

36. She is nearly two years than him.
a) more young b) younger c) the younger d) young
37. Charles and Kate to live in the country.
a) use b) are used c) used d) were using
38. He wanted a house the school to get to work easily.
a) next b) near c) close d) for
39. In the 19th century a few people succeeded in balloons.
a) in flying b) to fly c) into flying d) flying
40. Mr. Brown, accompanied by his wife and children, tonight.
a) have arrived b) arrive c) are arriving d) is arriving
41. It is difficult this test.
a) to pass b) pass c) passed d) passing
42. Mary will need a new dress for the party.
a) making b) to make c) made d) of making
43. Our neighbours appeared after their vacation.
a) relaxing b) relax c) relaxed d) relaxedly
44. Morris got his dog him the newspaper.
a) to bring b) bring c) brought d) is bringing
45. Don't your clothes on the bed.
a) lain b) laid c) lie d) lay
46. She wouldn't lend me any money if I her.
a) will ask b) asked c) ask d) have asked
47. Jack was an excellent tennis player. He beat anybody.
a) was b) ought c) could d) must
48. "What's that noise?" - "It sounds a baby crying".
a) like b) if c) at d) as
49. I her since we students.
a) have known, have been b) knew, are
c) know, have been d) have known, were
50. "You look tired. How long?" - "For three hours"

- a) you have been studying c) have you been studying
b) are you studying d) you were studying

51. It when I got up yesterday morning.

- a) was raining b) were raining c) is raining d) has been raining

52. He plays tennis very well,?

- a) does he b) doesn't he c) isn't he d) isn't it

53. The girls wanted to help make their costumes for the play.

- a) all b) each the other c) one the other d) each other

54. I don't like milk.

- a) Neither do I b) So do I c) I don't too d) Neither I do

55. Bill has tickets for the theater and wants you with him

- a) going b) to going c) go d) to go

56. He has a very job.

- a) tire b) tired c) tiring d) to tire

57. Her illness was than we at first thought.

- a) seriouser b) most serious c) more serious d) serious

58. If she hard she will pass the examinations.

- a) studied b) studies c) study d) will study

59. The house opposite the supermarket in 1950.

- a) built b) was built c) has been built d) had built

60. Did the children enjoy when they were on holiday?

- a) each another b) theirself; c) themselves; d) himself

IV. TESTS for Revision

TEST 1

Find the correct option. Every sentence has got only ONE correct alternative.

Put a circle around the letter a), b), c) or d) of the alternative you choose.

1. How many people in your company?

- a) are they b) is it c) are there d) is

2. How much where you live?

- a) do houses cost b) does houses cost
c) does cost houses d) do cost houses

3. come to my party next Saturday?

- a) Do you can b) Can you to c) Can you d) Can

4. What in London last weekend?

- a) you were doing b) did you do c) you did d) did you

5. We in the USA.

- a) isn't b) am not c) aren't d) not to be

6. books are mine.

- a) These b) This c) That d) My

7. "..... your office in the city center?" "Yes. near the Astoria Hotel".

- a) Are, He is b) Is, It's c) Is, He's d) Is it, it

8. Oxford isn't Bath.

- a) as beautiful than b) so beautiful than
c) such beautiful d) as beautiful as

9. I work for a company. head office is in London.

- a) The company b) The company has
c) The companies d) The company's

10. Do you like Oxford? - Yes,

- a) I like b) so I do c) I does d) I do

11. We can't use the sports hall yet because it

- a) is still built b) is still being built c) is still building d) builds

12. Would you mind me that pencil?

a) to pass b) pass c) passing d) that you should pass

13. Oxford?

a) Since when you live in b) How much time you are living in

c) How long have you been living in d) How long time are you living in

14. Tom drove along the narrow road.

a) carefully b) careful c) care d) for care

15. It is said that Chinese is perhaps the world's language to master.

a) hardest b) more hard c) harder d) the hardest

16. After he an Olympic gold medal he became a professional boxer.

a) have won b) had won c) was winning d) wins

17. She asked me how big

a) is your house b) my house was c) was my house d) is my house

18. My friend let his bike yesterday.

a) to borrow b) me borrowing c) me to borrow d) me borrow

19., what would you spend it on?

a) When you had a lot of money b) If you had a lot of money

c) If you would have a lot of money d) If you shall have a lot of money

20. I smoking last year, but I didn't.

a) ought to give up b) ought to have given up

c) ought given up d) oughted to give up

21. When I lived in France, I a lot of wine.

a) was used to drinking b) was used to drink

c) got used to drink d) used to drinking

22. I'd rather English than Swedish.

a) you should learn b) you learnt c) that you might learn d) you learn

23. he gets,

a) Richer, more he has friends c) Richer, more friends he has

b) The richer, the more friends he has d) The richer, the more he has friends

24. It's time some work.

a) for to do b) she would do c) she did d) she were to do

25. It's now 9 o'clock and the train arrive at 8.15.

a) had to b) must c) was due to d) is going to

26. If he hadn't known the boss, he the job.

a) wouldn't get b) hadn't got
c) wouldn't have got d) wouldn't had got

27. She can have her portrait

a) paint b) painted c) painting d) to paint

28. What will you do when studying?

a) you've finishing b) you'll have finished
c) you finish d) you're going to finish

29. I wish Japanese.

a) I could speak b) I would speak
c) I can speak d) I'll be able to speak

30. I'm not grammar.

a) interested to learn b) interested in learning
c) interesting to learning d) interesting in learning

PART II: Writing

Please, give as full answers as possible to the following questions:

1. What makes a good teacher?

2. Which is, in your opinion, the most striking invention of the mankind? Why?

3. The media shape people's opinion and influence their choices. Discuss.

4. Outline at least five aspects of everyday life in Ukraine, to a group of foreign students visiting your country.

TEST 2

ACTIVE VOICE, QUESTIONS, SYNONYMS, PARTS OF SPEECH

Write down four forms of the following verbs .

1. beat

2. begin

3. bring

4. break

5. buy

6. built

7. catch
8. choose
9. come
10. cost
11. cut
12. do
13. draw
14. drink
15. drive
16. eat
17. fall
18. fight
19. find
20. forbid
21. forget
22. forgive
23. get
24. give
25. go
26. grow
27. have
28. hear
29. hold

30. hurt

Translate the following sentences from Ukrainian into English.

31. Вони грають у волейбол з ранку.

32. Мій батько гарно пише вірші.

33. Вона все ще вивчає іспанську мову.

34. Коли я прийду додому, я зателефоную вам.

35. Минулого разу ми зустріли його біля входу до кінотеатру.

36. Після того, як він провів декілька днів у Парижі, він поїхав до Амстердаму.

37. У той час коли вчителька розповідала новий матеріал, учні уважно слухали.

38. Завтра вранці я буду працювати у бібліотеці.

39. Він ще не написав доклад.

40. Я перекладу цей текст завтра к 3 годині.

Write down the correct forms of the verbs.

41. How long (you, wait) for me? I'm really very sorry

42. Yesterday I (meet) a friend of mine whom I (not, see) for a long time.

43. Shut the door! The room (be) full of smells which (come) from the kitchen. Mother (not, like) kitchen smells in the room.

44. Now she (read) the book which I (give) her yesterday.

45. The message (arrive) five minutes after he (leave) the house.

TEST 3

Write down the correct forms of the verbs.

I had a terrible time last Saturday. It was rather cold, but quite sunny, so after lunch I walked into town. I (1)..... (want) to buy a pullover. I (2) (look) in the window of a clothes shop when someone (3) (steal) my wallet. While I (4) (walk) home it (5) (begin) to rain and I arrived home cold and miserable. I (6) (decide) to have a hot bath. I (7) (get) ready to have my bath when the doorbell (8) (ring). It was a salesman and it took me several minutes to get rid of him. Unfortunately, all the time he (9) (talk) to me the water (10) (run). You can imagine the state of the bathroom!

Tag-questions.

11. Let's have a drink,?

12. Don't drive too fast,?

13. You left early,?

14. Someone's got to pay,?

15. You don't take sugar,?

16. You are not doing what I told you,?

Complete the table with the derivatives of the words given.

	NOUN	ADJECTIVE	VERB	ADVERB
17. slightly				
18. owner				
19. popular				
20. honest				
21. inspect				
22. amazement				
23. strangely				
24. recognize				
25. follow				
26. historian				
27. wholeheartedly				
28. eager				
29. news				
30. friendly				
31. happiness				
32. rocky				

Find synonyms to the words in bold.

33. calmly	suddenly	quietly	enthusiastically	strangely
34. amazement	appointment	improvement	amendment	astonishment
35. happen	occur	widen	occupy	obvious
36. scream	script	screen	cry	scratch
37. shining	sparkling	shocking	prevailing	touching

TEST 4

Find synonyms to the words in bold.

1. buy	order	purpose	purchase	sell
2. suit	costume	sew	suppose	suggest
3. attractive	attentive	beautiful	ugly	interesting
4. expect	expose	expensive	expand	think
5. greet	great	greedy	welcome	welfare
6. gift	glide	prescribe	preserve	present
7. prosperity	wealth	poverty	property	priority
8. to witness	to observe	to realize	to wear	to weep
9. successive	success	following	suffering	expensive
10. quietly	quite	loudly	calmly	quickly
11. exciting	interesting	excessive	missing	exceeding

Choose the correct option a), b), c) or d)

1	It's not easy to call from there so I won't phone you unless there _____ a problem.	
	a) is	b) will be
	c) would be	d) isn't
2	If you try to ask her about it, she _____ the same thing.	
	a) always says	b) is always saying
	c) always said	d) would always say
3	It sounds like John _____ over as team captain next season.	
	a) will have taken	b) will be taken
	c) will be taking	d) will take
4	If I didn't already know you were brother and sister, I _____ guessed.	
	a) would never have	b) never have
	c) had never	d) will never have
5	She was exhausted when she reached the finish. She _____ for four hours.	
	a) wasn't running	b) had been running
	c) had ran	d) was run
6	I found this old photo while I _____ my desk drawer.	
	a) had cleared out	b) cleared out
	c) would clean	d) was tidying

7	“Did you help with the washing up?” “No. I offered but Jane ____ it.”	
	a) already was doing	b) already had been doing
	c) had already done	d) did already
8	I couldn’t come out with you last night because I _____ for my exams.	
	a) was studying	b) had studied
	c) studied	d) had been studying
9	I had _____ that I was worried they would make me pay an extra charge.	
	a) such a big luggage	b) so many luggage
	c) a lot luggage	d) so much luggage
10	“ ____ that film before?” “Yes, but I didn’t mind seeing it again.”	
	a) Didn’t you saw	b) Hadn’t you seen
	c) Hadn’t you been seeing	d) Weren’t you seeing
11	She _____ the car pulling out of the side rode and drove straight into it.	
	a) hadn’t been noticed	b) didn’t notice
	c) hadn’t been noticing	d) wasn’t noticing
12	He was so late that _____ our dinner by the time he got home.	
	a) we’d been having	b) we’d had
	c) we had	d) we were having

13	When I looked at my watch, I realized _____ for over an hour.	
	a) I was waiting	b) I waited
	c) I had been waiting	d) waiting
14	I got _____ scarf for my birthday.	
	a) a beautiful blue Italian silk	b) a silk blue Italian beautiful
	c) an Italian blue beautiful silk	d) a blue beautiful Italian silk
15	That is _____ ashtray. Don't you think?	
	a) a triangular strange green glass	b) a strange triangular green glass
	c) a green triangular strange glass	d) a glass green triangular strange
16	We have _____ table.	
	a) an oval antique dining oak	b) an oval oak antique dining
	c) an dining antique oval oak	d) an antique oval oak dining
17	The survey showed that _____ control 90% of the country's wealth.	
	a) rich	b) a rich
	c) the rich	d) richest
18	This charity raises money for _____	
	a) blind peoples	b) blind
	c) blinds	d) the blind
19	The children are tired because they went _____.	
	a) to bed late	b) late to bed

	c) bed late	d) bed to late
20	He has told everyone that I'm his girlfriend, but I ____.	
	a) even don't like him	b) don't even like him
	c) like even don't him	d) don't like him even
21	They _____ criticized for selling their story to the newspapers.	
	a) heavily have been	b) have heavily been
	c) have been heavily	d) have heavily being
22	We often go back to that restaurant because they serve _____.	
	a) such a delicious food	b) such delicious food
	c) so delicious food	d) so delicious a food
23	He laughed _____ that everyone turned around and looked at him.	
	a) loudly	b) such loud
	c) so much loudly	d) so loudly
24	"I didn't pass my driving test" "Neither _____"	
	a) am I	b) do I
	c) did I	d) have I
25	"I've got a headache!" "So _____ I"	
	a) have	b) did
	c) am	d) got
26	"He is not going there" "But I _____"	

	a) didn't	b) do
	c) don't	d) am
27	I'm very busy. I work all night to finish.	
	a) will be able to	b) won't have to
	c) will have to	d) would must
28	Is this dress expensive as the red one?	
	a) as	b) more
	c) than	d) most
29	There isn't milk in the fridge.	
	a) some	b) no
	c) any	d) many
30	The party was great. We enjoyed very much.	
	a) themselves	b) yourself
	c) ourselves	d) theirselves
31	We can't use the sports hall yet because it	
	a) is still built	b) is still being built
	c) is still building	d) builds
32	The room looks nice. It	
	a) has cleaned	b) has been cleaning
	c) has being cleaned	d) has been cleaned

33	These questions at tomorrow's meeting.	
	a) are going to discuss	b) will discuss
	c) are gone to discuss	d) are going to be discussed
34	After the report, I gave it to my boss.	
	a) had been written	b) was written
	c) had written	d) was being written
35	Is there ... I can do for you?	
	a) something	b) nothing
	c) anything	d) everything
36	Do you know how much to park here?	
	a) does it cost	b) it costs
	c) to cost	d) cost
37	I feel today than I did last week.	
	a) more better	b) much better
	c) much more better	d) good
38	I hope you don't expect me that report right now.	
	a) writing	b) write
	c) to writing	d) to write
39	You shouldn't to your teacher like that. It was very rude.	
	a) have talked	b) have being talked
	c) had talked	d) talk

40	It's no good to explain what happened. They just won't listen.	
	a) to trying	b) trying
	c) to try	d) try
41 I get you something to eat?	
	a) Would	b) Shall
	c) Ought	d) Have to
42	She returned with the letters for Mr.Brown	
	a) to sign	b) signed
	c) signing	d) having signed
43	He made us for several hours.	
	a) to wait	b) waited
	c) to waiting	d) wait
44	It was very brave of him into the burning house.	
	a) rushed	b) rush
	c) rushing	d) to rush
45	He seems everyone.	
	a) suspect	b) suspected
	c) to be suspected	d) to suspect
46	They won't let us the Customs till our luggage has been examined.	
	a) to leave	b) left

	c) leaving	d) leave
47	We an agreement on a joint venture provided that our firm has a representative on your board.	
	a) could reach	b) would reach
	c) can reach	d) reached
48	I don't mind as long as there are no delays.	
	a) to travel	b) travel
	c) travelling	d) travelled
49	If you ordered now, we you a discount.	
	a) would give	b) will give
	c) gave	d) give
50	We be able to start construction you train our personnel.	
	a) wouldn't, when	b) are, in case
	c) would, as long as	d) won't, unless

TEST 5

Rephrase the following sentences.

1. Paula's work is less careful than before.

Paula has been working _____

2. Ann felt ill, but insisted on going to work.

Despite _____

3. When you eat a lot, you get fat.

The more _____ you get.

4. John's money was stolen on a train.

He _____ on a train.

5. I finished the book in two days.

It took _____ the book.

6. I learnt to swim because you encouraged me.

I _____ to swim if you hadn't encouraged me.

7. I can't take these exercises because I don't have enough free time.

If I _____ more free time, I _____

8. Has anyone ever asked you for your opinion?

Have you ever _____ for your opinion?

9. "What will you do when you leave school?" said Jannifer

Jannifer asked me _____

10. I didn't have an umbrella with me and so I got wet.

I wouldn't _____

11. I thought this film would be better.

This film wasn't _____ I expected.

12. They are building a new shopping center just outside the town.

A new shopping center _____ just outside the town.

13. Ann works reasonably hard but she used to work much harder

Ann doesn't _____

14. Do you suppose your brother could have written such a letter?

Do you suppose such a letter _____

15. Is that man looking for something?

He appears _____

Choose one of the proposed options a) b) c) or d) which has the same meaning as the given sentence.

16. *Mark avoids driving on Friday night because there's too much traffic.*

- a) Mark can't stand driving.
- b) Mark only drives on Sunday nights.
- c) Mark only drives on week-days.
- d) Mark doesn't drive on Friday nights.

17. *Even though Janet doesn't watch TV often, she's watched it every night this week.*

- a) Although Janet seldom watches TV, this week she has watched it nightly.
- b) Janet doesn't usually watch TV during the day but likes to watch it at night.
- c) Janet has watched certain TV programs every night for years.
- d) Janet usually watches TV on the weekend but never on weekday nights.

18. *It's been fifteen years since Bill stopped playing the piano.*

- a) It has been fifty years since Bill began to play the piano.
- b) After fifteen years of playing the piano, Bill still plays it.
- c) Bill used to play the piano, but hasn't played it for fifteen years.
- d) Bill has played the piano since he was fifteen years old.

19. *The price of tuna fish has doubled in three years.*

- a) Tuna fish costs twice as much as before.
- b) The cost of tuna fish goes up two or three times.
- c) The cost of tuna fish has gone up twice in the last three years.
- d) During the last three years rice has cost half as much as tuna fish.

20. *Studies show that first-born or only children are expected to be successful.*

- a) First-born or only children expect *success* according to studies.
- b) Only children are first in their studies.
- c) First born children are only successful if they study.
- d) Others expect that first-born and only children will be successful.

Complete the following sentences, using one of the proposed options a) b) c) or d).

21. _____ air traffic controllers guide planes through conditions of near zero visibility.

- a) They talk with pilots and watch their approach on radar,
- b) Talking with pilots and watching their approach on radar,
- c) Talk with pilots and watch their approach on radar,
- d) When they talked with pilots and watched their approach on radar,

22. Only after food has been dried or canned _____

- a) that it should be stored for later consumption
- b) should be stored for later consumption
- c) should it be stored for later consumption

d) it should be stored for later consumption

23. The president usually _____ unless his press secretary approves it.

a) doesn't do a statement

b) is no statement

c) doesn't state

d) doesn't make a statement

24. The Internal Revenue Service _____ their tax forms by April 1 every year.

a) makes all Americans file

b) makes all Americans to file

c) makes the filing of all Americans

d) makes all American filing

25. The shrinking range poses _____ to Africa's elephants.

a) a graver threat that is long term

b) the gravest long-term threat

c) long term the gravest threat

d) a long-term threat graver

26. West of Newport _____ , one of the many mansions surrounded by acres of gardens.

a) where the Aston stately home stands

b) the stately home stands of Aston

c) the stately home of Aston stands

d) stands the stately Aston home

27. Football teams don't play in the Super Bowl championship _____ either the

a) unless they win c) unless they will win

b) but they win d) but to have won

- a) you will inject a strong solution of pure glucose
- b) to inject a strong solution of pure glucose
- c) strong solution of glucose will inject purely
- d) inject a strong solution of pure glucose

- a) young ducks know how to swim
- b) swimming is known by young ducks
- c) the knowledge of swimming is in young ducks
- d) how to swim is known in young ducks

a) it begins c) and begin
b) does it begin d) beginning

Comment on the following in writing.

1. How to negotiate successfully?
2. How to improve efficiency of your organization?
3. Which is, in your opinion, the most striking invention of the mankind?

4. Which innovation, in your opinion, should be introduced in your organization?
5. Business is a combination of war and sport. (*Maurois*)
6. A friendship founded on business is better than a business founded on friendship. (*Rockefeller*)
7. When two men in business always agree, one of them is unnecessary.
8. The man who gets the most satisfactory results is not always the man with the most brilliant single mind, but rather the man who can best coordinate the brains and talents of his associates.
9. He who can, does. He who cannot, teaches. (*Bernard Shaw*).
10. I like work; it fascinates me; I can sit and look at it for hours. (*Jerome K. Jerome*)

Read the task and write a reply.

Last year your company used the services of Ethic-on, a corporate training company that helps organizations work more ethically. Read the letter below from Ethic-on.

Then write a reply of 120–140 words.

Dear trainee,

Last year your company received training from Ethic-on. As you know, we use case studies in our training programme. We'd like to know how you're getting on. Write to tell us whether our work made a difference or not. In your letter, please include the name of your company, its area of business and three examples of ethical practice. The examples can be of good practice or of areas where improvement may be needed.

Thank you.

Ethic-on Training Services

You have received the following e-mail. Write a short letter (50–60 words) to Mr Espen.

To: Len Smothers

From: Eva Martens

Dear Len,

I'm in Shanghai. I have an appointment on Thursday morning in Hong Kong with Tomas Espen. I was supposed to send him some drawings ahead of the meeting. They're on my desk. Please could you post them to him and apologise for not sending them earlier? Ask him to call me on my mobile if he wants to talk about them ahead of the meeting. I'm not sure if he's got my number, so could you give it to him, please?

Thanks.

Eva

IV. GRAMMAR TEST

1.	Alex _____ for an international company.
	a) working;
	b) work;
	c) works;
	d) has working.
2.	The doctor advised me _____ in bed.
	a) staying;
	b) stay;
	c) to stay;

	d) stayed.
3.	The weather _____ warmer and warmer these days.
	a) get;
	b) will get;
	c) got;
	d) is getting.
4.	Mike _____ on the project since eight o'clock.
	a) has been working;
	b) is working;
	c) works;
	d) is been working.
5.	They _____ each other for five years.
	a) know;
	b) have known;
	c) knew;
	d) have been knowing.
6.	My parents think I _____ a business one day.
	a) have started;
	b) am starting;
	c) will start;
	d) start.
7.	This time last month she _____ on a sunny beach.
	a) was sitting;
	b) were sitting;

	c) sat;
	d) had sat.
8.	I went to the newsagent's _____ a newspaper this morning.
	a) to buy;
	b) buying;
	c) bought;
	d) buy.
9.	They _____ to the radio when the postman came.
	a) are listening;
	b) listened;
	c) will be listening;
	d) were listening.
10.	There is no use _____ for him. He is not coming.
	a) wait;
	b) to wait;
	c) waited;
	d) waiting.
11.	The bus _____ in fifteen minutes.
	a) leaves;
	b) leaving;
	c) leave;
	d) will leave.
12.	Young people _____ more and more difficult to find work these days.

	a) are finding;
	b) found;
	c) finding;
	d) will find.
13.	Thomas is learning how _____ the piano at the moment.
	a) playing;
	b) plays;
	c) to play;
	d) play.
14.	There is _____ bread to make some sandwiches for lunch.
	a) many;
	b) a lot;
	c) too;
	d) enough.
15.	My uncle comes _____ Australia.
	a) from;
	b) to;
	c) in;
	d) –.
16.	Gary isn't interested _____ politics.
	a) at;
	b) in;
	c) with;
	d) of.

17.	Look at the clouds. It _____.
	a) will rain;
	b) rains;
	c) is raining;
	d) is going to rain.
18.	The job involves _____ all over the world.
	a) travelling;
	b) to travel;
	c) be travelling;
	d) travel.
19.	They made us _____ outside for half an hour.
	a) to wait;
	b) wait;
	c) waiting;
	d) waited.
20.	The players are tired. They _____ for three hours.
	a) had been training;
	b) are training;
	c) have been training;
	d) trained.
21.	It had been raining all morning. _____, the football match was cancelled.
	a) Nevertheless;
	b) Moreover;

	c) As a result;
	d) Because.
22.	I wonder what time _____.
	a) it is;
	b) is it;
	c) is;
	d) it.
23.	It was _____ beautiful old building that I decided to take a picture of it.
	a) such;
	b) so;
	c) such a;
24.	_____ Ann nor Helen attended the meeting.
	a) Both;
	b) Also;
	c) Either;
	d) Neither.
25.	David won _____ large amount of money in a competition last week.
	a) the;
	b) a;
	c) –;
	d) some.

26.	You _____ to go to the electricity company. I'll pay the bill at lunchtime.
	a) don't have;
	b) need;
	c) mustn't;
	d) can't.
27.	Motorists must drive _____ through housing estates.
	a) careful;
	b) careless;
	c) carefully;
	d) carelessly.
28.	The committee _____ a meeting once a week.
	a) has;
	b) have had;
	c) is having;
	d) will has.
29.	He said he _____ meet me at the station and told me to take a taxi.
	a) shall;
	b) should;
	c) couldn't;
	d) won't.
30.	You won't get a visa _____ you have your passport with you.
	a) if;
	b) when;

	c) in case;
	d) unless.
31.	_____ you manage to finish all work last night?
	a) Have;
	b) Did;
	c) Had;
	d) Do.
32.	When rain falls, everything _____ wet.
	a) get;
	b) got
	c) getting;
	d) gets.
33.	He _____ a cold for almost a week.
	a) has;
	b) has had;
	c) is having;
	d) will be having.
34.	She bought _____ shopping that she could hardly carry it all.
	a) so little;
	b) so few;
	c) so much;
	d) such a lot.
35.	The boys were chopping wood while the girls _____ the fire.
	a) have been lighting;

	b) were lighting;
	c) light;
	d) lit.
36.	He entered the door without _____ on the door first.
	a) to knock;
	b) knock;
	c) knocking;
	d) knocked.
37.	Mr. Brown's car _____ from the office yesterday.
	a) was stolen;
	b) stole;
	c) is stolen;
	d) has been stolen.
38.	Tim's parents were proud _____ him for passing his exams.
	a) with;
	b) on;
	c) for;
	d) of.
39.	The artist wasn't satisfied _____ the price he was offered for his painting.
	a) for;
	b) with;
	c) in;
	d) of.

40.	Linda has moved house, _____?
	a) has she;
	b) does she;
	c) hasn't she;
	d) she has.
41.	They start work _____ nine o'clock every morning.
	a) at;
	b) on;
	c) in;
	d) till.
42.	If you don't like this programme, you can _____ something else.
	a) to watch;
	b) watch;
	c) watching;
	d) watched.
43.	If I _____ you, I wouldn't worry so much.
	a) am;
	b) will be;
	c) are;
	d) were.
44.	His car is not _____ mine.
	a) as old as;
	b) so older as;
	c) old as;

	d) so old.
45.	Is that bag _____?
	a) you;
	b) your;
	c) yours;
	d) you're.
46.	They haven't decided _____ to have the party.
	a) whenever;
	b) wherever;
	c) what;
	d) where.
47.	_____, she had breakfast, then she got dressed.
	a) First of all;
	b) Then;
	c) Finally;
	d) All in all.
48.	_____ free time do you have each week?
	a) How often;
	b) How long;
	c) How much;
	d) How many.
49.	I need _____ rice to make this dish.
	a) some;
	b) a;

	c) few;
	d) a few.
50.	That's the girl _____ party I went to last Saturday.
	a) that;
	b) whose;
	c) who's;
	d) where.
51.	Travelling _____ bus is cheaper than taking a taxi.
	a) on;
	b) by;
	c) at;
	d) in.
52.	Teddy and Greg always play tennis _____ the weekend.
	a) till;
	b) in;
	c) by;
	d) at.
53.	That's the cottage where Jane _____ to live.
	a) got used;
	b) used;
	c) is used;
	d) was used.
54.	Cross Pine Avenue and _____ going until you get to the hotel.
	a) get;

	b) keep;
	c) carry;
	d) go.
55.	_____ he had revised the most important chapters, he went to bed.
	a) After;
	b) While;
	c) Before;
	d) During.
56.	I won't leave unless you _____ me everything I have to know.
	a) don't tell;
	b) won't tell;
	c) will tell;
	d) tell.
57.	Tracy, _____ office is next to mine, is American.
	a) which;
	b) who's;
	c) whose;
	d) that.
58.	She works _____ a teacher in a primary school.
	a) as;
	b) like;
	c) such as;
	d) –.
59.	I'm sure she's telling the truth. She _____ be lying!

	a) could;
	b) ought;
	c) can't;
	d) mustn't.
60.	She said she wasn't sure. She _____ join us later.
	a) shall;
	b) might;
	c) have to;
	d) must.
61.	Why don't you apply _____ a new job if you don't like the one you have now?
	a) for;
	b) in;
	c) at;
	d) with.
62.	_____ he's rich, he never spends any money.
	a) Despite;
	b) In spite of;
	c) Although;
	d) Due to.
	The authorities _____ rebuilding the houses.
	a) are being;
	b) been;
	c) have;

	d) are.
64.	He lives in a small flat _____ is near the train station.
	a) who;
	b) what;
	c) which;
	d) whose.
65.	She _____ that she wasn't feeling well.
	a) told;
	b) said;
	c) spoke;
	d) expressed.
66.	"Help _____ to some coffee," she said.
	a) you;
	b) itself;
	c) yours;
	d) yourself.
67.	They left an hour ago, _____ they?
	a) did;
	b) do;
	c) weren't;
	d) didn't.
68.	There's not _____ time left until we have to leave.
	a) many;
	b) too;

	c) much;
	d) such.
69.	Luggage _____ to be collected in the luggage reclaim area.
	a) are;
	b) is;
	c) has;
	d) must.
70.	The plane _____ off at seven o'clock.
	a) takes;
	b) is taking;
	c) will take;
	d) has taken.
71.	Jason is a very _____ child who easily bursts into tears.
	a) generous;
	b) determined;
	c) ambitious;
	d) sensitive.
72.	Red clothes really _____ you.
	a) matches;
	b) go with;
	c) fit;
	d) suit.
73.	That's the woman _____ handbag was stolen.
	a) who;

	b) whose;
	c) who's;
	d) which.
74.	We _____ the ancient temple yet.
	a) have visited;
	b) didn't visit;
	c) haven't visited;
	d) visited.
75.	The doctor ordered Joe _____ in bed until he got better.
	a) to remain;
	b) remain;
	c) remaining;
	d) remains.
76.	Make sure you _____ both ways before crossing the street.
	a) watch;
	b) see;
	c) look;
	d) stare.
77.	We were playing chess _____ Tim called.
	a) while;
	b) when;
	c) after;
	d) as.
78.	I haven't seen Helen _____ we left school.

	a) for;
	b) yet;
	c) from;
	d) since.
79.	While on holiday we spent hours _____ on golden beaches.
	a) lieing;
	b) lie;
	c) lying;
	d) lied.
80.	He _____ home when it started to rain.
	a) walked;
	b) walks;
	c) had walked;
	d) was walking.
81.	My sister is very shy; she _____ friends easily.
	a) makes;
	b) does;
	c) doesn't make;
	d) doesn't do.
82.	We are looking _____ our summer holidays.
	a) forward to;
	b) up;
	c) after;
	d) at.

83.	My mother and I have always been close _____ each other.
	a) with;
	b) at;
	c) by;
	d) to.
84.	The _____ time Bob called me was the day before yesterday.
	a) next;
	b) last;
	c) once;
	d) least.
85.	_____ did Mary get married?
	a) How long ago;
	b) How long;
	c) What;
	d) Who.
86.	He had finished his homework _____ seven o'clock.
	a) in;
	b) since;
	c) by;
	d) at.

87.	They returned from _____ trip to Spain last month.
	a) theirs;
	b) they;

	c) there;
	d) their.
88.	She is tired because she _____ the house all morning.
	a) had been cleaning;
	b) has been cleaning;
	c) is cleaning;
	d) has cleaned.
89.	What _____ the weather like?
	a) does;
	b) is;
	c) will;
	d) has.
90.	I _____ from university by the year 2015.
	a) am going to graduate;
	b) will be graduating;
	c) will graduate;
	d) will have graduated.
91.	In poor countries, _____ people have the benefit of a good education.
	a) a little;
	b) little;
	c) few;
	d) a lot.
92.	She _____ that she wasn't feeling well.

	a) said;
	b) spoke;
	c) told;
	d) expressed.
93.	“Stop _____ that noise!” my sister said to me.
	a) to make;
	b) making;
	c) to do;
	d) doing.
94.	You need to have _____ experience for this job.
	a) lots;
	b) many;
	c) a few;
	d) a lot of.
95.	This time tomorrow afternoon I _____ to France.
	a) be travelling;
	b) am travelled;
	c) will be travelling;
	d) will have been travelling.
96.	They felt _____ to see their pictures in the newspaper.
	a) proud;
	b) proudly;
	c) happily;
	d) unhappily.

97.	It's easy to tell that Stephanie is your sister, because she looks _____ your.
	a) like;
	b) as;
	c) such;
	d) as if.
98.	Mary was _____ for days after she failed her exam.
	a) depressed;
	b) frightened;
	c) delighted;
	d) uneasily.
99.	The only people who can _____ the building are those who live there.
	a) lead;
	b) march;
	c) enter;
	d) attack.
100	If I _____ you, I'd talk to the parents.
	a) am;
	b) would be;
	c) had been;
	d) were.
101	Her teacher _____ her to study harder.
	a) speak;

	b) told;
	c) said;
	d) want.
102	When _____ I feed the animals?
	a) need to;
	b) should;
	c) ought;
	d) might.
103	The parcel _____ by a courier the other day.
	a) will be delivered;
	b) is delivered;
	c) was delivered;
	d) has been delivered.
104	I hope he _____ me some money.
	a) will lend;
	b) lend;
	c) lent;
	d) lends to.
105	He heard someone _____ for help.
	a) to shout;
	b) shouting;
	c) shouted;
	d) to shouting.
106	If you _____ hard, you will pass your exam.

	a) studied;
	b) will study;
	c) had studied;
	d) study.
107	Who _____ the window?
	a) did break;
	b) break;
	c) broke;
	d) have broken.
108	Most university students _____ on campus in their first year.
	a) lives;
	b) live;
	c) are living;
	d) will be lived.
109	I _____ want to be a practicing doctor but now I am more interested in research.
	a) was used to;
	b) would;
	c) used to;
	d) am getting used to.
110	We _____ the experiment three times now with different results each time!
	a) have done;
	b) did;

	c) have been doing;
	d) do.
111	I _____ the doctor at 2.00 this afternoon so I can't go to the lecture.
	a) am seeing;
	b) see;
	c) will see;
	d) have seen.
112	My sister _____ economics and politics when she goes to university.
	a) studied;
	b) is studying;
	c) will studies;
	d) is going to study.
113	After the meeting, the President shook hands _____ the Prime Minister.
	a) to;
	b) with;
	c) -;
	d) by.
114	Whenever the telephone rings late at night, I always _____ bad news.
	a) want;
	b) expect;
	c) wait for;
	d) hope.
115	If the trend continues, the average income _____ by 107% by 2020.

	a) will increase;
	b) will have increased;
	c) will be increasing;
	d) increases.
116	You can base your geography assignment on _____ country – it doesn't matter which.
	a) a;
	b) some;
	c) an;
117	d) any.
	There aren't _____ places left on the course so you'd better apply soon.
	a) a lot;
	b) much;
118	c) many;
	d) lots.
	The manager interviewed _____ candidates in turn.
	a) each of the;
119	b) each;
	c) every;
	d) a.
119	I know it's not much of a present but I made it _____.
	a) your;
	b) yourself;
	c) me;

	d) myself.
120	The government has released some _____ data.
	a) shock;
	b) shocking;
	c) shocked;
	d) shockingly.
121	This factory produces some of _____ cameras in the world.
	a) best;
	b) better;
	c) the best;
	d) good.
122	_____ people live in the countryside than 100 years ago.
	a) Few;
	b) Little;
	c) Less;
	d) Fewer.
123	The bookshop _____ the end of the road is excellent.
	a) at;
	b) on;
	c) along;
	d) in.
124	There were _____ people around the world watching the football match live on television.
	a) million;

	b) millions;
	c) million of;
	d) millions of.
125	Scientists finally _____ to find a cure for the disease after years of research.
	a) can;
	b) managed;
	c) could;
	d) was able.
126	When you write your essays you _____ copy ideas from books without referencing them properly.
	a) mustn't;
	b) don't have to;
	c) have to;
	d) should.
127	_____ this magazine report, more women smoke than men nowadays.
	a) Due;
	b) Except;
	c) Apparently;
	d) According to.
128	What will you do if you _____ a good score?
	a) didn't get;
	b) don't get;

	c) will get;
	d) won't get.
129	If I didn't have to work tonight, I _____ to relax now.
	a) am able;
	b) was able;
	c) would be able;
	d) will be able.
130	The minister _____ is responsible for education has just resigned.
	a) what;
	b) who;
	c) which;
	d) - .
131	Today many items such as plastic bottles and newspapers_____.
	a) are being recycled;
	b) are recycling;
	c) recycle;
	d) are recycled.
132	These drugs are the best medicine available as a treatment at the moment, _____ they are expensive.
	a) despite;
	b) because;
	c) since;
	d) although.
133	Learning a foreign language is important because it helps you to

	understand other cultures better. _____ it can be a useful skill in many other areas of work.
	a) However;
	b) Despite this;
	c) Though;
	d) In addition.
134	The day before the holiday, the men worked _____ than usual.
	a) hard;
	b) hardest;
	c) harder;
	d) hardly.
135	I don't know what this sentence _____.
	a) is meaning;
	b) means;
	c) do mean;
	d) does means.
136	Bill was driving into town when he ran _____ petrol.
	a) out of;
	b) off;
	c) over;
	d) up.
137	The film started _____ so you have missed quite a lot.
	a) for half an hour;
	b) half an hour ago;

	c) since half an hour;
	d) half an hour.
138	I'll write to you as soon as I _____ my exam results.
	a) will know;
	b) am going to know;
	c) am knowing;
	d) know.
139	This dictionary is _____ useful than that one.
	a) as;
	b) least;
	c) fewer;
	d) less.
140	Until last week, he _____ a motor bike before.
	a) never had ridden;
	b) had never ridden;
	c) had ever ridden;
	d) had ridden never.
141	Let's take a break soon, _____?
	a) are we;
	b) do we;
	c) shall we;
	d) will we.
142	My father normally reads a paper while eating _____.
	a) a breakfast;

	b) the breakfast;
	c) some breakfast;
	d) breakfast.
143	The first thing they did when they met after twenty years was to hug_____.
	a) themselves;
	b) someone else;
	c) each other;
	d) each others.
144	I asked Ruth where _____her coat.
	a) did she buy;
	b) she had bought;
	c) she has bought;
	d) had she bought.
145	I always avoid _____ on the bus because it makes me feel ill.
	a) to read;
	b) read;
	c) reading;
	d) to reading.
146	While my car _____ , I was wandering round the city centre.
	a) was being repaired;
	b) was repaired;
	c) would be repaired;
	d) is being repaired.

147	_____ Martin could easily afford to go on holiday, he never does.
	a) Despite;
	b) Although;
	c) However,;
	d) In spite of.
148	He gave us _____ useful information!
	a) too;
	b) so;
	c) such a;
	d) such.
149	It was so cold, I had to spend the _____ day indoors.
	a) whole;
	b) every;
	c) all;
	d) each.
150	Everyone has to comply with the law, _____?
	a) don't you;
	b) don't we;
	c) don't they;
	d) doesn't one.
151	The audience started cheering _____ he began singing his hit song.
	a) since;
	b) as soon as;

	c) therefore;
	d) so that.
152	The cold wind did little _____ the surfers.
	a) discouraging;
	b) to discourage;
	c) discouragement;
	d) than discouraing.
153.	These are the mountains _____ the snow leopard.
	a) being home to;
	b) where are home;
	c) that are home to;
	d) home of.
154	The coastal environment was harmed _____ the oil spill.
	a) resulting of;
	b) as a result of;
	c) of resulting;
	d) at the result of.
155	Jennifer thought the sport of caving _____ .
	a) particularly seemed frightening;
	b) particularly seemed frightened;
	c) seemed particularly frightening;
	d) seemed frightening p[articularly.
156	If Mary were more careful, she wouldn't _____ to pick up her bag when she left the theater.

	a) forget;
	b) be forgetting;
	c) have been forgetting;
	d) have forgetting.
157	I'd rather we _____ to the theater last weekend than the ballet.
	a) went;
	b) had gone;
	c) would have booked;
	d) would had booked.
158	Tim begged us _____ the TV channel while his favourite show was on.
	a) to not change;
	b) not to change;
	c) to change;
	d) change.
159	_____ that it's better to book our concert tickets on the Internet; the prices are cheaper online.
	a) I doubt;
	b) It's unlikely;
	c) It's sure;
	d) I suppose.
160	_____ a wonderful play! The cast and costumes were amazing!
	a) So;
	b) How;

	c) What;
	d) That.
161	Mark's job as a stuntman was difficult at first, but then he slowly _____ used to it.
	a) got;
	b) was getting;
	c) would get;
	d) was.
162	_____ the author's books were on sale at the book festival.
	a) All of;
	b) Any of;
	c) Every of;
	d) Several.
163	Tom _____ to the show tonight; he doesn't even like musicals!
	a) mustn't go;
	b) can't be going;
	c) needn't go;
	d) shouldn't have gone.
164	Adam would _____ tai chi one day.
	a) like to try;
	b) like trying;
	c) like to be trying;
	d) like try.

165	_____ , we will come and pick you up in the car.
	a) Could it rain;
	b) It ought to rain;
	c) Might it be rain;
	d) Should it rain.
166	Jean watched the instructor carefully and _____ how to improve her technique.
	a) learned easy;
	b) easy to learn;
	c) learned easily;
	d) easily learned.
167	What are you cooking? It _____ !
	a) is smelling wonderful;
	b) smells wonderful;
	c) is wonderful smelling;
	d) wonderfully smells.
168	“Are you taking the car to your grandparents?” “No, we’re going _____ foot. It’s only two miles.”
	a) on;
	b) in;
	c) by;
	d) with.
169	Uncle Andrew has been living in Spain _____ now.,m
	a) since a number of years;

	b) for a number of years;
	c) over a number of years;
	d) a number of years ago.
170	The brothers both play football but _____ of them likes basketball.
	a) neither;
	b) not one;
	c) no one;
	d) none.
171	Emily _____ a gap year when she finishes school; it's all planned.
	a) will be taking;
	b) will take;
	c) is going to take;
	d) is taking.
172	The children are _____ I thought they were asleep.
	a) as quiet as;
	b) so quiet as;
	c) too quiet that;
	d) so quiet that.
173	Mum is _____ dinner ready at the moment.
	a) having;
	b) getting;
	c) cooking;
	d) making.

174	I have a lot of friends at school but only _____ them are in my class.
	a) a few;
	b) few;
	c) a little;
	d) little.
175	Jonathan is a really good pianist but he _____ to perform in public.
	a) has before;
	b) has already;
	c) has since;
	d) has yet.
176	We went to all the big cities in Spain on our class trip, but we liked Madrid _____ .
	a) better;
	b) more;
	c) the best;
	d) the better.
177	Patricia likes all films _____ horror films.
	a) except from;
	b) apart for;
	c) apart from;
	d) but for.
178	I could manage an appointment on Monday or Tuesday; _____ days suits me fine.
	a) both;

	b) neither;
	c) all;
	d) either.
179	We _____ to meet at the entrance of the museum at 10 o'clock.
	a) are;
	b) suppose;
	c) must;
	d) had better.
180	Artificial intelligence is _____ advanced field that years of study are required to work on it.
	a) such an;
	b) so;
	c) a such;
	d) such.
181	This is a fantastic tablet; my friend recommended _____.
	a) it to me;
	b) me to it;
	c) it me;
	d) me it.
182	The truth is, I'm not _____ happy with Roger's performance on the project.
	a) at least;
	b) a lot;
	c) at all;
	d) a little.

183	George hopes to become _____ after he graduates.
	a) engineer;
	b) an engineer;
	c) the engineer;
	d) one engineer.
184	Don't argue – just go with the _____ .
	a) course;
	b) movement;
	c) flow;
	d) drift.
185	Harry is _____ at sport than his brother.
	a) for the best;
	b) much better;
	c) good enough;
	d) too good.
186	I enjoyed visiting family in Paris, _____ the last day it rained.
	a) except;
	b) apart;
	c) besides;
	d) aside.
187	Her mother talks about her as if _____ the most talented child!
	a) being;
	b) she had been;

	c) she were;
	d) she has been.
188	Ron _____ play football, he plays rugby and hockey too.
	a) just doesn't;
	b) just does;
	c) does just;
	d) doesn't just.
189	Cassie didn't make it onto the cheerleading team because she _____ the necessary dance skills.
	a) has lacked;
	b) is lack;
	c) lacks;
	d) is lacking.
190	Terry couldn't download the document and _____ .
	a) nor do I;
	b) neither did I;
	c) not me;
	d) neither could I.
191	If you _____ to go into town, could you pick up the new laptop I ordered?
	a) happened;
	b) are happening;
	c) will happen;
	d) happen.
192	Research has proved that _____ smartphone can be dangerous

	to use.
	a) being manufactured poorly;
	b) manufacturing the poor;
	c) poor manufacturing;
	d) poorly manufactured.
193	You'll never be a good swimmer _____ you practise regularly.
	a) unless;
	b) because;
	c) if;
	d) in case.
194	When _____ , Olive's an expert.
	a) it's coming to sewing;
	b) it comes to sewing;
	c) come to sew;
	d) coming to sew.
195	Georgia's decision to move out _____ surprise.
	a) caught me in;
	b) caught me by;
	c) was caught by my;
	d) was caught in my.
196	My dad can't sing very well and _____ .
	a) nor me;
	b) me too;
	c) neither can't I;

	d) neither can I.
197	Kim is a brilliant dancer _____ thast she's only been learning for a year.
	a) provided;
	b) supposing;
	c) saying;
	d) given.
198	Neither the police _____ the FBI know how long the investigation will take.
	a) or;
	b) either;
	c) nor;
	d) also.
199	Of the two teeners, one is often in trouble and _____ .
	a) not the other is;
	b) not is the other;
	c) is not the other;
	d) the other is not.
200	The students _____ bring water into the exam hall but food was prohibited.
	a) were bound to;
	b) were likely to;
	c) were allowed to;
	d) werev supposed to.
201	_____ the office than Rebecca showed up.

	a) The sooner you left;
	b) No sooner you had left;
	c) You hadn't left sooner;
	d) No sooner had you left.
202	I wouldn't advise _____ for the job without good references.
	a) to apply;
	b) apply;
	c) applying;
	d) to be applying.
203	Amy is really tired; by the time she finished today she _____ for 12 hours straight!
	a) will be working;
	b) will work;
	c) is going to work;
	d) will have been working.
204	I _____ that we would be working on the science project together but we have to do it individually.
	a) had hoped;
	b) had been hoping;
	c) was hoping;
	d) have hoped.
205	Jason is having difficulty adjusting to working in an office; he's not used _____ a shirt and tie every day.
	a) to wear;

	b) of wearing;
	c) to wearing;
	d) for wearing.
206	I like this exhibition because _____ exhibits are interactive.
	a) most the;
	b) mostly the;
	c) most of;
	d) most of the.
207	There are _____ people who don't own a smartphone.
	a) little;
	b) very few;
	c) a little;
	d) lots.
208	Look at the time! We _____ late for the robotics seminar.
	a) will be;
	b) will have been;
	c) have been;
	d) are going to be.
209	The computers are old and slow and _____.
	a) need replaced;
	b) need to replace;
	c) need to be replacing;
	d) need replacing.

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