



**Лексико-граматичний практикум
з підготовки до єдиного вступного
іспиту з англійської мови
до частини «Використання мови»**

Міністерство освіти і науки України
Вінницький національний технічний університет

**Лексико-граматичний практикум
з підготовки до ЄВІ з англійської мови
до частини «Використання мови»**

**Електронний практикум
комбінованого (локального та мережного) використання**

Вінниця
ВНТУ
2023

УДК 811.111:37.09.64

Л43

Автори:

Л. М. Магас, О. В. Столяренко, А. А. Слободянюк, Т. Г. Рудницька

Рекомендовано до видання Вченою радою Вінницького національного технічного університету Міністерства освіти і науки України (протокол № 9 від 30.03.2023 р.)

Рецензенти:

В. М. Бойчук, доктор педагогічних наук, професор

О. Ю. Пінаєва, кандидат педагогічних наук, доцент

С. О. Кот, кандидат філологічних наук, доцент

Л43 **Лексико-граматичний практикум з підготовки до ЄВІ з англійської мови до частини «Використання мови»** : електронний практикум комбінованого (локального та мережного) використання [Електронний ресурс] / Магас Л. М., Столяренко О. В., Слободянюк А. А., Рудницька Т. Г. – Вінниця : ВНТУ, 2023. – 89 с.

Лексико-граматичний практикум призначений для самостійної та/або під керівництвом викладача (факультативної) підготовки до ЄВІ (єдиного вступного іспиту) з англійської мови. Практикум містить приклади ЄВІ-тестів, стратегічні підходи з підготовки до частини «Використання мови», практичні рекомендації, помилки, які можуть виникнути під час підготовки, довідковий матеріал, тренувальні лексичні і граматичні вправи.

УДК 811.111:37.09.64

© ВНТУ, 2023

ЗМІСТ

Про ЄВІ.....	4
Підготовка до ЄВІ вдома.....	5
Помилки у підготовці до іспиту.....	6
Лайфхаки при підготовці до ЄВІ.....	7
Приклади оригінальних лексичних ЄВІ-завдань на «Використання мови».....	8
Collocations.....	11
Prepositions.....	15
Phrasal Verbs.....	21
Words easily confused	24
Derivatives.....	35
Lexical examination practice	44
Приклади оригінальних граматичних ЄВІ-завдань на «Використання мови».....	52
Підготовка до граматичної частини «Використання мови».....	55
Clauses and sentence structure.....	56
Verbs and verbals.....	57
Subject-verb agreement.....	59
Modals.....	61
Active and passive forms.....	62
Infinitives.....	63
Gerunds.....	64
Adjectives that are formed from verbs.....	65
Pronouns.....	66
Demonstrative adjectives.....	66
Parallel structures.....	67
Connecting ideas.....	68
Nouns.....	72
Articles.....	74
Word order.....	76
Comparisons.....	78
Grammar examination practice	80
Список використаної літератури.....	88

Про ЄВІ

З 2021 року ЄВІ (єдиний вступний іспит) з іноземної мови (англійської, німецької, французької або іспанської) є обов'язковим для вступу до магістратури на всі спеціальності. Тест передбачає володіння іноземною (англійською) мовою на рівні B1-B2. Основними складовими іспиту є такі частини (блоки): «Reading» та «Use of English». ЄВІ проходить із використанням організаційно-технологічних процесів здійснення зовнішнього незалежного оцінювання. Тестові завдання єдиного вступного іспиту з іноземних мов укладаються відповідно до програми єдиного вступного іспиту з іноземних мов, затвердженої наказом МОН № 411 від 28.03.2019.

Для детальної інформації про першу частину «Читання» та алгоритм підготовки до завдань радимо ознайомитися з роботою «Методичні вказівки з підготовки до ЄВІ з англійської мови до частини «Читання» / Уклад. Л. М. Магас. – Вінниця : ВНТУ, 2021. – 41 с.

За структурою іспит схожий на ЗНО. Головна відмінність – ЄВІ складається лише з двох частин:

- читання (Reading): 22 питання, що тестують уміння працювати з англомовними текстами, розуміти основну думку, здатність підібрати правильний заголовок до абзацу, відповісти на запитання після прочитання;
- використання англійської мови (Use of English): 20 питань, які перевіряють рівень знання граматики та словниковий запас студента, вміння доречно використовувати слова та фрази.

Запорукою успішного складання іспиту є навчання на спеціалізованих курсах з підготовки до ЄВІ у ВНТУ, які вже кілька років успішно функціонують, та самостійна підготовка. Не обов'язково витратити кілька годин на день на практику. Важливо займатися регулярно та ефективно. Якщо у вас є лише 15–30 вільних хвилин на день, використовуйте їх з користю для англійської мови. А для цього потрібно визначити свої слабкі сторони та намітити стратегію підготовки до ЄВІ з англійської мови.

Оскільки в тесті перевірятиметься читання та вміння використовувати мову, варто всі сили скерувати саме на розвиток цих навичок. Наведемо ще поради щодо покращення Reading:

- поповнюйте лексичний запас як словами, так і цілими фразами, стійкими виразами й ідіомами. Важливо також запам'ятати різні варіанти використання одного англійського слова залежно від контексту;
- читайте більше текстів, щоб розуміти та запам'ятовувати, як вживаються слова, у якій формі, як комбінуються з іншими конструкціями у реченні;
- вивчайте англійську лексику на популярні теми, які точно зустрінуться на іспиті.

ПІДГОТОВКА ДО ЄВІ ВДОМА

Як і будь-який стандартизований тест з іноземної мови, ЄВІ з англійської мови має певний набір тем і правил граматики для перевірки. Тому регулярна практика та робота з тренувальними й торішніми тестами допоможуть швидше зрозуміти, що від вас вимагається і на що потрібно звернути увагу насамперед.

Перше, з чого необхідно розпочати, – це оцінити свій час і дедлайни. Немає сенсу «накидатися» на англійську в перші тижні – це призведе лише до вигорання. Важливо правильно оцінити свою завантаженість та подумати, як у вільний час ефективно та комфортно готуватися до ЄВІ.

У покращенні читання та граматики можуть допомогти ваші повсякденні заняття, наприклад, перегляд стрічки новин або постів у соціальних мережах, навіть відео у TikTok. Але, звісно, хоча б із мінімальною аналітикою. Розглянемо прості способи «прокачати» англійську за 15–30 хвилин.

- Регулярно читайте. Не тільки топіки на загальні теми, але також новини та блоги. Підпишіться на англійськомовні розсилки журналів і ресурсів новин, читайте тексти з різною тематикою.
- Слухайте подкасти, лекції та аудіорозповіді. По-перше, ви зможете поповнити словниковий запас, по-друге, розширити світогляд.
- Дивіться відеоконтент англійською. Наприклад, на YouTube та інших стрімінгових платформах. Це можуть бути ті самі новини, лекції, огляди, документальні фільми, виступи фахівців різних сфер. Багато тематичних виступів є на TED talks.

Немає єдиного правила або секрету, який допоможе ефективно скласти ЄВІ з англійської мови, але існують методики, які сприяють комфортній та продуктивній підготовці до тестування. Наприклад, можна використовувати перевірені методики з тайм-менеджменту.

- Складіть study plan – він же список цілей. Допоможе у цьому метод SMART. Продумана стратегія зробить підготовку до ЄВІ з англійської регулярною, різноманітною і при цьому не втомлюватиме вас.
- Пишіть списки. Розбийте свою основну мету на підзавдання – так буде зручніше визначити послідовність кроків та просуватися у навчанні, розставити пріоритетність та дедлайни, відслідковувати прогрес.
- Робіть паузи. Підготовка до ЄВІ не має викликати вигорання або відбити бажання вивчати англійську мову. Щоб не втратити мотивацію, не забувайте про відпочинок, вчасно змінюйте вид діяльності. Це допоможе вам урізноманітнити своє навчання. Якщо вам важко самим це зробити, використовуйте одну з методик тайм-менеджменту, наприклад «метод помідора», «принцип 1–3–5» або «метод 90 на 30».

ПОМИЛКИ У ПІДГОТОВЦІ ДО ІСПИТУ

Кожен студент унікальний, тому помилки та промахи теж у всіх різні. Але є загальні моменти у підготовці до ЄВІ з англійської, яких краще уникати.

- Починати підготовку за кілька днів/тижнів до іспиту. Навіть із хорошими знаннями англійської важко потренувати всі знання, отримані за 4 роки, за такий короткий період. Тому краще розпочати заздалегідь, щоб залишився час на опрацювання слабких сторін.
- Займатися нерегулярно. Навіть якщо ви почнете підготовку завчасно, але займатиметеся нерегулярно або закинете навчання на самому початку – це не допоможе отримати високий бал на тестуванні. Тільки систематична практика (різноманітна, продумана і з короткими перервами) допоможе досягти бажаного результату.
- Ігнорувати пробні випробування ЄВІ. Як ми вже неодноразово зазначали, пробний тест допоможе зрозуміти поточний рівень англійської мови та визначити слабкі місця, ознайомитися зі структурою іспиту, відстежувати прогрес, навчитися контролювати час, відведений на тест.
- Не аналізувати тренувальні та минулорічні тести. Вони дозволяють зрозуміти, які теми найчастіше трапляються, вимоги до завдань, допомагають визначити фронт робіт. Знайти їх можна на офіційному сайті іспиту. Крім того є спеціалізовані посібники з завданнями, максимально наближеними до реального іспиту ЄВІ.

ЛАЙФХАКИ ВІД СТУДЕНТІВ ТА ВИКЛАДАЧІВ ПРИ ПІДГОТОВЦІ ДО ЄВІ З АНГЛІЙСЬКОЇ

- використовуйте техніку швидкого читання, сканування тексту – у вас не буде часу кілька разів перечитати кожен абзац, тому потрібно навчитися швидко шукати ключі в англійському тексті, слова-підказки;
- вчіть не слова, а цілі фрази, особливо звертайте увагу на collocations – фіксовані фрази;
- звертайте увагу на словотвори: запам'ятавши один іменник, можна за допомогою додавання певного суфікса або закінчення зробити з нього дієслово та прикметник;
- розширюйте словниковий запас синонімами та антонімами;
- не забувайте про специфічну граматику деяких слів, наприклад, одні можуть вживатися тільки в множині або однині, деякі завжди мають перед собою артикль тощо;
- запам'ятовуйте не лише правила, а й винятки з них.

Крім того, не забувайте стежити за часом під час пробних тестів. Прикро буде втратити бали просто тому, що ви витратили багато часу на легкі перші завдання і не встигли навіть спробувати зробити решту. Застосовуйте логіку, аналізуйте та не піддавайтеся паніці.

Не забувайте хвалити себе та ділитися успіхами з викладачами й близькими людьми. Правильна підготовка до ЄВІ, впевненість у своїх силах та спокій на іспиті допоможуть отримати високий бал.

Отож, «Use of English» перевіряє наскільки добре ви знаєте слова, синоніми, фразеологізми – тобто наскільки широким та глибоким є ваш словниковий запас. А також у цій частині перевіряється наскільки добре ви знаєте граматику: часи, граматичні структури, частини мови, однина, множина і т. д. Оскільки ЄВІ містить 6 завдань (Tasks), останні два є саме на «Використання мови».

ПРИКЛАДИ ОРИГІНАЛЬНИХ ЛЕКСИЧНИХ ЄВІ-ЗАВДАНЬ НА «ВИКОРИСТАННЯ МОВИ»

Task 5. У цьому завданні в текст потрібно буде вставляти слова з запропонованих варіантів. Тому важливо розбиратися в словах, що мають подібне значення, або знати, які слова вживаються у сталих словосполученнях, та ін.

Наводимо приклади завдань з тестування ЄВІ у 2021 році (1 та 2 зміни відповідно):

Частина «ВИКОРИСТАННЯ МОВИ»

Use of English

Task 5

Read the text below. For questions (23–32) choose the correct answer (A, B, C or D). Write your answers on the separate answer sheet.

Tunnel Vision

More than 100,000 cars travel (23) _____ *the Holland Tunnel* daily. But while some drivers are planning their (24) _____ home, others are planning their next snack. Luckily, Ali Hoblos is there, at the corner of Varick Street and Broome Street, ready (25) _____ hot dogs or warm buns right to drivers' cars.

After 17 years of working at this corner, just one block from the tunnel's entrance, Hoblos knows drivers' dietary (26) _____ well. And he (27) _____ on traffic moving, at least slowly, because "when they're stopped, they don't usually want anything," he says.

(28) _____, Hoblos sells two or three dozen hot dogs and about as many buns each day during his noon-to-eight shift. He says there is no big difference in winter sales (29) _____ summer, and that overall his business has declined in the last year. "I think a lot of people are on diets lately, (30) _____ just after the New Year," Hoblos reports. In addition to his handful of regulars, he says his best customers are parents with kids in the car. The hardest sell is taxi drivers, who almost never buy from him. "I've been doing this a long time," Hoblos says. "You don't get rich, but you make a (31) _____. And sometimes you get a tip if they're in a good (32) _____."

23	A	across	B	under	C	over	D	through
24	A	course	B	route	C	direction	D	track
25	A	to cook	B	to buy	C	to deliver	D	to propose
26	A	likes	B	recommendations	C	flavours	D	habits
27	A	relies	B	insists	C	keeps	D	concentrates
28	A	In comparison	B	On average	C	For example	D	At last
29	A	except	B	since	C	versus	D	with
30	A	especially	B	correctly	C	properly	D	figuratively
31	A	bargain	B	business	C	living	D	loan
32	A	condition	B	mood	C	shape	D	mind

Why Do Onions Make You Cry?

Onions, like other plants, are made of cells. The cells are divided into two sections (23) _____ by a membrane. One side of the membrane contains an enzyme which helps chemical processes (24) _____ in your body. The other side of the membrane contains molecules that contain sulfur. When you cut an onion, the (25) _____ on each side of the membrane mix and cause a chemical (26) _____. This chemical process (27) _____ molecules such as ethylsulfine which make your eyes water.

To (28) _____ crying when you cut an onion, cut it under a running tap of cold water. The sulfur compounds (29) _____ in water and are rinsed down the sink before they (30) _____ your eyes. You can also put the onion in the freezer for ten minutes before you cut it. Cold temperatures slow down the reaction (31) _____ the enzymes and the sulfur compounds, so fewer of the (32) _____ molecules will affect your eyes.

23	A	circulated	B	separated	C	sorted	D	shared
24	A	occur	B	hold	C	carry	D	take
25	A	properties	B	abilities	C	contents	D	flavours
26	A	reaction	B	formula	C	pollution	D	poisoning
27	A	does	B	opens	C	discovers	D	produces
28	A	remove	B	prevent	C	protect	D	except
29	A	dissolve	B	lose	C	miss	D	steam
30	A	come	B	achieve	C	reach	D	take
31	A	among	B	through	C	between	D	along
32	A	sparkling	B	flaming	C	shining	D	burning

Для того, щоб підготуватися до «Use of English», потрібно не лише вивчити слова та граматику, а й використовувати англійську. Особливу увагу потрібно звертати на словосполучення (collocations), фразові дієслова (phrasal verbs), вживання прийменників (prepositions) та ідіоми. В англійській мові, наприклад, є дуже багато прикметників, які завжди вживаються лише з певними прийменниками. Це те, що найчастіше перевіряється на іспиті. Як це все засвоїти? Найлегший спосіб – вчити списками. Або ж користуватися підручником рівня Upper-Intermediate чи Intermediate, читати та слухати тексти, і з них вчити всю цю лексику. І обов'язково використовувати на письмі чи в усному мовленні. А також робити багато практичних завдань не лише на multiple choice, де потрібно вибрати правильну відповідь, а й на word formation – побудову слів. Далі важче – open close. Найкраще з цією метою користуватися:

- [FCE Practice Tests](#)
- [Exam English](#)

Безумовно, лексика дуже важлива, тому що без неї англійська просто не існує. Якщо ми знаємо слова, словосполучення та вирази, нам набагато легше зрозуміти почуте чи прочитане. Якщо наш словниковий запас обмежений, то і шанси виконати завдання правильно – прямо пропорційні. При підготовці можна орієнтуватися на кембриджські іспити B1 Preliminary та B2 First ті користуватися списками слів для цих іспитів:

- [B1 Preliminary Word List](#)
- [B2 First Word List](#)

Якщо ви готуєтеся самостійно, то найкраще вчити лексику за темами і обов'язково пам'ятайте про контекст: потрібно вчити слова з прикладами, а також вживати їх у реченнях. Тоді вони запам'ятовуються краще. І, оскільки цей іспит пов'язаний з текстами, якомога більше читайте для того, щоб бачити як ці слова вживаються, з якими іншими словами вони вживаються, у якій формі і т. д.

Читання ефективніше розширює ваш словниковий запас з різних тем і збільшує можливість того, що знайома вам лексика з'явиться на іспиті.

Окрім читання статей ви також можете виконувати вправи в Інтернеті, або в підручниках:

- [Memrise FCE Vocabulary](#)
- [Quizlet FCE Vocabulary](#)

Саме на використанні і тренуванні Collocations/Словосполучень, Prepositions/Прийменників, Phrasal Verbs/Фразеологізмів, Words easily confused/Слів, які легко сплутати, Derivatives/Словотворенні ми й зосередимось зараз.

COLLOCATIONS

Task 1

Complete the sentences with the collocations / expressions in the box below. Use each one only once.

in somebody's shoes	on top of	in search of	on the safe side
in charge of	in trouble with		

- 1 Mr Johnson is _____ the company's marketing department.
- 2 People who systematically cheat the tax system will one day be _____ the Tax Department.
- 3 The doctor insisted that I should be given a thorough check-up just to be _____.
- 4 The children wandered around the neighbourhood _____ their lost dog.
- 5 Nobody would want to be _____, not with all those debts he has to pay off.
- 6 After weeks of hard work, Kevin was confident he was finally _____ the situation.

Task 2

Complete the collocations below with the words in the box. You may use some of the words more than once. In some cases, more than one word may be correct.

bar bunch can clap flash flock pair pint set sheet swarm tube

of pyjamas of lightning of beer of traffic lights of flowers	of paper of soap of sunglasses of birds of toothpaste	of scissors of sheep of rules of thunder of bees
--	---	--

Task 3

The following expressions include the words day, year and time. Complete them with prepositions.

DAY	YEAR	TIME
this day and age day _____ day	all year _____ year _____ year _____ this time of the year	_____ a period of time _____ time to time _____ the first time _____ the right time _____ sb's free time _____ no time have no time _____ take time _____ work

Task 4

Complete the sentences with the collocations in the box below.

the other day	all day long	call it a day	at times	on time	in time
pass the time	ahead of its time	time and time again	for the time being		

- 1 Despite technical problems, the flight left_____ .
- 2 We'll be getting a new printer next month. So, _____ , we have to put up with this one.
- 3 Most engineers agreed that the car's design was_____ .
- 4 I started a conversation with the person sitting next to me on the bus to _____ .
- 5 I saw Sally _____ . Did you know that she had broken her leg?
- 6 The match started at 7 pm and Jack arrived just _____ for the kick-off.
- 7 Let's _____ and go home. We've been working for over twelve hours without a break.
- 8 He keeps making the same mistake _____ .
- 9 I find it very difficult to agree with you _____ . Your views can sometimes be extreme.
- 10 I have been sleepy _____ today. I don't know what's the matter with me.

Task 5

Complete the sentences with the adverbial expressions in the box below. Use each expression only once.

by and large	last but not least	every now and then	one by one
on my own	as a matter of fact		

- 1 I make an effort to visit my grandparents _____ .
- 2 _____ , the lottery numbers I had chosen came up on the screen.
- 3 I used a Do-It-Yourself manual and built the tree house _____ .
- 4 _____ , the final contender is from Venezuela.
- 5 Most people are, _____ , creatures of habit.
- 6 _____ , I didn't like the present you gave me.

Task 6

Read the sentences below. Complete the boxes with the verbs *make* or *do* and the blanks with prepositions.

- 1 My lawyer advised me to the best _____ this difficult situation.
- 2 Before signing the contract, the client wished to _____ some enquiries _____ the matter.
- 3 The university students are going to _____ research the effects of noise pollution on people.
- 4 Bill wanted to _____ a good impression _____ the company's president.
- 5 The police officer was instructed to a detailed report _____ the strange incident.
- 6 Your plan will only _____ trouble _____ the people you are supposedly trying to help.
- 7 If we good use _____ our resources, we can achieve our goal.
- 8 This ugly furniture does not _____ justice _____ this magnificent house.
- 9 We _____ a considerable contribution _____ the heart foundation every year.
- 10 Why don't you _____ yourself _____ home while I get ready?
- 11 Emissions from factories _____ considerable harm _____ the environment.
- 12 Everyone stepped aside to _____ way _____ the marching soldiers.

Task 7

Complete the blanks with the verbs *break*, *change*, *turn* or *draw*.

_____	shoes
_____	the law
_____	a habit
_____	sb's heart
_____	trains/buses
_____	a page
_____	sb's attention
_____	direction
_____	clothes
_____	a promise
_____	a corner
_____	the subject

Task 8

Read the sentences and complete them with the correct form of the verbs *break, change, cut or draw*.

- 1 I'll try to _____ Ted's mind about leaving his job.
- 2 No one was willing to _____ their silence and help the police with their investigation.
- 3 I decided to make the first move and _____ the ice.
- 4 Cowboys were known to _____ a gun on the slightest of pretexts.
- 5 The famous athlete Jesse Owens _____ four Olympic records in 1936.
- 6 My holiday was _____ short when I broke my leg while skiing.
- 7 Well, to _____ a long story short, our car broke down in the middle of nowhere.

Task 9

Fill the blanks with the verbs make or do.

_____ an appointment	_____ an exercise	_____ the most of
_____ one's best	_____ a reservation	_____ noise
_____ better/worse	_____ a suggestion	_____ well/badly
_____ certain/sure	_____ matters worse	_____ an arrangement
_____ a complaint	_____ harm/damage	_____ a difference
_____ an experiment	_____ one's	_____ fun of
_____ a decision	_____ homework	_____ a job
_____ an excuse (for)	_____ money/a profit	_____ a choice
_____ one's duty	_____ a mess (of)	_____ a request
_____ an effort	_____ a phone call	_____ sense
_____ a fool of	_____ progress	_____ a trip/voyage
_____ an escape	_____ wonders	/journey
_____ a guess	_____ an offer	_____ a mistake
_____ friends (with)	_____ wrong/right	_____ a favour
	_____ ends meet	_____ up one's mind

PREPOSITIONS

Task 1

Read the following sentences and complete them with prepositions.

- 1 Congratulations Rodney! I'm so happy _____ you and your wife.
- 2 I would be more than happy to provide you _____ our company's catalogue.
- 3 We supply all major companies _____ our products.
- 4 She takes great pride _____ her work. That's why she's the best in her field.
- 5 The government will provide housing _____ the homeless.
- 6 You shouldn't be proud _____ yourself. What you did was wrong!
- 7 The government supplied food and medicine _____ the victims of the hurricane.
- 8 The journalist was praised _____ his report _____ the starving children of Africa.

Task 2

Read the sentences and complete them with the prepositions in, on, at, by, for, from or out.

- 1 You can hand in your assignments _____ Tuesday _____ the very latest.
- 2 A tattoo is _____ life. So, think carefully before deciding on having one done.
- 3 Kick-off is in twenty minutes, so _____ the meantime, do your warm-up exercises.
- 4 _____ the beginning, I didn't want to have a party _____ my birthday, but now I've changed my mind.
- 5 Typewriters are already _____ of date.
- 6 You should read the introduction _____ the beginning of the book.
- 7 _____ now on, no one is allowed to enter the school building during the lunch break.
- 8 I haven't seen Michael _____ ages, so I'm going to visit him _____ the weekend.
- 9 It's a pity I have to remain indoors _____ such a nice day.
- 10 I can't talk to you _____ the moment. Ring me back _____ a while.
- 11 It's difficult to see the moon in the sky _____ day.
- 12 I'm really worried about Sam. He should have been here _____ now.

Task 3

Read the following sentences and complete them with prepositions.

- 1 Must I always remind you _____ the need to follow the proper procedure?
- 2 I haven't heard _____ Lisa for over two weeks now.
- 3 The police released a description _____ the wanted man.
- 4 The park was crowded _____ enthusiastic teenagers celebrating the end of the school year.
- 5 There must be a solution _____ your problem.
- 6 «I'm a failure _____ life», declared the famous actor to his adoring fans.
- 7 In some cultures staring _____ people is considered offensive.
- 8 Have you heard _____ the latest medical discovery?
- 9 A final search _____ evidence at the scene of the crime proved fruitless.
- 10 You remind me _____ myself when I was your age.

Task 4

Choose A, B, C or D to complete the following sentences.

- 1 Celia was driving to the airport, she realised that she had left her passport at home.
A As soon as B As C During D Until
- 2 I will have finished studying _____ the film starts.
A until B while C by the time D once
- 3 The audience started clapping _____ the singer came on stage.
A by the time B the moment C while D just
- 4 Peter won't leave _____ he has finished all his work.
A until B by C just as D when
- 5 I haven't heard from him _____ we finished school.
A before B as soon as C after D since
- 6 Jane was working as a journalist _____ she was writing her first book.
A during B while C just as D once
- 7 My mother used to cry _____ she heard this song.
A by the time B the moment that C whenever D until
- 8 The police officer returned my driving licence _____ he had checked it.
A just as B until C while D after
- 9 She burst out laughing _____ she saw the clown.
A as soon as B since C until D while
- 10 _____ we got back to the hotel, it was already dark.
A The moment that B As soon as C By the time D Once

Task 5

Complete the blanks with prepositions.

Adjectives		Nouns	Verbs
Accustomed _____	Familiar / sb (=well known)	knowledge_____	fill sth / sth else
addicted_____	familiar_/ sb (friendly)	a rise_____	involve _____
amused_____	be familiar /sth____	(feel) sympathy.	know sth
astonished_____	(=know well)	a talent_____	(=have knowledge of)
(un)aware_____	famous_____	a taste_____	
crazy_____	fond_____	(=flavor, brief experience)	
cruel_____	impressed_____	a taste_____	
excited_____	interested _____	(= liking, preference)	
curious_____	keen_____		
delighted_____	known		
enthusiastic_____	_____ (=regarded)		
excited_____	pleased_____		
	rude_____		
	typical_____		

Task 6

Complete the blanks with the prepositions in, on, at, for or by.

_____ hire/rent	_____ sure/certain
_____ least	_____ post/air mail
_____ the first place	_____ an excursion
_____ schedule	_____ accident
_____ a change	_____ other words
_____ the move	_____ once
_____ board	_____ public
_____ short	_____ cash
_____ one's own	_____ chance
_____ instance	_____ cheque
_____ a trip/tour	_____ a good/bad
_____ private	_____ mood

Task 7

Read the sentences and complete them with the prepositions in, on, at, under or without.

- 1 All assignments are due tomorrow _____ fail.
- 2 A computer chooses the lottery numbers _____ random.
- 3 Our house has been _____ the market for over two months but we haven't been able to sell it yet.
- 4 Everyone was _____ a state of shock after the devastating news.
- 5 I was _____ a loss for words when I was told I had won the prize.
- 6 The roadworks _____ progress are responsible for the traffic jams.
- 7 I can't go out tonight. I'm feeling a bit _____ the weather.
- 8 The train is _____ sight. It will be pulling in any minute now.
- 9 Dianne was refused entry to the club because she was _____ age.
- 10 Final - year students are _____ a lot of pressure to pass their exams.
- 11 I have bought this gym equipment _____ approval. I can return it within fifteen days.
- 12 My brother faints _____ the sight of blood.
- 13 My wife isn't here at the moment because she's away _____ business.

Task 8

Complete the sentences with the prepositional phrases in the box below.

at a glance	on the road	in order	for granted	in common
	on arrival	at heart	in some respects	

- 1 Although he seems rather abrupt at times, he is very kind _____ .
- 2 You should not take it _____ that your parents will always support you.
- 3 Everything was _____ and ready to be inspected.
- 4 _____, the earthquake doesn't seem to have caused any serious damage.
- 5 We were _____ for two days before we reached our destination.
- 6 _____ at the train station, they went straight to the platform.
- 7 Even though I don't agree with your overall argument, I do agree with you _____ .
- 8 My brother and I don't have anything _____ .

Task 9

Read the following sentences and complete them with prepositions.

- 1 Can you please translate this document _____ French _____ English?
- 2 They arrived _____ the hotel after midnight.
- 3 The lack _____ medical supplies made the doctors' task even more difficult.
- 4 The thieves divided the loot _____ themselves.
- 5 He's very generous _____ his money and supports various charities.
- 6 The teacher divided the class _____ four groups for the role-play.
- 7 The manager is very generous _____ all his staff, regardless of their position in the company.
- 8 We arrived _____ Frankfurt in the afternoon and looked for a hotel straightaway.

Task 10

Complete the blanks with the prepositions

Adjectives	Nouns	Verbs	
dependent _____	advantage _____	aim _____	cover sb/sth _____ sth
engaged _____ sb	demand _____	apologise _____ sb	depend _____
equal _____	difference _____	_____ sth	invest _____
independent _____	two things	(dis)approve _____	pay _____
_____	difference _____ sth	belong _____	rely _____
married _____	difference _____	borrow _____	spend money
grateful _____	opinion	confess sth _____	/time _____ sth
sb	disadvantage _____	sb	waste money
_____ sth	an intention _____	consist _____	/time _____ sth
	doing sth	contribute _	

Task 11

Read the following sentences and complete them with prepositions.

- 1 I found a part-time job so as not to be financially dependent _____ my parents.
- 2 The President diplomatically labelled the crisis as a difference _____ opinion between the two nations.
- 3 We have spent a fortune _____ our new house, but I think it was worth it.
- 4 The difference _____ price for the same product can vary considerably from store to store.
- 5 I will always be grateful _____ Susan _____ her support during my time of need.
- 6 The difference _____ the rich and poor is staggering in most developing countries.
- 7 My sister wastes a lot of money _____ clothes she doesn't end up wearing.
- 8 The report on corruption was completely independent _____ the government.

Task 12

Complete the blanks with prepositions.

Adjectives	Nouns	Verbs
Bad _____	a connection _____	Arrive _____ a building
Bound _____	a decrease _____	Arrive _____ a city/country
Close _____	an increase _____	Depart _____ a place
Different _____	a lack _____	Differ _____
Full _____	a reduction _____	Divide _____ sth people (=give each a _____ share of sth)
Generous _____ sb		divide sth _____ sth (=separate into small parts)
Inferior _____		divide a number _____ another number (Maths)
Separate _____		receive sth _____ sb
Superior _____		translate sth _____ one language _____ another
terrified _____		

PHRASAL VERBS

Task 1

Read the sentences and match the phrasal verbs with their definitions by writing the correct number in the box next to each definition.

LOOK

- 1 We looked after Ben's house while he was on holiday.
- 2 We are all looking forward to the opening game of the season.
- 3 The authorities promised to look into the claims of corruption.
- 4 I looked over your essay and can suggest some improvements.
- 5 Lookout! The pavement is broken and you might trip.
- 6 Look up the meaning of the word in the dictionary.
- 7 John looks down on people who aren't as rich as he is.
- 8 Children often look up to sports heroes.

have a poor opinion of respect, admire warn somebody about potential danger take care of expect sth pleasant to happen investigate inspect quickly try to find in a book or list

Task 2

Read the sentences and match the phrasal verbs with their definitions by writing the correct number in the box next to each definition

CHECK, WATCH, SHOW

- 1 We were told to check in at the airport as early as possible.
- 2 Guests are kindly reminded to check out by 12 o'clock.
- 3 The tourists were told to watch out for pickpockets.
- 4 The older children were told to watch over the younger ones.
- 5 The man was showing off his new sports car to his friends.
- 6 Everybody showed up at the party on Saturday night.

be careful about care for sb or sth, especially because it is your responsibility arrive, appear report one's arrival at a hotel/airport etc. pay the bill and leave (a hotel/clinic etc.) try to make people notice and admire
--

Task 3

Read the sentences and match the phrasal verbs with their definitions

KEEP, HOLD, CATCH

prevent from being taken away	maintain	reserve, not reveal
reach	continue	delay
not enter	rob	stay off, not approach
		wait for a short time

- 1 The government kept back vital information concerning the oil spill.
- 2 Skaters were warned to keep off the thin ice.
- 3 The students kept on working hard despite the terrible heat.
- 4 We were told to keep out of the abandoned house.
- 5 Ted, you got an A in your Biology test. Keep up the good work!
- 6 Hold on! I'll just get my jacket and we can leave.
- 7 Despite his financial problems, he managed to hold on to his fortune.
- 8 Sorry I'm late, but I was held up in traffic on the way here.
- 9 Two men held up a supermarket last night and stole £ 2000.
- 10 Even though he was injured during the race, he still managed to catch up with the other runners.

Task 4

Read the sentences and match the phrasal verbs with their definitions

CARRY, WEAR, WORK, MOVE

start living in	continue	tired	find a solution, discover
stop living in	over-excited		take part in physical exercise
perform, conduct	become thin, weak or unsuitable for further use		

- 1 It was impossible for Alison to carry on working after receiving the bad news.
- 2 Recent studies carried out by the government show that more and more people are relying on the state health system.
- 3 The fans got carried away during the concert and climbed onto the stage.
- 4 The tyres of my car have worn out. I must get new ones.
- 5 I'm too worn out to go anywhere tonight.
- 6 Scientists still haven't worked out what caused the death of the animals.
- 7 Working out on a regular basis reduces the risk of heart disease.
- 8 I took a week off work in order to move into my new home.
- 9 My landlord won't renew my contract so I have to move out by the end of the month.

Task 5

Read the sentences and match the phrasal verbs with their definitions

MAKE, DO, GROW

go towards; invent; become an adult; transform, convert; manage to; understand; steal and run away; become friends again; get rid of; become older and stop a habit; endure the lack of; constitute, form, be a member of

- 1 The thieves made off with all the precious artefacts in the museum.
- 2 The boy made up a ridiculous story about alien abduction to avoid sitting for the exam.
- 3 Let's make for the nearest village before it gets dark.
- 4 When the baby was born, we made the study into a nursery.
- 5 I couldn't quite make out what she was saying, as her English was very poor.
- 6 Even though Derek had made up with Joanne, the tension between them was still evident.
- 7 Women make up a large proportion of the workforce nowadays.
- 8 Ever since my salary cut, I've had to do without many little luxuries.
- 9 The management decided to do away with the old machinery and modernised the factory.
- 10 When I grow up, I want to become a singer.
- 11 We've grown out of the childish pranks we used to play on our teachers.

Task 6

Read the sentences and match the phrasal verbs with their definitions

PASS, FILL, LEAVE

Faint; complete; die; make completely full; pass from one generation to the next; exclude from

- 1 Our neighbour, who was 75 years old, passed away a few months ago.
- 2 The legends of this tribe have been passed down from father to son over the centuries.
- 3 The old woman passed out when she saw the thief.
- 4 I had to fill in a five-page application form for a credit card.
- 5 Could you please fill up the tank with unleaded petrol?
- 6 Our best player was left out of the team due to a knee injury.

WORDS EASILY CONFUSED

Task 1

Use the correct form of the words in the boxes to complete the sentences in each group A-H below. You may use some of the words more than once. In some cases, more than one word may be correct.

A job occupation work employment profession

- 1 People in the medical _____ work long hours.
- 2 In order to get a(n) _____ as a computer analyst, you need a degree in computer science.
- 3 Betty has been out of _____ since January.
- 4 _____ agencies help people find work in their field.
- 5 I was asked to write my present _____ on the application form.

B task course duty

- 1 They were set the _____ of cleaning the room after the meeting.
- 2 It is a nurse's _____ to make the patients feel comfortable.
- 3 Her marks are quite high, so she can choose between a medical or _____ a law at university.

C employer employee colleague assistant clerk officer attendant

- 1 The shop _____ helped me choose a jumper that suited me.
- 2 The car park _____ is responsible for parking customers' cars.
- 3 All _____ are expected to be at work by 8.30. Our _____ insists on it.
- 4 Jill worked as a(n) _____ for a law firm before entering politics.
- 5 All my _____ at the office are friendly.
- 6 Bob is a senior _____ in the armed forces.

D party crew staff

- 1 A member of a political _____ gave a speech in the town centre last night.
- 2 The teaching _____ at our school have formed a basketball team.
- 3 The search _____ had no luck in finding the missing child.
- 4 The ship's _____ served drinks as the ship set sail.

E aim goal intention challenge success ambition

1 The Maths problem was a(n) _____ and took me over an hour to solve.

2 The _____ of environmental organisations is to stop environmental destruction.

3 People with _____ will always try to achieve their _____.

4 Their first album was a great _____ and sold two million copies worldwide.

5 I have no _____ of changing my plans for tonight.

F achieve fulfil cope deal face succeed

1 John _____ in convincing his boss to give him the day off.

2 He doesn't _____ with crisis situations very well.

3 Despite his health problems, Joe _____ his ambition to play in the local football team.

4 The Johnstons are _____ financial difficulties after Mrs Johnston lost her job.

5 Kim put a lot of work into her project and _____ excellent results.

6 During his career as a teacher, he has _____ with students from different backgrounds.

G manage run operate undertake

1 You have to read the instructions carefully before you _____ the photocopying machine.

2 Brett couldn't find experienced staff so he _____ his business on his own for a few months.

3 Kate was supposed to _____ the training of the new staff.

4 The company is _____ by two people who share the responsibilities.

H skills qualities qualifications experience

1 To get the job you must have three years' _____ in telecommunications and the necessary _____ one of which is a university degree.

2 Leadership _____ are required by a Prime Minister, as well as communication _____.

3 Learning to windsurf was a fantastic _____ !

Task 2

Use the correct form of the words in the boxes to complete the sentences in each group A-G below. You may use some of the words more than once. In some cases, more than one word may be correct.

A look see watch notice regard stare glance observe

1 We spent weeks in Africa _____ the way lions catch their prey.

2 Did you _____ the tie he was wearing? It had pink elephants on it!

3 The students _____ the new teacher with curiosity.

4 Always _____ left and then right before crossing the road.

5 Don't _____ at people like that! It's really rude.

6 I _____ a great science fiction film last night.

7 Before I bought the magazine, I _____ through it quickly.

8 I couldn't help _____ the big red spots on his face.

9 Bill _____ at his watch and started running. He was late for school.

B find out invent discover detect

1 Many serious illnesses may be cured if they are _____ early enough.

2 "We must _____ as much as we can about the gang," said the detective.

3 Was it Captain Cook who _____ Australia?

4 The first camera, the Kodak 1, was _____ by G. Eastman in 1888.

C explore investigate look for look up (do) research

1 The police came to _____ the murder immediately.

2 I still have _____ to do for my project on sharks.

3 I must _____ this word in the dictionary, because I don't remember what it means.

4 Mum, I'm _____ my trainers. Have you seen them?

5 As soon as the five friends got to the cave, they decided to _____ it.

D attempt effort trial experiment

1 It takes a lot of _____ and patience to learn how to play a musical instrument.

2 John's case came to _____ and in the end he was found innocent.

3 The athlete failed in his last _____ to break the world record.

4 Many cosmetic companies claim they don't carry out _____ on animals.

5 I worked for the company for a(n) _____ period of two weeks before I was fully employed.

E audience spectators viewers sightseers onlookers witnesses

1 The _____ disagreed with the referee's decision and interrupted the football match.

2 The two teenagers claimed they were just _____ and had nothing to do with the fight.

3 Paris attracts thousands of _____ all year round.

4 At the end of the play, the _____ applauded enthusiastically.

5 The _____ were asked to give a detailed description of the accident.

6 The concert was broadcast on TV and attracted one billion _____ worldwide.

F memorise remind recall recognise

1. I didn't _____ her at first. She had changed a lot.

2. I had to _____ his phone number because I didn't have a pen to write it down.

3. I'll ring Dad to _____ him to buy coffee, otherwise he'll forget.

4. My grandfather can still _____ scenes of World War II.

G view sight image vision scene

1 The sun affects my _____ when I'm driving, so I always wear sunglasses.

2 We have a superb _____ of the sea from our balcony.

3 The child started to cry at the _____ of the dogs.

4 The television show was about the _____ you can visit in Rome.

5 The police arrived at the _____ of the accident within minutes.

6 An actor's _____ is important for his career.

7 I ran out of paint, so I couldn't finish the sky for the background _____ in the play.

8 When we were leaving the flower show, we were asked to fill in a questionnaire to give our _____ on what we had seen.

Task 3

Use the correct form of the words in the boxes to complete the sentences in each group A-H below. You may use some of the words more than once. In some cases, more than one word may be correct.

A rise raise arise lift

- 1 Should the need _____, we'll order more food for the extra guests.
- 2 The charity organisation _____ enough money to build a shelter for the refugees.
- 3 The sun _____ in the East and sets in the West.
- 4 We _____ at seven every weekday to get ready for school.
- 5 Can you _____ the table so that I can slide the rug underneath?

B grow grow up bring up (be) born become

- 1 In the last six months Joe has _____ taller by 15 centimetres.
- 2 When Brett was _____, he weighed 3.8 kilograms.
- 3 Most parents have fond memories of the years they were _____ their children.
- 4 When Jean _____, she wants to _____ a mechanical engineer.

C educate learn teach study read instruct

- 1 I always _____ a book just before I go to sleep.
- 2 John was _____ in France, so his French is very good.
- 3 Michelle works in the gym _____ people how to use the equipment properly.
- 4 In my final year I had to _____ at least four hours every day to _____ everything that was required for the exams.
- 5 I _____ Physics and Maths at the local high school.
- 6 The examiner _____ us to pick up our pens once we had _____ the questions carefully.

D behaviour attitude temper mood manner manners

- 1 My parents had to see the headmaster because of my bad _____ in class.
- 2 After the argument, Jake was in a bad _____ and wouldn't speak to anyone.
- 3 If Betty wants to keep her job, she must change her _____ towards her boss.
- 4 Where did you learn such excellent table _____?
- 5 The children like him because of his gentle _____.

6 Cliff is so calm that I have never seen him lose his _____ .
7 What you're saying should be done in a professional _____ .

F custom habit fashion trend routine

- 1 Going to work has become a daily _____ for most people.
- 2 The general _____ for men in the 1970s was to have long hair and sideburns.
- 3 In many countries it is the _____ to roast turkey for Christmas.
- 4 Sandra has the bad _____ of biting her nails.
- 5 Slightly flared trousers are in _____ this year so many people are wearing them.
- 6 If you go shopping, definitely go to Blare's. They've got all the latest _____ .

G common ordinary usual normal regular

- 1 It is _____ to feel weak when you are ill, even if you've just got a _____ cold.
- 2 _____ exercise means working out for one hour at least twice a week.
- 3 It was a(n) _____ weekend. We went to the cinema on Saturday evening and for a drive on Sunday morning, as _____ .
- 4 I get on very well with my friends because we have many things in _____ .

H eager keen enthusiastic interested willing

- 1 I am _____ to help you with your homework if you make an effort.
- 2 He's really _____ on heavy metal music. That's all he listens to.
- 3 Please sit down as I'm _____ to start the meeting.
- 4 Billy is a(n) _____ tennis player, so he plays tennis every afternoon.
- 5 Sheila is _____ in taking up gardening this spring.
- 6 We were _____ about going to Ireland for Christmas.

Task 4

Use the correct form of the words in the boxes to complete the sentences in each group A-H below. You may use some of the words more than once. In some cases, more than one word may be correct.

A travel transfer transport transmit

1 I need to _____ some money from my savings account to my current account.

2 My father usually _____ to work by car.

3 The goods were _____ to the United States.

4 The information is _____ by satellite throughout the world.

5 Jim got _____ to Bristol and he is moving there next week.

B arrive get reach come approach appear

1 It took us a long time to _____ to the theatre but we _____ in time for the first act.

2 The ocean liner _____ on the horizon and within two hours it had _____ the port.

3 Would you like to _____ to our house tonight?

4 I was _____ by a beggar asking for money.

5 We _____ at the village late at night.

C carry fetch deliver

1 Can you _____ that bottle from the top shelf?

2 Some supermarkets now arrange for your shopping to be _____ to your door.

3 I couldn't _____ the boxes by myself so I asked the shop assistant to bring them to my car.

**D voyage journey trip tour excursion travel expedition
cruise flight**

1 Our class is going on a(n) _____ to the zoo tomorrow.

2 Joan kept a diary of her _____ through Europe.

3 Our _____ on the ocean liner lasted two weeks.

4 Many explorers have died on _____ to the Antarctic.

5 It's a nine-hour bus _____ from Melbourne to Sydney.

6 We went on a Mediterranean _____ for our honeymoon.

7 We were given a(n) _____ of the ancient castle as soon as we arrived.

8 Our _____ to Bangkok was delayed so our _____ to Asia was put off for a day.

E guide direct lead ride

- 1 I recently bought a bicycle to _____ to work. Surprisingly, I get there faster than when I used to drive my car there.
- 2 Could you please _____ me to the train station?
- 3 This road _____ to the castle at the top of the hill.
- 4 We were _____ around the museum and saw its most famous exhibits.
- 5 _____ the way, John, and we'll follow you.

F address road street way direction route path

- 1 You'll need a map to find your _____ around this city.
- 2 I need your new _____ so that I can keep in touch with you.
- 3 I'll find the _____ to your house by looking up the _____ in the directory.
- 4 We must follow the _____ Judy gave us, or we'll never find the _____ her house is on.
- 5 The hikers took the _____ that led to the castle.
- 6 They walked carefully through the woods following the _____.
- 7 We were up and ready at sunrise and headed in the _____ of the mountains.

G site position location point place room space

- 1 The _____ of the house is ideal, with the living _____ overlooking the bay.
- 2 To enter the building _____ you must wear a hard hat.
- 3 What _____ do you play in the school football team?
- 4 Do you live in a _____ of your own or do you still rent?
- 5 The starting _____ for the marathon is on the corner of Bell and Church Street.
- 6 He travelled to a lot of _____ while working as a flight attendant.
- 7 There wasn't enough _____ in the house for the children to play, so I told them to go outside.
- 8 It took us over half an hour to find a parking _____.

H foreign strange different peculiar curious

- 1 He's got a _____ accent; I can't understand which part of England he comes from.
- 2 According to astrologers, Aquarians are _____ people who want to know everything about everyone.
- 3 Melissa buys a _____ car every two years.
- 4 It's definitely an advantage to know a few _____ languages.
- 5 There's a _____ smell coming from the kitchen. Is something burning?

Task 5

Use the correct form of the words in the boxes to complete the sentences in each group A-I below. You may use some of the words more than once. In some cases, more than one word may be correct.

A borrow lend let hire rent

- 1 My friends and I _____ a car to travel around the island.
- 2 Can you _____ me some money? I'll pay you back on Friday.
- 3 Some of the rooms in the country house were _____ to tourists for the weekends.
- 4 I _____ money from the bank to buy a house.
- 5 My parents _____ a tutor to help me with Maths.
- 6 The first thing I did when I went to Crete was _____ a house by the sea.

B spend waste save afford

- 1 I have been _____ a lot of money lately on things I don't really need. I usually _____ all my income and don't _____ any money for a rainy day.
- 2 John _____ too much time on the computer and doesn't pay enough attention to his homework. Of course, he can't _____ to be _____ time, especially now that he's got exams.

C bill fare fee fine ticket receipt account discount tax

- 1 The _____ department expects all customers to get a _____ with every purchase they make, otherwise they will have to pay a(n) _____.
- 2 I had to complain to the telephone company about my extremely high phone _____, which I was not prepared to pay. In the end they gave me a(n) _____ and I paid less.
- 3 When he had his wallet stolen, he didn't have any money to pay for his bus _____.
- 4 I bought an airline _____ for Madrid with British Airways.
- 5 _____ is automatically withdrawn from my pay every month.
- 6 Most universities require that tuition _____ should be paid at the beginning of each academic year.
- 7 Sheila got a parking _____ for parking on the pavement.
- 8 My parents have a(n) _____ with the local shop and pay the amount they owe every month.

D salary wage payment income bonus allowance
award reward donation

- 1 My _____ gets paid into my bank account every fortnight.
- 2 Steve's parents give him a weekly _____ which he can use any way he likes.
- 3 Some people give _____ to charity organisations.
- 4 Young workers under the age of 21 get the minimum _____ set by the law.
- 5 My _____ from my job isn't sufficient to cover my weekly expenses. Only when I get a(n) _____ as a(n) _____ for excellent results can I afford something special for myself.
- 6 Your car _____ are due on the 10th of each month.
- 7 I received a Young Achiever's _____ for getting the best exam score in the school.

E owe own possess keep belong

- 1 Who does this pen _____ to? If no one _____ it, then I'll _____ it.
- 2 Oleksandr Usyk _____ a lot of strength and speed in the ring.
- 3 They _____ their house, but still _____ some money to the bank.
- 4 He's _____ all his toys in a box in the attic.

F price prize charge value bargain worth tip

- 1 The National Lottery's main _____ was £ 2 million.
- 2 When eating out, it is advisable to leave a _____ for the waiter.
- 3 The thieves stole millions of dollars _____ of paintings from the gallery.
- 4 The _____ of our house has gone up since we renovated it.
- 5 That restaurant has very reasonable _____. It's certainly _____ for money and _____ visiting.
- 6 My new sofa was a real _____. I got it for half the price.
- 7 You can have the appliances delivered free of _____.

G **precious** **valuable** **priceless** **worthless** **economic**
economical **financial**

1 Some of Picasso's paintings are _____. Only a billionaire could afford to buy them.

2 The police have been guarding the _____ stones on display at the gallery.

3 When Rose lost her job, she was in a difficult _____ situation for a while. It didn't help that she hadn't been _____ and not saved a penny while she was employed.

4 The country's _____ situation has improved ever since the development of the tourist industry.

5 Thank you for your _____ advice. You've helped me a great deal.

6 Julie gave away some of her fake jewellery because she thought it was _____ and just took up space.

H **loan** **debt** **sum** **amount** **deposit** **instalment**
budget

1 We're on a tight _____ this month because we have many expenses. Our housing and car _____ are due in the next few days.

2 He had parked illegally and was fined the _____ of £ 20.

3 Could you please tell me the exact _____ I owe?

4 Joan went to the bank because she wanted to make a(n) _____.

5 He has asked me to lend him money, as he is in _____.

I **cheque** **cash** **coins** **currency** **(bank)notes**
change

1 When we arrived in Indonesia, we exchanged some of our money for local _____.

2 I must take all the _____ I've received as _____ to the bank and exchange them for _____ which are lighter.

3 When paying by _____, always write your address and sign the back of it.

4 I'm paying for the shoes in _____.

DERIVATIVES

Each part of speech has a different function in the sentence.

Verbs describe actions, events, feelings or situations.

(e.g. The two patterns differ from each other.)

Nouns refer to people, animals, things, actions, situations or ideas.

(e.g. There is a difference between the two patterns.)

Adjectives describe the qualities of nouns.

(e.g. This pattern is different from that one.)

Adverbs describe verbs, adjectives, other adverbs, phrases or whole sentences.

(e.g. The two patterns have been differently designed.)

A lot of English words can be used as roots for the formation of other words, which are called derivatives. Most adverbs, for instance, are formed by adding the ending **-ly** to the root adjective: e.g. careful – carefully.

Task 1

Choose the correct word A, B or C to complete the following sentences.

1 The zoo's main _____ are the pandas.

A attractively B attractive C attraction

2 The teacher was _____ with the student because he didn't do his homework.

A anger B angry C angrily

3 Before I set off on my journey, my father told me to drive _____.

A safe B safety C safely

4 What's the _____ between increase and decrease?

A difference B differently C different

5 I hired a _____ to take pictures at my wedding.

A photographer B photography C photographic

6 Despite his age, he leads an _____ life.

A activity B acting C active

7 She completed the project _____ and was promoted.

A success B successfully C successful

Derivatives are formed from noun roots, adjective roots and verb roots. In this unit we will deal with adjectives, adverbs and nouns which derive from certain noun roots.

Noun Root

Describing a quality or characteristic (often abstract nouns) care

Adjective = Noun + **-ful**

Adjective = Noun + **-less**

Having enough of quality/ characteristic

Not having quality/ characteristic

careful

careless

Adverb = Noun + **-fully**

Adverb = Noun + **-lessly**

carefully

carelessly

Some other common nouns that form adjectives and adverbs in the same way are: colour, harm, hope, meaning, pain, power and use.

- The noun doubt forms the adjective in **-ful** and the adverb in **-fully** and in **-less**.

doubt - doubtful doubtfully - doubtless

- In some cases only one of the two adjectives - and corresponding adverbs - derives from the noun root, not both.

beauty -- beautiful – beautifully; end -- endless - endlessly

In the same way: delightful, dutiful, grateful, aimless, effortless, heartless, homeless, nameless, pointless and shapeless.

- The opposite of some adjectives in **-ful** is **un** + noun root + **ful**, not noun root + less.

success – successful – unsuccessful; skill - skilful – unskillful; truth - truthful - untruthful

- Sometimes both adjective forms (noun root + less and un + noun root + ful) derive from the same noun.

In such cases the two adjectives have different meanings. The adjective form **un** + noun root + **ful** is the opposite of the adjective in **-ful**.

helpful (= sb who gives help) unhelpful (= sb who doesn't give help)

helpless (= sb who needs help)

The opposite of some adjectives in **-less** is noun root + **-y** or noun root + **-ble**, not noun root + **-ful**.

guilt – guiltless – guilty; sleep – sleepless – sleepy

sense – senseless – sensible; value – valueless – valuable (note the changes in spelling)

Be careful with the meaning of the adjectives derived from price.

price – pricey (=expensive) – priceless (= too valuable to have a price)

Task 2

Complete the sentences with the correct form of the words in capitals.

BEAUTY	COLOUR	PARTNER	VALUE
CARE	PEACE	HOME	GUILT
HELP	CHAMPION		SUCCESS
SUCCESS			
SLEEP	SPONSOR	POWER	PAIN
HARM			

1 The top model was _____ dressed in an elegant evening gown.

2 My street is _____ because it's far from any main roads.

3 Our football team won the _____ at the end of the season and received _____ from a large company.

4 There are thousands of _____ people sleeping in the streets.

5 I bought a _____ dress but its colours faded after I washed it.

6 I was fined because I was driving _____.

7 The directions you gave us were rather _____, as we still got lost.

8 I am feeling quite _____ because I didn't get enough sleep last night.

9 I got into a business _____ with my cousin but it ended up being _____.

10 The musical performance was so _____ that the audience gave the orchestra a standing ovation.

11 The witness' statement didn't help the police in the investigation, so it proved to be _____.

12 The man was found _____ of shoplifting and sentenced to one month in prison.

13 He has _____ completed his postgraduate studies.

14 The new lazer treatment can extract teeth _____.

15 It's just a _____ dog. There is no need to panic.

We will deal here with more nouns, adjectives and adverbs deriving from nouns.

Noun Root: Adult/ boy

Referring to a person

Noun = Noun + **hood**: adulthood/ boyhood

These nouns describe the state or period of being what the noun root refers to.

- Some other common nouns that form nouns in the same way are: child, man, mother, parent and woman.

- Pay attention to the following: neighbor, neighbourhood

Noun Root	Adjective = Noun + al	Adverb = Noun + all
-----------	------------------------------	----------------------------

Monument	monumental	monumentally
----------	------------	--------------

Education	educational	educationally
-----------	-------------	---------------

- Some other common nouns that form adjectives and adverbs in the same way are: accident, addition, emotion, fate, intention, nation, nature, person, profession and tradition.

Noun Root	Adjective = Noun + y	Adverb = Noun + ily
-----------	-----------------------------	----------------------------

luck	lucky	luckily
------	-------	---------

- Some other common nouns that form adjectives and adverbs in the same way are: ease, fun, health, noise and sleep.

- Pay attention to the following nouns that form only adjectives: cloud, dirt, hair, rain, risk, snow, sun, wealth and worth.

Noun Root	Adjective = Noun + ous
-----------	-------------------------------

Referring to a quality or characteristic / Having the quality or characteristic of the noun root

danger	dangerous
--------	-----------

- Some other common nouns that form nouns in the same way are: adventure, fame, humour, nerve and poison.

- Some nouns ending in **-ion** form adjectives in **-ious**:

ambition – ambitious, caution – cautious, infection – infectious, religion – religious, suspicion – suspicious

- Some nouns ending in **-e** form adjectives in **-eous**: advantage – advantageous, courage – courageous

- Note the following irregularities: anxiety – anxious, number – numerous, price – precious

Noun Root	Adjective/adverb = Noun + -ly
-----------	--------------------------------------

day	daily
-----	-------

- Some other common nouns that form (both) adjectives and adverbs are: month, mother, world and year.

month - monthly: His monthly salary is far above the average. (adjective)

He gets paid monthly. (adverb)

Task 3

Complete the sentences with the correct form of the words in capitals.

FATE, ICE, ANGER, NUMBER, ADDITION, DELIGHT, SUN, RAIN, LUCK, MONTH, FINANCE, HOPE, DAY, CAUTION, PARENT, CHILD, FRIEND, INTENTION, ADVENTURE, POISON

1 Four people died in a _____ accident due to the _____ road conditions. Local residents are _____ because _____ accidents have occurred there and no measures have been taken yet.

2 If you require _____ information, do not hesitate to contact me.

3 I woke up this morning feeling happy because it was a _____, _____ day. I realised that the miserable _____ days were over and that _____ summer was just around the corner.

4 I get paid _____ which puts a lot of pressure on me _____ at the end of the month. I am _____ at controlling my money over a long period of time.

5 Phil crosses the main road on a _____ basis to get to school. He does, however, cross _____ by looking both ways.

6 _____ can be an enjoyable experience. Yet, more and more couples these days are deciding to remain _____.

7 Eliza isn't very _____ lately. I hope she wasn't offended by my comment. I didn't say it _____ to hurt her.

8 My friend David liked going on _____ holidays until last summer when he was bitten by a _____ snake and nearly died.

Noun Root : character

Verb = Noun + **-ise** : characterize

- Some other common nouns that form verbs in the same way are: apology, computer, economy, hospital, memory, summary, symbol, sympathy and victim.
- Pay attention to the following irregularities: criticism – criticize, emphasis - emphasize
- Verbs deriving from nouns in **-ice** are formed by changing the **-c** into **-s**: advice – advise, device – devise, practice – practice
- Some other common nouns that form adjectives and adverbs in the same way are: democrat, diplomat, enthusiast, hygiene and optimist.
- Nouns in **-y** usually form adjectives in **-etic**: apology – apologetic, energy – energetic, sympathy – sympathetic
- Some nouns form two adjectives, one in **-ic** and the other in **-ical** with no difference in meaning: irony – ironic/ironical, symbol – symbolic/symbolical

- The adverbs formed from these adjectives have the ending **-icly**: logical – logically, scientific – scientifically
- Some nouns form two adjectives, one in **-ic** and the other in **-ical**, but their meaning is different: economics – economic (= related to economy or the field of the economics)/ economical (= inexpensive, saving money), history – historic (= important in history) / historical (= belonging to history; related to sth that happened in the past)
- Very few nouns (e.g. physics) form nouns (person) both in **-ist** and in **-ian**, but their meaning is different: physics – physicist (= a person who has studied or is studying physics) / physician (=a doctor)

Noun Root

Noun = Noun + -dom

king star bore

kingdom stardom boredom

- Some nouns in **-dom** are derived from adjectives, not from nouns. The most common ones are: free – freedom, wise – wisdom

Task 4

Complete the sentences with the correct form of the words in capitals.

ENTHUSIAST	POLITICS	DIPLOMAT	ENERGY
MEMORY PERSON	HISTORY	APOLOGY	
PSYCHOLOGY	EMOTION	HERO	SYMBOL ART
	MEDICINE	BORE	

- Melina was very _____ about picking up her new scooter.
- The _____ is trying to find a _____ solution to the crisis.
- Howard is a very _____ person.
- We had to _____ a lot of words for the spelling test.
- _____ I believe that the government should preserve the buildings in the city centre.
- You must _____ to him for your rude behaviour.
- John had to get _____ help after his mother's death because he had become very _____.
- The firefighter was given a medal for the _____ rescue of the little boy from the burning building.
- The play we saw at the theatre was _____ .
- The up and coming _____ finally exhibited her paintings in a gallery.
- Children should be _____ examined at least twice a year.
- I don't know what to do now that my friends are away. I feel that I'm going to die of _____ .

Task 5

Complete the sentences with the correct form of the words in the box.

SKATEBOARDING

COAST	PHYSICS	ENERGY	ORIGIN	DRAMA
PROFESSION	END	DANGER	ADVICE	SKILL
SENSE				

In the early 1960s, a new craze swept through the (0) *coastal* cities of the United States. Being (1)_____ fit, the surfers wanted some fun while the surf was low. That's when an (2)_____ new pastime called skateboarding was born. The skateboard was (3)_____ developed by attaching a plank of wood to roller-skates. However, skateboarding has undergone (4)_____ changes since then. (5)_____ skateboarders now use plastic and fibreglass, which make the boards more durable and flexible. Nowadays, skateboarders spend (6)_____ hours performing tricks and stunts many of which are (7)_____, so experts (8)_____ skateboarders to wear protective gear such as helmets and elbow and knee pads, especially if they are not (9)_____ many falls before becoming proficient, so it is (10)_____ accidents. A skateboarder goes through (11)_____ to take precautions against accidents.

The opposites of many English words are formed by adding a negative prefix to the words. The most common negative prefixes are **un-**, **in-**, **dis-** and **mis-**.

- Most words that derive from the same root take the same negative prefix as the root word: approve – disapprove; approval – disapproval; approving – disapproving; approvingly – disapprovingly
- Sometimes verbs, nouns, adjectives or adverbs deriving from the same root form their opposites with the addition of different negative prefixes: comfort – discomfort (noun); comfortable – uncomfortable (adjective); fortune – misfortune (noun); fortunate – unfortunate (adjective); equal – unequal (adjective); equality – inequality (noun)
- Some words of the same category (verbs, nouns or adjectives) deriving from one root form two opposites – using two different negative prefixes – but with a difference in meaning: able (adj) – unable (=not able), disabled (=handicapped); informed (adj) – uninformed (=not informed), misinformed (=wrongly informed); used (adj) - unused (=not used), misused (=wrongly/badly used)

un + adjective/adverb – the opposite adjective/adverb

attractive – unattractive attractively – unattractively

un + noun (related to adjective) – lack of the quality described by the adjective

certain – uncertain certainty – uncertainty able – unable

ability – inability, disability

un + verb – doing the reverse of what the verb describes

lock – unlock dress – undress

in + adjective/adverb/noun (related to adjective) – the opposite of the original word

efficient – inefficient efficiently – inefficiently efficiency – inefficiency

• The prefix **in-** changes to **il-** before l: legal - illegal

im- before m- and p-: mature – immature

patient – impatient

ir- before r: rational – irrational

• The prefix **in-** is **not** used to form opposites of verbs.

• The prefix **in-** is **not** used to form opposites of words beginning with **in-**: interesting – uninteresting; interpret – misinterpret; integrate – disintegrate

dis + verb – the opposite effect or reverse of the process described by the original verb

agree – disagree; connect – disconnect

dis + noun/adjective/adverb – the opposite of the root word

agreement – disagreement; agreeable – disagreeable; agreeably – disagreeably; honesty – dishonesty; honest – dishonest; honestly – dishonestly

mis + verb – doing what the root describes wrongly or badly

judge – misjudge; judgement – misjudgement

Task 6

Complete the sentences with the correct form of the words in capitals.

MATURE	ABLE	DOUBT	NERVE, CORRECT
HONEST	LEGIBLE	SATISFACTION	OBEDIENT
RESPONSIBLE,	ATTENDED	SUCCESS	TREAT,
SCIENCE	LEGAL SAFE	WILLINGNESS	AGREE
PATIENT	COMFORTABLE	UNDERSTAND	

- 1 Even though he's twenty years old, he is rather _____.
- 2 Thomas said that he is _____ to attend the meeting because he's ill. I am a little _____ as to whether this is true or not.
- 3 The student was very _____ and answered the question _____, but the teacher asked him to try again.
- 4 He has become rich in a _____ way.
- 5 I didn't correct your essay because your writing was simply _____.
- 6 The teacher expressed her _____ with Tom because he's so _____ in class.
- 7 It was _____ of you to leave the baby _____.
- 8 Unfortunately, many climbers have been _____ in their attempts to climb Mt Everest.
- 9 I detest people who _____ animals or use them in _____ research.
- 10 Driving at speeds of 150 kilometres per hour is not only _____ but also _____.
- 11 Her _____ to help got her into trouble.
- 12 Why do you always have to _____ with what I say?
- 13 She's a very _____. She wants everything done immediately.
- 14 Don't sit in that _____ armchair, sit here.
- 15 Are you sure you didn't _____ him? He can't have said that.

LEXICAL EXAMINATION PRACTICE

Task 1

Read the text below and decide which answer A, B, C or D best fits each space.

A NIGHT AT THE THEATRE

Going to the theatre brings back happy memories, as it (1)_____ me of my very first performance on stage, (2)_____ was thirty years ago. Parts of that particular night are so vivid that I can still picture myself as though it were yesterday. The excitement amongst the actors, the (3)_____ applause and the party after the opening night are memories which will remain with me for (4)_____. I don't know how we managed to do so well. The rehearsals were far from satisfactory because we thought that we could just have two rehearsals a week (5)_____ in fact we needed more. The background (6)_____ to the last act weren't ready until an hour before the beginning of the play despite the set builder's best (7)_____. The director was not satisfied (8)_____ anything and he didn't even want to show up on the first night. Admittedly, I wouldn't have wanted to either. (9)_____ the night finally arrived, we were all a bit worried. I remember (10)_____ through the curtain ten minutes before the start and being amazed (11)_____ the (12)_____ of a full house. Finally, it was time for the curtain to go up. In the end, we proved the director wrong and everything went like clockwork.

1 A recognises B reminds C recalls D memorises

2 A which B when C where D who

3 A onlookers' B viewers' C audience's D spectators'

4 A life B ages C a while D time

5 A where B when C which D whenever

6 A images B visions C scenes D sights

7 A attempts B efforts C trials D tries

8 A by B in C at D with

9 A When B After C While D Until

10 A glancing B noticing C staring D watching

11 A in B at C on D for

12 A view B vision C sight D image

Task 2

Complete the second sentence so that it has a similar meaning to the first sentence, using the word given unchanged. You must use between two and five words, including the word given.

1 The washing machine is not working properly.

wrong

There is _____ the washing machine.

2 Unfortunately, most people didn't have a good time at the party.

hardly

Unfortunately, _____ a good time at the party.

3 I didn't like a single song from their new album.

none

I _____ from their new album.

4 I'm pretty sure that Mary doesn't like jazz music and Susan doesn't either.

dislike

I'm pretty sure that _____ jazz music.

5 There isn't enough petrol on the market.

lack

There is _____ on the market.

6 We realised that both cars were expensive.

car

We realised that _____ cheap.

7 There aren't a lot of things to remember from that awful trip.

little

There _____ from that awful trip.

8 I'm afraid I can't study both Maths and Physics tonight - just one of the two.

or

I'm afraid I can _____ tonight – not both.

9 They were looking for their lost dog all week.

the

They spent _____ looking for their lost dog.

10 The concert was sold out two weeks in advance.

any

There _____ for the concert two weeks in advance.

Task 3

A TAXI EXPERIENCE

As a journalist, I'm asked to travel around the globe to all sorts of (1)_____ countries. Over the years, I've used different means of transport. Of course, for long (2)_____, flying is the fastest and safest way to (3)_____ a far-off destination. Unfortunately, I'm not a very organised traveller and despite my travel agent's best efforts, (4)_____ always goes wrong. Last week, while I was heading for the airport, I realised I had left my passport at home. Obviously, I had to go back so I asked the taxi driver to turn around and take me home. In the meantime, I crossed my fingers and hoped that I wouldn't miss my (5)_____. All the (6)_____ home, the driver was speeding in and out of traffic. He got even more carried (7)_____ when he got on the motorway, (8)_____ at speeds of up to 150 kilometres per hour. By the time we arrived home, I was (9)_____ a state of shock and it took me a while to (10)_____ my breath. So, before driving off again, I decided to pay him (11)_____ extra, so that he would go slower as we were bound (12)_____ have an accident.

1 A curious B peculiar C foreign D strange

2 A travels B excursions C tours D trips

3 A arrive B reach C get D approach

4 A anything B something C everything D nothing

5 A flight B cruise C trip D journey

6 A road B way C route D direction

7 A away B on C out D along

8 A moving B travelling C transferring D transporting

9 A at B under C on D in

10 A hold B catch C keep D find

11 A many B a little C a few D some

12 A to B for C in D of

Task 4

For questions 1–12, read the text below and decide which answer A, B, C or D best fits each space. There is an example at the beginning (0). Example 0: A far B individual (c)remote D separate

PAST MEMORIES

I was raised on a farm in a(n) (0) _____ remote _____ village in the 1950s. The winter months were endless and everything was covered in snow. I was always (1) _____ for the warmer weather to come. When spring (2) _____ , everything came alive - flowers would bloom and the animals would come out of hibernation. I'd follow the bear tracks and search for them. Once, however, I (3) _____ an angry mother bear who saw me (4) _____ a threat. (5) _____ the sight of the bear I did what my father had told me. I stood still until she stopped growling and walked away. The trick was effective, but looking back now, I realise that the situation was (6) _____ more serious than I thought at the time. By the age of twelve, I had lots of camping (7) _____ , as I used to go camping with my dog on my school holidays. We would spend days (8) _____ the forest, catching fish for dinner, (9) _____ at the frogs and the (10) _____ of birds and the insects hopping up and down on the surface of the water. Of course, this was possible only during the warm months. When autumn came, everything went quiet, which was quite (11) _____ in those parts. It wasn't long (12) _____ the animals disappeared, the birds flew south and the snow took over. The place became deserted once again.

- 1 A keen B eager C willing D enthusiastic
- 2 A approached B reached C appeared D arrived
- 3 A dealt with B came across C reached D found out
- 4 A like B as C same as D such as
- 5 A In B By C At D On
- 6 A very B quite C so D far
- 7 A qualifications B skills C qualities D experience
- 8 A exploring B detecting C researching D investigating
- 9 A looking B noticing C watching D observing
- 10 A swarms B bunches C flocks D sets
- 11 A ordinary B usual C familiar D regular
- 12 A until B after C since D before

Task 5

Read the text below and decide which answer A, B, C or D best fits each space.

PLASTIC MONEY

In the past, people bought goods using (1)_____ money from financial institutions and only when they had (3). what they wanted. . They rarely (2). the money, did they buy Recently, however, there have been great changes in the way people purchase goods. To begin with, some people pay for things by cheque, while others prefer monthly (4)_____, rather than paying the whole (5) at once. Most consumers, though, prefer to buy things using their credit cards. (6) , it is thought that there are benefits to having a credit card. Apart from the fact that credit cards are handy, some stores offer bonus points to people making purchases, while others give (7) on certain products. On the other hand, credit cards must be used wisely because they can prove disastrous. In the long run, consumers find that they can't (8)_____without their credit cards and constantly rely (9)_____them, as they are “easy money”. As a result, some people lose control of their finances spending more than they should and wind up not being able to (10)_____. So, they end up in (11). and have difficulty (12). it back

1 A change B cash C notes D currency

2 A lent B let C borrowed D kept

3 A afforded B owned C saved D possessed

4 A sums B deposits C budgets D instalments

5 A amount B debt C bill D cost

6 A Last but not least B One by one C By and large D Every now and then

7 A bargains B discounts C tips D prizes

8 A go B make C be D do

9 A on B in C to D of

10 A make matters worse B make ends meet C do their best D do business

11 A debt B loan C charge D owe

12 A to pay B to paying C in pay D in paying

Task 6

Complete the text below with the correct form of the words in capitals.

HOMework

FORTUNATE	APPROVE	FAIR	ANXIETY	POSSIBLE	OBEDIENCE
BENEFIT	ORGANISED	COMPLETE	ADEQUATE		

Homework is a part of every student's school life. (1) _____, many of them (2) of the amount of homework they are given, and find it particularly (3) when they have to study a lot before a test. This makes them feel (4) and some even become physically sick when under pressure. Others sometimes find it (5) _____ to complete their homework, which makes teachers believe it's an act of (6) _____. On the other hand, teachers consider homework (7) _____. They believe students should have a daily schedule to avoid getting (8) _____ and having to hand in (9) _____ homework. Moreover, teachers think (10) _____ amounts of homework put students' future at risk.

Task 7

Read the text below and think of the word which best fits each space. Use only one word in each space. There is an example at the beginning (0).

BALLOONING

Nowadays the (0) most common balloon flights are usually for pleasure or sport, but did you know that ballooning began (1) _____ a science in the 18th century? It all started in 1783, (2) _____ the Montgolfier brothers were looking (3) _____ the properties of smoke. What (4) _____ their attention was the fact that smoke could make things rise. They experimented for a year or so (5) _____ they were ready to show their invention to everyone. On their first attempt, they filled a silk bag (6) _____ hot air from a fire. The balloon rose more than 1.5 km into the (7) _____. Five months later, in November 1783, history was made once more when the first flight carrying passengers left the ground. The volunteers took off from Paris and remained in the air for over twenty minutes. Soon afterwards, scientists all over Europe became interested (8) the potential of ballooning, and it wasn't long before the activity became very popular. (9) of enthusiastic fans also experimented with ballooning and contributed to its development. In the 19th century, gas balloons were used for many (10) _____ purposes, the most important one being polar exploration. In the twentieth century, hot-air ballooning was re-introduced, due to a much improved propane burner. This has (11) responsible for a whole new generation becoming interested in ballooning either for scientific (12) sporting reasons.

Task 8

Complete the text below with the correct form of the words in capitals.

ARTHRITIS

ESSENCE	HEALTH	CHILD	TRADITION	AMBITION
ARTIFICE	PAIN	BENEFIT	COST	ANXIOUS

Arthritis is a general term for aches and pains in the body's joints. Most types of arthritis involve the deterioration of cartilage, which is an (1)_____ material covering the ends of the bones in the joint. When the (2)_____ cartilage wears out, it becomes rough and this causes pain when the joint moves. This condition is more common among the elderly, but some people can be sufferers from (3)_____. Apart from (4)_____ painkillers, little or no treatment is available. However, (5)_____ scientists have designed (6)_____ joints that can replace the (7)_____, worn-out ones. These new joints could prove very (8)_____ to arthritis sufferers. Although some believe that joint replacement may be (9) _____ numerous patients are (10) _____ waiting for this medical breakthrough.

Task 9

Read the text below and decide which answer A, B, C or D best fits each space.

THE ART OF BEING A PARENT

In order to (1)_____ children, many qualities are required. As well as the (2) _____ requirements such as love, patience and understanding, a sense of humour is an important feature of any parent's personality. (3) _____, it's quite an art to transform a child's bad mood into (4) _____ everyone in the family can live with. Another aspect of child rearing is teaching children limits and rules. This means the child needs to be (5) _____ of what his or her rights are and what other people's are, too. Setting limits on children must occur on a daily basis. Temporary measures don't achieve anything but just waste time. A (6) _____ mistake, however, is being (7) _____ stricter than necessary. Parents must be (8) _____ to allow their children the opportunity to explore and learn (9) _____ experience. What's more, most parents must know the importance of (10) _____ as it gets children used to certain everyday activities. For instance, eating at the same time (11) _____ their parents gets them into the habit of sitting at a table and (12) _____ them how to conduct themselves

properly. Overall, child rearing is no easy task but it is certainly a challenge and a learning experience.

- 1 A grow B grow up C born D bring up
- 2 A routine B popular C ordinary D usual
- 3 A In fact B But c All in all D As well as
- 4 A temper B character c behaviour D manner
- 5 A known B accustomed c familiar D aware
- 6 A willing B famous c common D continuous
- 7 A very B far c quite D fairly
- 8 A keen B eager c interested D willing
- 9 A by B on c from D with
- 10 A custom B routine c fashion D trend
- 11 A like B as c than D of
- 12 A learns B educates c teaches D instructs

Task 10

Complete the second sentence so that it has a similar meaning to the first sentence, using the word given unchanged. You must use between two and five words, including the word given.

1 Sarah is a better swimmer than Jessica.

swim Jessica doesn't _____ Sarah.

2 Mark and Tony are equally tall.

height Mark is _____ Tony.

3 Jane is more enthusiastic about sports than Brendan is.

keen Brendan isn't _____ Jane is.

4 The baby's temperature kept rising, so we took him to hospital.

higher The baby's temperature was _____, so we took him to hospital.

5 Patrick doesn't usually forget his appointments.

like It is _____ his appointments.

6 As it got darker, we had more difficulty seeing.

harder The darker _____ it was for us to see.

7 Daniel is the worst cook I've ever known.

cook None of the people I know _____ Daniel.

8 I couldn't find a bigger house in the area.

the This was _____ I could find in the area.

9 The children's performance made quite an impression on us.

rather We were _____ the children's performance.

10 Jeremy doesn't run as fast as Jonathan.

so Jeremy is not _____ Jonathan.

ПРИКЛАДИ ОРИГІНАЛЬНИХ ГРАМАТИЧНИХ ЄВІ-ЗАВДАНЬ НА «ВИКОРИСТАННЯ МОВИ»

Task 6. Останнє завдання – теж gap fill, яке перевіряє вашу граматику.

Радимо звертати увагу на сусідні слова та контекст цілих речень, а також на такі дрібниці, як апострофи, закінчення та артиклі.

Отже, для ЄВІ потрібна граматика. Для того, щоб все було систематизовано, радимо користуватися підручником. У програмі ЄВІ чітко вказано, які теми будуть на іспиті, тому потрібно на неї орієнтуватися.

Проста схема підготовки складається з трьох кроків:

- вивчення граматичного правила;
- використання його на практиці;
- читання різних англомовних текстів, які відповідають рівню студента, щоб навчитися знаходити ці граматичні структури та вміти з ними працювати.

Чим більше ви читаєте, робите вправ, тим швидше і краще ви починаєте розуміти та вміти використовувати вивчені конструкції.

Наприклад, про що ми розповідаємо в цьому реченні: Mary Kingsley travelled a lot for the first 30 years of her life? Майбутнє, минуле, теперішнє?

Минуле. Щось, що відбулося один чи багато разів? Багато. Що відбувається з дієсловом? Додаємо закінчення -ed. Тож як будемо речення в Past Simple? Subject + Verb+ed і т. д.

Також важливо робити вправи, в яких потрібно будувати речення з цією структурою та вживати її. Вправи можна робити в підручнику або ж онлайн:

- [Test English](#)
- [Flo-Joe](#)

Після цього читаємо і вчимося помічати цю граматичну структуру в текстах. Вміння читати англійською мовою є важливим не лише для вдосконалення словникового запасу, а й граматики. Чим більше в статтях чи інших публікаціях ви бачите граматичних структур, які ви вивчали, тим більше шансів зрозуміти, як і коли їх використовувати і, отже, запам'ятати. Обов'язково читайте статті, написані для студентів, які складають іспит [B2 First \(FCE\)](#), або тих, хто вивчає англійську мову на рівні B1 і B2.

Task 6

Read the texts below. For questions (33–42) choose the correct answer (A, B, C or D). Write your answers on the separate answer sheet.

The Park

In order (33) _____ the Falls in all its glory, you'll need to visit the Park, which (34) _____ in 1934 to preserve the biological diversity of the subtropical rainforest and the breathtaking scenery surrounding the Falls. It was declared a Natural Heritage of Humanity in 1984 and (35) _____ an area of approximately six (36) _____ square kilometres (60,000 hectares). Approximately 400 species of birds, 2,000 species of plants and a world of insects call the Park their home. You'll particularly love the butterflies (37) _____ constantly surround and play with you!

33	A	to have seen	B	to see	C	see	D	seeing
34	A	has been created	B	was creating	C	was created	D	created
35	A	is spanning	B	had spanned	C	was spanning	D	spans
36	A	hundred	B	hundreds	C	hundred of	D	hundreds of
37	A	how	B	what	C	that	D	whom

Chief Priority

In an open (38) _____ over breakfast, *Microsoft* executives Shane Kim and Chris Satchell (39) _____ that two of the home video game projects which *The Lord of the Rings* director Peter Jackson (40) _____ on with *Bungie*, an American video game developer, would take the form of episodic series. "Our deal with Peter is not about a film guy who wants (41) _____ video games," Kim reminded the crowd. He also noted that, "The first series will be set in *the Halo Universe*," and that, "we're in the design phase now." The projects were first announced at the video game trade show in Barcelona, and their emergence as episodic series came as something of a surprise, hinting that both projects would have a strong emphasis on the story. It was comforting to know that progress was being made, however slow it (42) _____ be.

38	A	discuss	B	discussion	C	discussing	D	discussed
39	A	has revealed	B	reveals	C	had revealed	D	revealed
40	A	works	B	has been working	C	was working	D	work
41	A	make	B	making	C	makes	D	to make
42	A	might	B	had to	C	ought to	D	should

Task 6

Read the texts below. For questions (33–42) choose the correct answer (A, B, C or D). Write your answers on the separate answer sheet.

People Doing Stupid Things in the National Parks for 100 Years

Don't blame the selfie sticks: Tourists (33) _____ poor choices in our wild spaces since long before smartphones.

When two Yellowstone tourists put a baby bison in their car (34) _____ May 2016, which caused the animal stress, commentators pointed to it as (35) _____ example of a society that (36) _____ touch with the wilderness. "The important thing is, these tourists got great pictures of the baby bison in their car, you know, for their Facebook," wrote one commenter on Backpacker's Facebook page. "Isn't that all that (37) _____ anymore?"

33	A	make	B	are making	C	made	D	have been making
34	A	by	B	on	C	in	D	at
35	A	late	B	later	C	a latest	D	the latest
36	A	had lost	B	have been lost	C	have lost	D	had been lost
37	A	to matter	B	matters	C	matter	D	mattering

Grammy Awards

The Grammy Awards (38) _____ each year by the Recording Academy, formerly *the National Academy of Recording Arts and Sciences (NARAS)*. Founded as a byproduct of a 1950s project (39) _____ *the Hollywood Walk of Fame* stars to deserving members of the recording industry, *the Grammys* were created to be the music's answer to *the Oscars* and *the Emmys*, and they honour musical achievements from the preceding year.

NARAS first considered calling the award *the Eddie*, after the phonograph (40) _____ Thomas Edison. But they decided instead to name the award after the gramophone, invented by Emile Berliner, (41) _____ it to the familiar *Grammy*. The award itself is a gold-plated statuette of (42) _____ iconic record player.

38	A	was presented	B	have presented	C	are presented	D	presented
39	A	to award	B	award	C	awards	D	to be awarding
40	A	invent	B	inventor	C	invention	D	inventive
41	A	shorten	B	have shortened	C	shortening	D	was shortened
42	A	Berliners	B	Berliners'	C	Berliner	D	Berliner's

ПІДГОТОВКА ДО ГРАМАТИЧНОЇ ЧАСТИНИ «ВИКОРИСТАННЯ МОВИ»

У блоці Use of English перевірятиметься знання граматики, тому логічно, що потрібно добре її повторити. Теми, які будуть на іспиті ЄВІ, чітко окреслені. Насамперед потрібно орієнтуватися на них.

Хоча граматика безпосередньо не тестується на ЄВІ, ефективно використання основних і складних структур додасть вам впевненості на іспиті, ви більш успішно впораєтесь із завданнями та отримаєте високі бали.

Пропонуємо перелік граматичних тем, на яких вступники мають добре розумітися:

Grammar Structures Checklist

1. Word forms: Confusion between forms of nouns, verbs, adjectives, and adverbs
2. Incomplete sentences: Missing essential subject, verb, phrases, or clauses that complete the idea
3. Basic sentences: Missing parts of the sentence or incorrect word order
4. Joining parts of speech: Incorrect joining of nouns, verbs, phrases, clauses, or sentences
5. Subject/verb agreement: Confusion of singular and plural use between subjects and verbs
6. Verb-tense agreement: Confusion of the verb tense and the context of time
7. Noun-clause formation: Incorrect choice of clause marker, position of clause in the sentence/ noun clause as subject/verb agreement, faulty relationship to independent clause
8. Adjective-clause formation: Incorrect choice of clause marker, position of clause marker, clause marker function within clause, or faulty relationship to independent clause
9. Reduced adjective clause: Faulty reduction of adjective clause or incorrect verb form
10. Adverb-clause formation: Incorrect choice of clause marker, faulty relationship to independent clause
11. Reduced adverb clause: Faulty reduction of adverb clause or incorrect verb form
12. Nouns: Incorrect plural or singular form, or confusion of count/noncount forms
13. Pronouns: Incorrect form or ambiguous referent (See Grammar Review:
14. Gerunds and infinitives: Incorrect choice of gerund or infinitive (See Infinitives,
15. Active/passive sentences: Incorrect use or incorrect formation (See Active and
16. Articles: Missing articles, incorrect choice of article, or unnecessary article
17. Auxiliary words and modals: Missing auxiliary verb or modal, incorrect choice or incorrect word order
18. Adjective and adverb modifiers: Incorrect form, order, or position in the sentence
19. Comparatives and superlatives: Incorrect formation or incorrect choice
20. Subject there and it: Missing when needed, used when unnecessary, incorrect
21. Transition or connecting words: Not used when needed, used inappropriately, or incorrect choice
22. Prepositions: Missing needed, used when not needed, incorrect choice

CLAUSES AND SENTENCE STRUCTURE

Sentences are made up of clauses. A clause is a group of words that includes a subject and a verb.

Independent clauses

Independent clauses contain a subject and verb and convey a complete idea.

Three types of sentences contain independent clauses: simple sentences, compound sentences, and complex sentences.

Simple sentences are made up of one independent clause with one subject and one verb. Read the examples below:

S V

The cat ran.

S V

Last night the fat black cat ran swiftly under the speeding blue sports car.

Compound sentences are made up of two (or sometimes more) independent clauses that are joined by a conjunction such as and, but, or, nor, or yet:

S V S V

The cat ran and the dog chased it.

S V

S V

Kelly wanted to take the geometry course, but it was offered at the same time as her biochemistry lab.

Complex sentences are made up of one or more independent clauses and one or more dependent clauses. A dependent clause is an incomplete sentence. It needs to be connected to an independent clause. For more information about dependent clauses, see below:

Dependent clause

S V

The cat *that I saw* ran.

S

V

Last night, the fat black cat *that I saw in the street* ran under the speeding car.

Dependent clauses

Dependent clauses have a subject and a verb, but they do not form complete sentences. They must be connected to an independent clause. Look at the following dependent clauses:

S V

that she wanted

S V

when the children played with it

Both of the dependent clauses above have a subject and a verb. However, they are not complete sentences. These dependent clauses can be made into sentence; if they are connected to independent clauses, as shown in the examples below:

The smartphone *that she wanted* was on sale.

The toy broke *when the children played with it*.

The above sentences are not complete. In the first example the dependent clause «that she wanted» has been connected to the independent clause «The smartphone was on sale». The dependent clause gives further information; in this example, it says which smartphone was on sale.

In the second example, the dependent clause «when the children played with it» has been connected to the independent clause «The toy broke». The dependent clause gives additional information; in this example, it says who broke the toy (the children) and when the toy was broken (while the children played with it) .

VERBS AND VERBALS

*

Tense	Used for	Example
SIMPLE PRESENT	<ol style="list-style-type: none"> 1. a present state of affairs 2. a general fact 3. habitual actions 4. future timetables 	<ol style="list-style-type: none"> 1. My sister <i>lives</i> in Washington. 2. The sun <i>rises</i> in the east. 3. I <i>listen</i> to the radio in the mornings. 4. My flight <i>leaves</i> at 10:00.
PRESENT CONTINUOUS	<ol style="list-style-type: none"> 1. a specific action that is occurring (right now) 2. a general activity that takes place over a period of time 3. future arrangements 	<ol style="list-style-type: none"> 1. Andrew <i>is watching</i> TV. 2. My sister <i>is living</i> in Washington. Sue's condition <i>is improving</i>. These days, I'm <i>taking</i> it easy. 3. I'm <i>inviting</i> Emma to the party on Friday.
FUTURE (going to)	<ol style="list-style-type: none"> 1. expressing a future intent based on a decision made in the past 2. predicting an event that is likely to happen in the future 3. predicting an event that is likely to happen based on the present conditions 	<ol style="list-style-type: none"> 1. Jim <i>is going</i> to bring his sister tonight. 2. You're <i>going</i> to pass the test. Don't worry. 3. I don't feel well. I'm <i>going</i> to faint.
SIMPLE PAST	<ol style="list-style-type: none"> 1. an action or a state that began and ended at a particular time in the past 2. an action that occurred over a period of time but was completed in the past 3. an activity that took place regularly in the past 	<ol style="list-style-type: none"> 1. The mail <i>came</i> early this morning. I <i>was</i> shy in high school. 2. Dad <i>worked</i> in advertising for 10 years. 3. We <i>jogged</i> every morning before class.
PAST CONTINUOUS	<ol style="list-style-type: none"> 1. ongoing actions that were interrupted 2. a continuous state or repeated action in the past 3. events planned in the past 	<ol style="list-style-type: none"> 1. I <i>was sewing</i> when the telephone rang. While I <i>was sewing</i>, the telephone rang. 2. She <i>was looking</i> very ill. I <i>was meeting</i> lots of people at that time. 3. Nancy <i>was leaving</i> for Chicago but had to make a last-minute cancellation.

FUTURE (will)	1. making a decision at the time of speaking 2. predicting an event that is likely to happen in the future 3. indicating willingness to do something	1. I'll <i>call</i> you after lunch. 2. You <i>will pass</i> the test. Don't worry. 3. If I don't feel better soon, <i>I'll go</i> to the doctor.
FUTURE CONTINUOUS	1. an action that will be ongoing at a particular time in the future 2. future actions that have already been decided	1. At noon tomorrow, I'll <i>be taking</i> the children to their piano lessons. 2. I'll <i>be attending</i> law school for the next three years.
PRESENT PERFECT	1. an action or a state that happened at an unspecified time before now 2. an action that has recently occurred 3. an action that began in the past and continues up to the present (often used with for or since) 4. an action that happened repeatedly before now	1. He <i>has been</i> ill. I'm sorry. I <i>have forgotten</i> your name. 2. He's just <i>gone</i> to sleep. 3. Judy <i>has lived</i> in Maine all her life. I've <i>been</i> here since Monday. He's <i>known</i> her for two weeks. 4. We <i>have flown</i> across the Pacific four times. I've <i>failed</i> my driver's test twice.
PRESENT PERFECT CONTINUOUS	1. an action that began in the past and has just recently ended 2. an action that began in the past and continues in the present 3. an action repeated over a period of time in the past and continuing in the present 4. a general action recently in progress (no particular time is mentioned)	1. <i>Have</i> you <i>been raking</i> the lawn? There are leaves all over your shoes. 2. Laura <i>has been studying</i> for two hours. 3. Simon <i>has been playing</i> the guitar since he was 13. 4. I've <i>been thinking</i> about going to college next year.
PAST PERFECT	1. a past action that occurred before another past action 2. an action that was expected to occur in the past	1. Tom <i>had left</i> hours before we got there. 2. I <i>had hoped</i> to know about the job before now.
PAST PERFECT CONTINUOUS	1. a continuous action that occurred before another past action 2. a continuous action that was expected to occur in the past	1. They <i>had been playing</i> tennis before the storm broke. His eyes hurt because he <i>had been reading</i> for eight hours. 2. I <i>had been expecting</i> his change in travel dates.
FUTURE PERFECT	an action that will be completed before a particular time in the future	By next July, my parents <i>will have been married</i> for 50 years.
FUTURE PERFECT CONTINUOUS	an action emphasizing the length of time that has occurred before a specific time in the future	By May, my father <i>will have been working</i> at the same job for 30 years.

SUBJECT-VERB AGREEMENT

The subject of a sentence must agree with the verb in person and number:

S V

Susie is working.

S V

Susie, Bill, and Albert are working.

Note the following subject-verb agreement rules:

1. A prepositional phrase does not affect the verb:

S V

The houses *on that street* are for sale.

S V

The house *with the broken steps* is for sale.

2. The following expressions do not affect the verb:

accompanied by	among
as well as	in addition to
along with	together with

S V

Jim, *along with his family*, is going camping.

S V

Jim and his family, *as well as the dog*, are going camping.

3. Subjects joined by *and* or *both . . . and* . . . take a plural verb:

Both Jill *and* Lydia are leaving town.

4. When *several*, *many*, *both*, and *few* are used as pronouns, they take a plural verb:

Several have already left the party.

5. When the following phrases are used, the verb agrees with the subject that is closer to the verb in the sentence:

either...or

neither...nor

not only...but also

Neither my sister *nor* my brothers want to work in an office.

Neither my brothers *nor* my sister wants to work in an office.

6. The expression *a number of* (meaning several) is plural. The expression *the number of* is singular:

A number of items have been deleted.

The number of deleted items is small.

7. When a word indicating nationality refers to a language, it is singular. When it refers to the people, it is plural:

Japanese was a difficult language for me to learn.

The Japanese are investing heavily in Southeast Asia.

8. When clauses, infinitives, or gerunds are used as subjects, they usually take a singular verb:

- Clauses as subjects

What it takes is lots of courage.

What those boys need is a good hot meal.

Where we go depends on job opportunities.

Whether it rains or not doesn't matter.

- Infinitives as subjects

To fly in space is her dream.

To be able to read is very important in today's world.

- Gerunds as subjects

Learning a new skill is very satisfying.

Answering trivia questions is a common pastime.

9. Sometimes a speaker wants to focus on the type of information that is expressed by an adjective. Since an adjective cannot be used in a subject position, the word *it* is used as the subject:

S V ADJ

It was windy and the rain beat down.

10. Sometimes a speaker wants to emphasize a noun and its relative clause. The speaker uses *it* in the subject position followed by the verb be:

S V CLAUSE

It was Tom who broke the window.

11. Sometimes a speaker wants to say that something exists or wants to mention the presence of something. The word *there* is used as the subject, and the verb agrees with the noun or noun phrase:

S V N PHR

There were six men in the boat.

MODALS

Can	had better	may	must	shall	will
could	have to	might	ought to	should	would

Modals are always followed by the base form of a verb. Modals have many meanings and can be used for a variety of purposes.

Modal	Meaning
We can leave after 2:30.	This is within our ability.
We could leave after 2:30. may might	This is a possibility.
We had better leave after 2:30. ought to should	This is advisable.
We have to leave in the morning. Must	This is a necessity.
We will leave in the morning. shall	This is our intention.
We would leave every morning at 8:30.	This is a past habit.
That woman must be the new president. I'm lost. I must have taken a wrong turn.	This is an assumption. This is an assumption concerning a past action.
You can't be hungry – you just ate! He couldn't have taken the book. I had it with me.	This seems like an impossibility. This seems like an impossibility.

ACTIVE AND PASSIVE FORMS

An active sentence focuses on the person or thing doing the action. A passive sentence focuses on the person or thing affected by the action:

Active Washington Augustus Roebling finished the Brooklyn Bridge in 1883.

Passive The Brooklyn Bridge was finished in 1883.

Active Rebecca's boss had given her the assignment.

Passive Rebecca had been given the assignment.

The passive voice is formed by the verb be in the appropriate tense followed by the past participle of the verb.

	Active	Passive
Present	My brother <i>washes</i> our car every day.	Our car <i>is washed</i> every evening.
Present Continuous	My brother <i>is washing</i> our car.	Our car <i>is being washed</i> .
Simple Past	My brother <i>washed</i> our car yesterday.	Our car <i>was washed</i> yesterday.
Past Perfect	My brother <i>had just washed</i> our car before it rained.	Our car <i>had just been washed</i> before it rained.

INFINITIVES

Infinitives are verbals formed with «*to*» and the base form of the verb. They can be used as a noun, an adverb, or an adjective:

To eat is a necessity. (noun)

I came home *to change*. (adverb)

He always has money *to spend*. (adjective)

Some of the verbs that can be followed by an infinitive are:

afford	consent	Hope	prepare	swear
agree	decide	intend	pretend	tend
appear	demand	learn	promise	threaten
arrange	deserve	manage	refuse	try
ask	desire	mean	regret	volunteer
attempt	expect	need	seem	wait
beg	fail	offer	strive	want
care	forget	plan	struggle	wish
claim	hesitate			

We *agreed to go* to the movies.

Laura *couldn't afford to buy* the ring.

Terry *volunteered to work* on the committee.

Some of the adjectives that can be followed by an infinitive are:

anxious	difficult	hard	ready
boring	eager	pleased	strange
common	easy	prepared	usual
dangerous	good		

I am *anxious to hear* from him.

We were *ready to leave* before the end of the movie.

It is *dangerous to smoke* near gasoline.

Some of the verbs that can be followed by a noun or pronoun and an infinitive are:

advise	convince	force	order	teach
allow	dare	hire	permit	tell
ask	encourage	instruct	persuade	urge
beg	expect	invite	remind	want
cause	forbid	need	require	warn
challenge				

He advised *me to buy* a newer car.

I persuaded *my father to lend* me the money.

I need *you to help* me.

GERUNDS

Gerunds are nouns that are formed by adding **-ing** to the base form of the verb:

Swimming is healthy for you. (subject)

You should try *studying* more. (object)

He was suspected of *cheating*. (object of the preposition)

Some of the verbs that can be followed by a gerund are:

admit	Deny	postpone	resist
advise	discuss	practice	resume
anticipate	enjoy	quit	risk
appreciate	finish	recall	suggest
avoid	keep	recommend	tolerate
can't help	mention	regret	try
consider	mind	report	understand
delay	miss	resent	

We appreciated his *giving* us the car.

I finished *writing* the report.

Lou enjoys *playing* tennis on weekends.

Some of the two- and three-word verbs that can be followed by gerunds are:

aid in	depend on	put off
approve of	give up	rely on
be better off	insist on	succeed in
call for	keep on	think about
confess to	look forward to	think of
count on	object to	worry about

You can count on his *being* there.

I keep on *forgetting* her name.

Sam confessed to *eating* all the cookies.

Some of the adjectives + prepositions that can be followed by gerunds are:

accustomed to	intent on
afraid of	interested in
capable of	successful in
fond of	tired of

Sue is accustomed to *working* long hours.

Edward is interested in *becoming* an artist.

I am afraid of *catching* another cold.

Some of the nouns + prepositions that can be followed by gerunds are:

choice of	method of/for
excuse for	possibility of
intention of	reason for

I have no intention of *driving* to Nevada.

Sean had a good excuse for *arriving* late.

There is a possibility of *flying* to Cyprus.

Infinitives and gerunds

Some of the verbs that can be followed by either an infinitive or gerund *without a difference in meaning* are:

begin	dread	love	can't stand	hate
prefer	continue	like	start	

I hate *to go* shopping.

I hate *going* shopping.

Some of the verbs that can be followed by either an infinitive or gerund but *with a difference in meaning* are: **forget remember stop**

I stopped *to buy* tomatoes. (I stopped at the store and bought tomatoes.)

I stopped *buying* tomatoes. (I no longer buy tomatoes')

ADJECTIVES THAT ARE FORMED FROM VERBS

The adjective takes the present participle form when describing the actor and the past participle form when describing the receiver (the acted upon):

The teacher amuses the students.

(the actor) (the action) (the acted upon)

The teacher is **doing** the action. Therefore, the teacher is **amusing**:

The *amusing* teacher made the class laugh.

The students are **acted** upon. Therefore, the students are **amused**:

The *amused* students were laughing in class.

Some other verbs used as adjectives are:

amaze	depress	exhaust	satisfy
annoy	disgust	fascinate	shock
astonish	embarrass	frighten	terrify
bore	excite	horrify	worry

Referents

Pronouns and demonstrative adjectives can be used to refer to other words in a sentence. These forms are called referents and they agree with the word they refer to.

PRONOUNS

Pronouns have different forms depending on their use, as shown in the chart below.

Subject Pronoun	Object Pronoun	Possessive Adjective	Possessive Pronoun	Reflexive Pronoun
I	me	my	mine	myself
you	you	your	yours	yourself
he	him	his	his	himself
she	her	her	hers	herself
it	it	its	its	itself
we	us	our	ours	ourselves
you	you	your	yours	yourselves
they	them	their	theirs	themselves

Study the following sentence:

When you see the African lions in the park, you see them in their true environment.

Both instances of *you* are in the subject position. The pronoun *them* is the object pronoun and refers to the lions. *Their* is in the possessive adjective form because the environment discussed in the sentence is that of the lions.

A possessive pronoun or adjective must agree with the word it refers to:

The little girl put on *her* hat, and the little boy put on *his*.

If the hat the girl put on belongs to the girl, the possessive adjective must agree with the word girl. If the hat the boy put on belongs to the boy, the possessive pronoun must agree with the word boy. If something in the sentence indicates that the hats they put on belong to someone else, agreement must be made between the possessive pronoun or adjective and that other person:

The boy and girl switched hats. *She* put on *his* hat and *he* put on *hers*.

DEMONSTRATIVE ADJECTIVES

Demonstratives are the only adjectives that agree in number with their nouns:

Singular	Plural
-----------------	---------------

this	these
------	-------

that	those
------	-------

That hat is nice.

Those hats are nice.

When there is the idea of selection, the pronoun *one* (or *ones*) often follows the demonstrative:

I want a book. I'll get *this [one]*.

If the demonstrative is followed by another adjective, *one* (or *ones*) must be used:

I want a book. I'll get this big *one*.

PARALLEL STRUCTURES

Many sentences present information in a list or series. The items in the list or series must have parallel structures. Notice how the words in the following sentences are parallel (use the same word form or phrasing):

Nouns	The children played on the <i>swings, slides, and seesaw</i> .
Gerunds	<i>Reading, writing, and speaking</i> are important skills to learn.
Infinitives	After her accident, Allie had to learn how <i>to speak, to walk, and to write</i> again.
Verbs	We will <i>run, swim, and play</i> at the beach.
Adjectives	Betty is <i>short, stocky, and vivacious</i> .
Adverbs	This car runs <i>efficiently, quietly, and dependably</i> .
Subjects	<i>Vendors selling postcards, artists drawing on the pavement, and folk singers strumming guitars</i> can all be seen at the summer festival in the park.
Phrases	For all her years <i>of triumph and tragedy, of glory and ruin, of hope and despair</i> , the actress was still able to draw a crowd.
Clauses	Creating a map is a compromise of <i>what needs to be shown, what can be shown in terms of map design, and what mapmakers would like to include</i> .

CONNECTING IDEAS

Ideas must be connected within sentences and between sentences. Certain types of words and phrases smooth the flow of ideas and make sentences, paragraphs, and passages more connected and coherent. Some examples of these words and phrases and their functions within a text are outlined below.

Connecting ideas within a sentence

And joins two or more words, phrases, or clauses of similar value or equal importance:

We went swimming *and* boating.

We looked in the house *and* around the yard for the lost necklace.

We booked the flight, *and* we picked up the tickets the same day.

When *and* joins two equal subjects, the verb must be plural:

Swimming *and* boating are fun.

Or joins two or more words, phrases, or clauses that contain the idea of choice:

We could go swimming *or* boating.

We could look in the house *or* around the yard for the lost necklace.

We could book the flight now, *or* we could wait until tomorrow.

But shows a contrast between two or more words, phrases, or clauses:

We went swimming *but* not boating.

We didn't look in the house *but* around the yard for the lost necklace.

We booked the flight, *but* we haven't picked up the tickets.

Either is used with *or* to express alternatives:

We can *either* go to the park *or* stay home and watch TV.

Neither is used with *nor* to express negative alternatives:

He *neither* called *nor* came to visit me. (He didn't call, and he didn't visit me.)

Both is used with *and* to combine two words, phrases, or clauses:

He had *both* the time *and* the patience to be a good parent.

Connecting ideas between sentences or paragraphs (transition words)

Transitional expressions can be used to connect ideas between sentences or paragraphs. Different categories of transition words and phrases are presented below. Words in the same category are not always interchangeable.

You can use the following words as signals that additional information will follow:

additionally	first, second, third, etc.	likewise
also	following this further	moreover
and	further	not only. but also...
and then	furthermore	not to mention
as well, as well as	in addition	or
besides, besides that	indeed	then, too
equally important	in fact	too
finally	last, lastly	what is more

You can use the following words as signals that specific examples will be given:

especially	notably
for example, an example	on this occasion
for instance	particularly, in particular
in this case, in another case	specifically
in this situation	take the case of
including	to demonstrate
namely	to illustrate, as an illustration

You can use the following words as signals to clarify information that has been presented:

I mean

in other words

in this case

that is to say

to put it another way

under certain

circumstances

up to a point

You can use the following words as signals to emphasize information that has been presented or will be presented:

above all absolutely always as a matter of fact besides certainly definitely emphatically even more	extremely forever in any case in any event indeed in fact more importantly naturally never	obviously surprisingly that is undeniably undoubtedly unquestionably without a doubt without reservation
---	--	---

You can use the following words as signals that a cause-and-effect relationship will be presented:

accordingly as, as a result because, because of being that consequently, as a consequence due to (the fact that) owing to (the fact that) seeing that since so, so much (so) that	For for the simple reason that, for this reason hence inasmuch as in that in view of (the fact that) so that therefore thus
--	--

You can use the following words as signals that the information already presented will be compared or contrasted with new information:

after all although, although this is true at the same time balanced against but compared to/with, in comparison, by comparison conversely for all that however in contrast in the same manner/way likewise	Meanwhile nevertheless nonetheless notwithstanding on the contrary on the other hand similarly still when in fact where whereas while this is true yet
---	--

You can use the following words as signals of a time relationship:

after, after a while afterwards as soon as at first, at last, at the same time before, before long, before this currently during eventually finally first of all, first, second, third, etc. formerly, immediately immediately before immediately following	in the end initially in the first place in the future in the meantime last, last but not least, lastly later meanwhile previously simultaneously soon, soon after subsequently then, and then thereafter
--	---

You can use the following words as signals for introducing disagreement or conflict:

Making a concession or compromise about a point:

admittedly albeit although at least be that as it may but even so even though	given that granted that granting that however I admit that in any event in either event	in the event that naturally nevertheless nonetheless notwithstanding still though yet
---	---	--

Dismissing a previous statement or argument:

all the same besides either way even if in any case	in any event in either case in either event in the event that it may appear that	rather regardless whatever happens whichever
---	--	---

Pointing out a contradiction:

but by way of contrast conversely despite	however in contrast in spite of instead	when in fact whereas
--	--	-------------------------

Indicating reservations:

indeed nevertheless nonetheless	Notwithstanding regardless
---------------------------------------	-------------------------------

Indicating a digression to a previous point or resuming after a digression or interruption:

anyway at any rate as I was saying by the way	incidentally to change the topic to get back to the point to return to the subject
--	---

Pointing out conditions:

although as/so long as if on(the) condition (that)	only if provided that providing that unless
---	--

You can use the following words as signals that a summary or conclusion will be presented:

accordingly all in all, all together as a result as I have said, as I stated, as I have shown as indicated above/earlier as mentioned, as I mentioned as noted earlier, as has been noted, as I have noted briefly, in brief, to put it briefly by and large consequently finally	given these facts hence in conclusion, to conclude in short on the whole overall since so summing up, in summary, to summarize then therefore thus
---	--

NOUNS

Count and noncount nouns

Nouns can be count or noncount. **Count nouns** refer to people or things that can be counted. You can put a number before this kind of noun. If the noun refers to one person or thing, it needs to be in the singular form. If the noun refers to more than one person or thing, it needs to be in the plural form:

one desk

three desks

Noncount nouns refer to general things such as qualities, substances, or topics. Noncount nouns cannot be counted and have only a singular form:

food

air

intelligence

money

Some noncount nouns can become count nouns when they are used to indicate types:

the wines of California

the fruits of the Northwest

Quantifiers

Quantifiers are words that indicate an amount or a quantity of a noun. Some quantifiers are used with both plural count nouns and noncount nouns: *all, a lot of, any, enough, lots of, more, most, plenty, some*.

I have enough money to buy the watch. (noncount)

I have enough sandwiches for everyone. (count)

Some quantifiers are used only with noncount nouns: *a little, much*.

There's *a little* milk.

There's not *much* sugar.

Some quantifiers are used only with plural count nouns: *both, a few, several* and *many*.

I took *both* apples.

We saw *several* movies.

Some quantifiers are used only with singular count nouns: *another, each, every*.

Joe wanted *another* piece of pie.

Every child in the contest received a ribbon.

Singular and plural nouns

Most count nouns have a singular form and a plural form. The plural form for most nouns has an **-s** or **-es** ending. However, there are other singular and plural patterns.

Some nouns form their plurals with a vowel change or an ending change:

Singular	Plural
foot	feet
goose	geese
tooth	teeth
mouse	mice
louse	lice
man	men
woman	women

Some nouns form their plurals by changing a consonant before adding **-s** or **-es**:

Singular	Plural
wolf	wolves
leaf	leaves
wife	wives
knife	knives

Some nouns form their plurals by adding an ending:

Singular	Plural
child	children
ox	oxen

Some nouns have the same plural and singular form. These nouns frequently refer to animals or fish. However, there are exceptions:

fish	sheep	corps
bison	trout	offspring
deer	series	spacecraft
salmon	species	

One fish is on the plate.

Two fish are in the pan.

When a noun is used as an adjective, it takes a singular form:

We are leaving for two *weeks*. (noun)

We are going on a two-*week* vacation. (adjective)

Collective nouns refer to an entire group. When a collective noun indicates a period of time, a sum of money, or a measurement, it takes a singular verb:

Two weeks is enough time to finish the contract.

Ten dollars is all I have.

Seven pounds is an average weight for a newborn.

Some nouns end in **-s** but are actually singular and take singular verbs. These include academic subjects (mathematics, politics, physics, economics, civics, statistics) and diseases (measles, mumps, rabies):

Physics is Professor Brown's specialty.

Measles is usually contracted during childhood.

ARTICLES

Articles can be indefinite or definite. The indefinite article *a* is used before a consonant sound, and the indefinite article *an* is used before a vowel sound. Some words that begin with the letter *u* have an initial consonant sound and some have an initial vowel sound:

a university *but* an umbrella

The letter *h* is sometimes not pronounced:

a horse *but* an hour

The indefinite article

Use the indefinite article *a/an* in the cases listed below:

Before singular count nouns when the noun is mentioned for the first time:

I see *a* house.

When the singular form is used to make a general statement about all people or things of that type:

A concert pianist spends many hours practicing. (All concert pianists spend many hours practicing.)

In expressions of price, speed, and ratio:

60 miles *an* hour; four times *a* day

A and *an* are not used before plural nouns or before noncount nouns:

Flowers were growing along the riverbank.

I wanted advice.

The definite article

Use the definite article *the* in the cases listed below:

Before a noun that has already been mentioned, or when it is clear in the situation which thing or person is referred to:

I saw a man. *The* man was wearing a hat.

The books on the shelf are first editions.

I went to *the* bank. (a particular bank)

Before a singular noun that refers to a species or group:

The tiger lives in Asia. (Tigers, as a species, live in Asia.)

Before adjectives used as nouns:

The children collected money to donate to a charity for *the* poor.

(*the poor* = poor people)

When there is only one of something:

The sun shone down on *the* Earth.

This is *the* best horse in *the* race.

The definite article with proper nouns

The definite article *the* is usually used with canals, deserts, forests, oceans, rivers, seas, and plural islands, lakes, and mountains:

the Suez Canal the Black Forest
the Atlantic Ocean the Hawaiian Island

The is not usually used with planets and singular islands, lakes, mountains, and parks:

Mars	Central Park	Lake Michigan
Venus	Paradise Island	Mount Rushmore

The is usually used when the name of a country or state includes the word of, the type of government, or a plural form:

the Republic of Ireland
the United Kingdom
the Philippines

The is not usually used with the names of countries and states, continents, or cities:

Japan	Africa	Chicago
Brazil	Asia	Mexico City
Germany	Europe	Hong Kong

Choosing the correct article

The expression *a number of* means *several* or *many* and takes a plural verb. The expression *the number of* refers to the group and takes a singular verb:

A large number of tourists *get* lost because of that sign.

The number of lost tourists *has* increased recently.

The following nouns have different meanings depending on whether or not they are used with an article:

prison	school	college	university	church
jail	bed	home	court	sea

Look at how the meaning of *bed* changes:

No article

Jack went to bed. (= Jack went to sleep. Bed refers to the general idea of sleep.)

With *the*

Jack went to *the* bed. (= Jack walked over to a particular bed. *The bed* is referred to as a specific object. He may or may not have lain down and gone to sleep.)

With *a*

Jack bought a bed. (= Jack purchased an object called a bed.)

Articles are not used with possessive adjectives (my, your, etc.); possessive pronouns (*mine*, *yours*, etc.); or demonstratives (*this*, *that*, *these*, and *those*):

This is my coat. Where's yours?

That watch is broken.

Note that in the following question, the demonstrative pronoun *this* is not used as part of the noun phrase *the* book:

Is this the book you wanted?

This is the subject of the sentence. *The book* is the complement of the sentence. They are beside each other because of the subject/auxiliary inversion in the question form. They are not used together as a single phrase. Noncount nouns are used without an article to refer to something in general. However, sometimes an article is used to show a specific meaning:

People all over the world want peace. (= peace in general)

The peace was broken by a group of passing children. (*The peace* refers to peace at a specific time and place.)

The imparting of knowledge was the job of the elders in the community.

(= knowledge in general)

A knowledge of computers is useful in many occupations. (= a specific type of knowledge)

WORD ORDER

The order of the subject and verb in an English sentence can be changed for various reasons. In a statement, the subject is followed by the verb. In a question, an auxiliary verb or the verb *be* comes before the subject:

S AUX V

She has seen the Grand Canyon.

AUX S V

Have you seen the Grand Canyon?

S V

The boxes are on the table.

V S

Where are the boxes?

An auxiliary verb is used in a question except when the main verb is *be*. An auxiliary verb can be understood or used in a statement, for emphasis and for negatives:

Do you live in a small town? (*Do* is the auxiliary verb.)

I live in a small town. (*Do* is understood.)

I do live in a small town. (*Do* can be used in statements for emphasis.)

I don't live in a large town. (*Do* is used with not in negative statements.)

Word order can also be changed to avoid repetition:

Jane works at Spencer Motors, and Bill works at Spencer Motors.

Jane works at Spencer Motors and *so does Bill*.

Jane isn't working on Saturday, and Bill isn't working on Saturday.

Jane isn't working on Saturday and *neither is Bill*.

Word order is also changed when a statement begins with a prepositional phrase of location:

S V

Austin, Texas, lies at the edge of the Hill Country.

V S

At the edge of the Hill Country *lies Austin, Texas*.

Word order is changed when the conditional *if* has been omitted:

If I had gone to the post office, I would have bought stamps.

Had I gone to the post office, I would have bought stamps.

The negative words and phrases below are followed by a change in word order when they begin a sentence or an independent clause:

hardly ever	only (when followed by an adverbial)
neither	only by
never	only in this way
nor	only then
no sooner... than	on no account
not often	rarely
not once	scarcely
not only ... as well	scarcely... when
not only... but also	seldom
not until	so
nowhere	under no circumstances

S V

Mary *not only* works at the post office, *but* she *also* works at the grocery store.

AUX S V

Not only does Mary work at the post office, *but* she *also* works at the grocery store.

S V

Max *never* bought another motorcycle again.

AUX S V

Never again did Max buy another motorcycle.

S AUX V

Mark won't like that bread, and he won't like that cheese.

AUX S V

Mark won't like that bread *nor* will he like that cheese.

COMPARISONS

Forming comparatives and superlatives

One-syllable adjectives and adverbs form their comparative and superlative forms by adding **-er** and **-est** to the base:

Base	Comparative	Superlative
small	smaller	smallest
fast	faster	fastest

This ring is *smaller* than that ring.

It is *the smallest* one in the box.

Note: The superlative structure includes *the*. The comparative structure includes *the* only when the comparative takes a noun position (for example, «I like *the smaller* of the two».).

Two-syllable adjectives and adverbs ending in **-er**, **-y**, or **-ly** add **-er** and **-est** to the base form:

Base	Comparative	Superlative
clever	cleverer	cleverest
happy	happier	happiest
early	earlier	earliest

Some two-syllable adjectives and adverbs and all those with three or more syllables use *more* and *most* with the base form:

Base	Comparative	Superlative
joyful	more joyful	most joyful
intelligent	more intelligent	most intelligent
happily	more happily	most happily

Irregular comparatives and superlatives are as follows:

Base	Comparative	Superlative
good (adj)	better	best
well (adv)	better	best
bad (adj)	worse	worst
badly (adv)	worse	worst
little (adj & adv)	less	least
many (adj)	more	most
much (adj & adv)	more	most
far (adj & adv)	farther/further	farthest/furthest
late (adv)	later	last/latest
old (adj)	older/elder	oldest/eldest

The comparative form *less* and the superlative form *least* are used with adjectives and adverbs to indicate that something does not have as much of a particular quality as what it is being compared to:

I have become *less* anxious about the project [than I was before].

This is the *least* populated island of the archipelago.

Using comparatives and superlatives

Comparatives and superlatives can be used to modify a noun:

A *harder* exam would discourage the students.

The *taller* boy won the wrestling match.

The *earliest* time I can come is ten o'clock.

Comparatives and superlatives can be used after a verb:

We need to be *more* understanding.

The black horse is the *fastest*.

Some structures using comparatives take the word **than**. (*Note*: The words *the* and *than* are not used together in a comparative structure.):

Before nouns Jackie is *more active than* her brother.

Before phrases Last year the test results were *better than* in previous years.

Before clauses He is *taller than* I thought he was.

The superlative is used in the following structures:

With prepositions The first step is *the most* important of all.

He has *the worst* temper in the world.

With clauses That meal was *the best* I've had for a long time.

That is *the most convincing* movie I've ever seen.

Using expressions of equality or inequality

Expressions of equality or inequality can be made using the base form of the adjective or adverb with **as ... as**, **not as... as**, or **not so... as**:

Jim is *as clever as* Nancy, but he doesn't work *as hard as* she does.

I am just *as good* a typist *as* Bobby is.

Using parallel comparison

When a two-clause sentence begins with a comparative, the second clause also begins with a comparative:

The more encouragement Edna got, *the harder* she tried to succeed.

GRAMMAR EXAMINATION PRACTICE

Task 1

Read the text below. For each of the empty space (1-10) choose the correct variant (A, B, C or D).

COMPUTER JOBS

Nowadays computer jobs are (1) great demand and value. Computer (2) skills can be called a big part of contemporary work. One of the most popular computer jobs is design. Computer jobs (3) with professional design include art construction and different kinds of project activity for forming (4) views and pictures of real (or fantastic) subjects and environment. Design computer jobs can be logically (5) into graphic, landscape and (6), 2D- and 3D-animation, computer games design, etc.

Many courses of computer jobs exist. Studying of design computer jobs (7) basic work on personal computer, office programmes learning and effective work in the Internet. (8) this popular kind of computer jobs everyone must work at his individual place checking knowledge on his own practice. It helps to (9) the time of studying computer jobs and catalyses the (10) of theoretical materials. Knowledge of graphic help is getting popular in well-paid computer jobs.

1 A in	B on	C of	D at
2 A jobs	B jobs'	C job	D job's
3 A connecting	B connected	C being connected	D having been connected
4 A acceptable	B accepting	C accept	D acceptably
5 A dividing	B divided	C divide	D division
6 A illustrative	B illustrate	C illustration	D illustrator
7 A is including	B include	C includes	D included
8 A To study	B Studying	C Having studied	D To be studying
9 A minimum	B minima	C minimal	D minimize
10 A perceive	B perceptive	C perception	D perceptibility

Task 2

Read the text below. For questions (1-10) choose the correct answer (A, B, C, or D).

CHOCOLATE-EATING FISH FORCED TO GO ON DIET

A fish (1) eats chocolate wafers is being forced (2) a diet after being deemed overweight.

The 8.8lb giant gourami was only fed English confection Kit Kats by his previous owner before being donated, (3)The Sun.

New owners at the Sea Life London Aquarium grew (4) that the fish, named Gary, was outgrowing his tank and tried (5) him healthier food, but Gary initially refused it.

Rebecca Carter, who (6) the fish, admitted: 'I've never heard of a fish (7) chocolate, let alone brought up entirely on the stuff.'

'Gouramis usually eat a diet of fruit but Gary doesn't appear (8) ill effects. Most fish wouldn't be able to survive on Kit Kats, but gouramis are very (9).'

'However, we would not recommend (10) fish confectionery of any kind.'

1 A who	B whom	C which	D whose
2 A in	B under	C of	D on
3 A reports	B report	C reported	D to report
4 A concerning	B concerned	C to concern	D have concerns
5 A to food	B feed	C feeding	D to feed
6 A looks after	B looked after	C looks for	D looked for
7 A been fed	B fed	C being fed	D have fed
8 A having suffered	B to have suffered	C to suffered	D to have suffering
9 A hardly	B hard	C hardy	D hardened
10 A feeding	B food	C fed	D has fed

Task 3

Read the text below. For each of the empty space (1-10) choose the correct variant (A, B, C or D).

DROUGHT THREATENS HUGE MAN-MADE LAKE

Since 1935, millions of people (1) fishing, boating, and swimming in the huge man-made Lake Mead. But long droughts and high demand for water (2) water levels to drop in the 250-squaremile lake. Some scientists worry that if Lake Mead's water level (3) dropping, the lake could dry up in as few as 13 years.

Lake Mead (4) when the Hoover Dam was built and part of the Colorado River was dammed. Part of the lake is in Nevada and part of it is in Arizona. Lake Mead also is called a reservoir; it (5) water for homes, farms, and businesses in places such as Nevada, Arizona, and California. Also, water from the lake (6) to create electric power for many people in Nevada and Arizona.

About 96% of the water in Lake Mead comes from melted snow that (7) each year in Colorado, Utah, New Mexico, and Wyoming. Most of that melted snow flows into the Colorado River and then into Lake Mead. In the past few years, though, there has been less water flowing into Lake Mead. Some scientists think that is because our climate (8) warmer.

But towns still need the same amount of water they (9). Some areas need more water because their populations (10). So too much water is coming out of Lake Mead and not enough is flowing in.

1 A has enjoyed	B enjoyed	C have enjoyed	D had enjoyed
2 A causes	B are causing	C is causing	D was causing
3 A to keep	B keeping	C kept	D keeps
4 A was created	B were created	C has been created	D are being created
5 A stores	B store	C stored	D to store
6 A uses	B is used	C was used	D are being used
7 A fell	B falls	C fall	D fallen
8 A grows	B growing	C is growing	D grown
9 A has always needed	B have always needed	C always needed has	D always has needed
10 A is growing	B were growing	C are growing	D was growing

Task 4

Read the text below. For each of the empty space (1-10) choose the correct variant (A, B, C or D).

SHOCK THE PUPPY

When Stanley Milgram (1) the results of his obedience experiment in 1963, it sent shockwaves through the scientific community. Other researchers found it hard to believe that people could be so easily manipulated, and they (2)

any mistakes Milgram (3). Charles Sheridan and Richard King theorized that perhaps Milgram's subjects had merely played along with the experiment because they realized the victim: (4) his cries of pain. (5) this possibility, Sheridan and King decided to repeat Milgram's experiment, introducing one significant difference. Instead of using an actor, they would use an actual victim who would really get shocked. Obviously they couldn't use a human for this purpose, so they used the next best thing a cute, fluffy puppy.

Sheridan and King told their subjects - volunteers from an undergraduate psychology course that the puppy (6) to distinguish between a flickering and a steady light. It had to stand either to the right or the left (7) on the cue from the light. If the animal failed to stand in the correct place, the subjects had to press a switch to shock it. As in the Milgram experiment, the shock level increased 15 volts for every wrong answer. But unlike the Milgram experiment, the puppy really was getting zapped.

As the voltage (8) the puppy first barked, then jumped up and down, and finally

started howling with pain. The volunteers were horrified. They paced back and forth, hyper-ventilated, and gestured with their hands to show the puppy where to stand. Many (9) wept. Yet the majority of them, twenty out of twenty-six, kept (10) the shock button right up to the maximum voltage.

Intriguingly, the six students who refused to go on were all men. All thirteen women who participated in the experiment obeyed right up until the end.

1 A publish	B publishing	C publishes	D published
2 A searched in	B searched for	C searched about	D searched at
3 A might have made	B might made	C might make	D might be made
4 A fake	B was faking	C is faking	D faked
5 A Test	B To test	C Testing	D Tested
6 A was trained	B was being trained	C was training	D trained
7 A depending	B depend	C depended	D depends
8 A increase	B increasing	C increased	D increases
9 A open	B openly	C openless	D opened
10 A pushing	B push	C pushes	D pushed

Task 5

Read the text below. For each of the empty space (1-10) choose the correct variant (A,B, C or D).

SPACE TOURISM

From Market Research we know that most people would like to stay in orbit for (1) days or more. And this stands to reason, if you're paying \$20,000 for your trip to orbit! So in order for space tourism (2) its full potential there's going to be a need for orbital accommodation - or space hotels. These will grow through phases, starting with 'lodges' for up to about 100 guests, (3) to true hotels of several hundred guests, and eventually to orbiting 'theme parks' for many thousands of guests.

But what would a space hotel actually be like to visit? Hotels in orbit (4) the services you expect from a hotel private rooms, meals, bars. But they'll also offer two unique experiences: stupendous views - of Earth and space - and the endless (5) of living in zero- G - including sports and other activities that make use of this. And there are (6) possibilities such as space-walking.

So a trip to a hotel will start with launch to orbit, which (7) about 5 minutes of powered acceleration, followed by up to a few hours of weightlessness approaching the hotel (depending on the flight schedule). Docking will be rather like an airliner parking at an airport - but you'll leave the cabin floating in zero-G along the access tube, holding on to a cable (8) your hands!

The hotels themselves will vary greatly - from being quite spartan in the early days, to huge luxury structures at a later date. (9) it's easy to design basic accommodation in orbit. Zero gravity allows you to build almost any shape and size, in almost any direction. So exploiting the full range of possibilities of zero gravity architecture will keep designers (10) for decades!

A a little	B much	C a few	D fewer
2 A reaching	B has reached	C to reach	D reaches
3 A growing	B to grow	C has grown	D will grow
4 A offers	B will offer	C offered	D can offer
5 A entertain	B entertaining	C entertainment	D entertained
6 A far	B farthest	C father	D further
7 A took	B taken	C takes	D taking
8 A at	B with	C on	D in
9 A Luckily	B Luck	C Lucky	D Unlucky
10 A happiest	B the happiest	C happiness	D happy

Task 6

Read the texts below. For each of the empty space (1-10) the correct variant (A, B, C or D).

CHIPS, ANYONE?

Can you imagine being able (1) your hand and turn on a light or start a computer? Can you imagine being able to unlock a car or house door without a key? Some people already can do that. They had computer chips placed under their skin. The chips send signals that enable them to do those things!

Other people have chips under their skin that tell about their health. If they (2) in an accident or are very sick, someone in the hospital can scan their chip to learn who they are, their blood type, what allergies they have, and other things about their health.

The chips, which (3) RFIDS, are about the size of a grain of rice. They have tiny antennas that send out the signals.

Some schools (4) RFIDs, too. Students wear tags with RFIDs in them or clip RFIDS to their backpacks. The RFIDs signal when a student enters and leaves school. Parents can get messages sent to their cell phones that tell them when their children left school didn't go to class.

Pet owners (5) RFIDs for several years. They had chips put under their dog or cat's skin. If the pet is lost, the chip can be used to track down the (6) owner.

1 A wave	B to wave	C waving	D waved
2 A is	B were	C are	D will be
3 A will be called	B are being called	C is called	D are called
4 A uses	B used	C was using	D are using
5 A used	B have used	C had used	D has used
6 A pet	B pet is	C pet's	D pets'

SCIENTISTS FIND 27 NEW SPECIES IN CAVES

Discovering one new species of animal must be very exciting. Imagine discovering 27!

That's what happened to scientists (7) caves in California. They found 27 new species of spiders, centipedes, scorpion-like creatures, and other animals.

Among the creatures the scientists found was an insect whose body is so clear you can see inside it. It's easy to spot its bright yellow liver. One spider the scientists discovered looks like a daddy long legs, but has jaws bigger than (8) body.

Scientists (9) the new species yet. They need to learn more about the tiny cave-dwellers before they (10) them. Scientists do not know how long the new species live, what kind of habitats they prefer, how many babies they have, and many other things.

While it is very unusual to find new species above ground, unexplored caves could be home to all kinds of new animals. As one scientist put it, exploring caves is like 'charting undiscovered territory.'

7 A explore	B explored	C exploring	D explores
8 A it	B it's	C it has	D its
9 A have not named	B not have named	C has not named	D not had named
10 A will label	B label	C labels	D would label

Task 7

Read the texts below. For each of the empty space (1-10) the correct variant (A, B, C or D).

THAT'S NOT MY PROBLEM

A mouse looked (1) a crack in the wall to see the farmer and his wife opening a package; what food might it contain? He was aghast to discover that it was a mouse trap!

(2) to the farmyard, the mouse proclaimed the warning, "There is a mouse trap in the house, there is a mouse trap in the house."

The chicken clucked and scratched, raised her head and said, 'Mr Mouse, I can tell you this is a grave concern to you, but it is of no consequence to me; I (3) by it.'

The mouse turned to the pig and told him, «There is a mouse trap in the house».

I am so very sorry Mr Mouse, sympathized the pig, but there is nothing I can do about it but pray; be assured that you are in my prayers.'

The mouse turned to the cow, who replied, 'Like wow, Mr Mouse, a mouse trap; am I (4) grave danger, Duh?'

So, the mouse returned to the house, head down and dejected to face the farmer's mouse trap alone.

That very night a sound (5) throughout the house, like the sound of a mouse trap catching its prey. The farmer's wife rushed to see what was caught.

In the darkness, she did not see that it was a venomous snake whose tail the trap (6).

The snake bit the farmer's wife.

The farmer rushed her to the hospital.

She returned home (7) a fever. Now everyone knows you treat a fever with fresh chicken soup, so the farmer took his hatchet to the farmyard for the (8) main ingredient.

His wife's sickness continued so that friends and neighbours came to sit with her around the clock. (9) them, the farmer butchered the pig.

The farmer's wife did not get well, in fact, she died, and so many people came for her funeral and the farmer had the cow (10) to provide meat for all of them to eat.

So, the next time you hear that someone is facing a problem and think that it does not concern you, remember that when the least of us is threatened, we are all at risk.

1 A in	B out of	C through	D outside
2 A Retreating	B Having retreated	C To retreat	D Being retreated
3 A mustn't be bothered	B needn't be bothered	C cannot be bothered	D shouldn't be bothered
4 A at	B in	C on	D with
5 A heard	B hearing	C had been heard	D was heard
6 A caught	B was caught	C had caught	D did catch
7 A from	B with	C at	D about
8 A soup's	B soup	C soups	D soups'
9 A Feeding	B To be feeding	C To have fed	D To feed
10 A slaughter	B slaughtering	C slaughtered	D having slaughtered

Task 8

Read the texts below. For each of the empty space (1-10) the correct variant (A, B, C or D).

PERSEUS WITH THE HEAD OF MEDUSA

Travel to the Piazza della Signoria in Florence, and you (1) to an astonishing exhibition of Renaissance art. The statue that garners (2) attention is, without a doubt, (3) masterpiece, Perseus with the Head of Medusa. Cellini depicts a triumphant Perseus (4) Medusa's head in the air, her lifeless body (5) his feet.

1 A are treated	B have been treated	C will be treated	D treat
2 A most	B the most	C more	D much
3 A Cellini's	B Cellinis	C Cellinis'	D Cellini'
4 A lifted	B was lifting	C lifting	D having listed
5 A over	B by	C below	D among

The statue (6) commissioned by Cosimo I de Medici when he became grand duke and was unveiled (7) the public in 1554. Back then, Perseus (8) the piazza with the Hercules statue, Michelangelo's David, and Donatello's Judith and Holofernes. However, while Michelangelo and Donatello's statues were taken to museums and copies put in place, the original Perseus (9) in the square for almost 500 years, only (10) briefly for restorations.

6 A had	B had been	C was	D has
7 A to	B for	C at	D in
8 A was shared	B shared	C sharing	D had been
9 A had stayed	B would stay	C stayed	shared
10 A covering	B being covered	C was covering	D is staying
			D had been covered

Task 9

Read the texts below. For each of the empty space (1-5) the correct variant (A, B, C or D).

EXPLORING SATURN

Cassini-Huygens is one of (1) missions ever launched into space. (2) an array of powerful instruments and cameras, the spacecraft is capable of (3) accurate measurements and (4) images in a variety of (5) conditions and light spectra.

1 A more ambitious	B much ambitious	C the most ambitious	D less ambitious
2 A Loaded at	B Loaded in	C Loaded with	D Loaded about
3 A took	B to take	C taken	D taking
4 A detailed	B details	C detailing	D will detail
5 A atmospheric	B atmosphere	C atmospherically	D atmospheres

Список літератури

1. Доценко І. В., Євчук О. В. Англійська мова. Тренажер для підготовки до зовнішнього незалежного оцінювання за чинною програмою ЗНО. Тернопіль : Підручники і посібники, 2020. 224 с.
2. Посібник для підготовки до ЄВІ з англійської мови до магістратури / [уклад.: О. П. Лисицька та ін.] ; за заг. ред. В. П. Сімонок. Харків : Право, 2021. 236 с.
3. Advanced Trainer. Cambridge English. Tests. (2012).
4. Moutsou, E. (2009). Use of English B2 for all exams. Student's Book. MM Publications.
5. Weale, H., & Yurchenko, A. (2020). Oxford Exam Trainer. B2. Ukraine. Для підготовки до іспитів. Oxford Exam Support.
6. Gear, Jolene (2016). Cambridge Preparation for the TOEFL Test / Jolene Gear and Robert Gear.- 4th ed. Cambridge University Press.
7. ЄВІ вступ 2021 [Електронний ресурс]. 2020. Режим доступу до ресурсу : <https://testportal.gov.ua/yevi-yefvv-2021-roku/>.
8. Загальна характеристика екзаменаційної роботи ЄВІ з англійської мови [Електронний ресурс]. 2020. Режим доступу до ресурсу : https://testportal.gov.ua/wp-content/uploads/2021/04/Zagalnaharakterystyka-YEVI_2021_angl.pdf.

*Електронне навчальне видання
комбінованого використання
Можна використовувати в локальному та мережному режимах*

**Магас Людмила Миколаївна, Столяренко Оксана Василівна,
Слободянюк Алла Анатоліївна, Рудницька Тетяна Григорівна**

**Лексико-граматичний практикум
з підготовки до ЄВІ з англійської мови
до частини «Використання мови»**

Практикум

Рукопис оформлено *Л. Магас*

Редактор *В. Дружиніна*

Оригінал-макет виготовлено *Т. Старічек*

Підписано до видання 20.05.2023 р.

Гарнітура Times New Roman.

Зам. № P2023-055.

Видавець та виготовлювач

Вінницький національний технічний університет,

Редакційно-видавничий відділ.

ВНТУ, ГНК, к. 114.

Хмельницьке шосе, 95, м. Вінниця, 21021.

Тел. (0432) 65-18-06.

press.vntu.edu.ua;

Email: irvc.vntu@gmail.com

Свідоцтво суб'єкта видавничої справи

серія ДК No 3516 від 01.07.2009 р.