WRITTEN TEST I

VARIANT 1

**Part A. Grammar focus**

**Present Simple and Present Continuous**

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| --- | --- |
| **Present Simple is used:** | **Present Continuous is used:** |
| 1. for permanent situations.   *She works in an office.* | 1. for temporary situations.   *He's staying with some friends at the moment.* |
| 1. for repeated actions in the present, especially with adverbs of frequency.   *He often buys her flowers.* | 1. for actions happening at or around the time of speaking.   *He's looking for a new job at the moment.* |
| 1. for facts which are permanently true.   *The sun sets in the west.* | 1. with *always* to express annoyance or criticism.   *He's always telling lies!* |
| 1. for timetables or programmes.   *The lesson starts at 10 o'clock.* | 1. for fixed arrangements in the near future. *I'm flying to London tomorrow.* (It's all arranged. I've already bought the tickets. The time of the action is always stated or understood.) |
| **Time expressions used with**  **Present Simple:** | **Time expressions used with**  **Present Continuous:** |
| *обычно, всегда, никогда, часто, иногда, каждый день/неделю/месяц/год и т.д.* | *0now, at the moment, at present, always, tonight etc.* |
| Adverbs of frequency (*often, always, usually, sometimes etc.*) are placed *before main verbs* but *after auxiliary / modal verbs* (*be, nave, can, will, must, shall etc.*).  *He often goes to the theatre.*  *He is never late.* | *Some verbs appear rarely in continuous tenses. They express a permanent state: appear (=seem), be, believe, belong, cost, feel, forget, hate, have (=possess), know, like, love, mean, prefer, realize, remember, see, smell, seem, sound, suppose, taste, think, understand, want etc.*  *I understand (NOT am understanding)it now.* |

**Exercise 1. *Choose a verb from the list and complete the text and put the verbs into Present Continuous.***

*read, sleep, eat, sail, cry, drink, run, sing, play, fish, ~~sit~~*

Laura 1) *is sitting* under a sunshade. Two boys 2)are running round a sandcastle while their father 3)is reading a newspaper. Tom 4) is drinking a Coke. Two girls 5)are eating ice-cream while their mother 6) is singing along with the radio. Some boys 7)are playing football near a man who 8) is sleeping. Jim 9) is fishing. On his right a baby 10) is crying. Some people 11) are sailing past the beach.

**Exercise 2. *Put the verbs in brackets into Present Simple or Present Continuous.***

*Chris is asking Kim about her holiday arrangements.*

1. Where *are* you *going*? (go)
2. How are you getting there? (get)
3. What time does the plane leaves? (leave)
4. When is it arrives in Cairo? (arrive)
5. Where are you staying when you get there? (stay)
6. Why you want to go there? (want)
7. Are you taking a camera with you? (take)

**Exercise 3. *Put the verbs in brackets into Present Simple or Present Continuous.***

It 1) *is* a winter and the snow 2) is falling. It usually 3) snows in January here. Betty and James 4) are playing in the garden. They 5) are building a snowman and they 6) are throwing snowballs. They 7) are like the snow very much! Their mother and father 8) don’t like it. They are always 9) stay in the house when it is cold. Mother usually 10) watches TV and Father 11) is listens to the radio or 12) read a book. At the moment they 13) are sitting in the living-room. Mother 14) is writing a letter and Father 15) is reading a book.

**Exercise 4. *Fill in with Present Simple or Continuous.***

Sue: What 1) *are you doing* (you/do) now?

Mark: I 2) am looking through these old film magazines. Look, here's an old picture of Jack Nicholson.

Sue: Oh, I 3) am thinking he 4) is looking awful! And his suit 5) is him properly.

Mark: Yes, I 6) am agreeing. And he is 7) appearing to be really angry. I wonder what he 8) thinking about.

Sue: He 9) is in that new film that's on at the Odeon now, isn't he?

Mark : Yes, I saw it last night. He 10) looking very different now. He is 11) weighing a lot more.

Sue: I 12) hope it's a good film. I 13) see it tonight. Stuart 14) takes me. Actually, he 15) is very nice to me these days.

Mark : He probably 16) wants to borrow some money.

Sue: I 17) see. That explains it.

**Past Simple and Present Perfect**

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| --- | --- |
| **Past Simple:**  **verb + ed** | **Present Perfect:**  **have + past participle** |
| **Past Simple is used:**  **Простое прошедшее используется:** | **Present Perfect is used:**  **Настоящее совершенное используется** |
| 1. for actions which happened at a stated time in the past.   *He sold his car two weeks ago.* (When? Two weeks ago.)  1. для действий, которые произошли в установленное время в прошлом.  Он продал свой автомобиль две недели назад. (Когда? Две недели назад.) | 1. for actions which happened at an unstated time in the past.   *He has sold his car.* (When? We don't know.)  1. для действий, которые произошли в неустановленное время в прошлом.  Он продал свой автомобиль. (Когда? Мы не знаем.) |
| 1. to express a past state or habit.   *When she was young she lived in a small flat.*  *2. выражать прошлое состояние или привычку.*  *Когда она была молода, она жила в маленькой квартире.* | 1. to express actions which have finished so recently that there's evidence in the present.   *He has just painted the room.* (The paint is wet.) 2. выражать действия, которые закончились настолько недавно, что есть доказательства в подарке.  Он только что нарисовал комнату. (Краска влажная.) |
| 1. for past actions which happened one after the other.   *She put on her coat, took her bag and left the house.*  *3. поскольку прошлые действия, которые произошли один за другим.*  *Она надела свое пальто, взяла ее сумку и покинула дом.* | 1. for actions which started in the past and continue up to the present.   *She has lived in this house for two years.* (She still lives in this house.)  BUT: He lived in Australia for one year. (He doesn't live in Australia now.)  для действий, которые начались в прошлом и продолжаются до настоящего времени.  Она жила в этом доме в течение двух лет. (Она все еще живет в этом доме.)  НО: Он жил в Австралии в течение одного года. (Он не живет в Австралии теперь.) |
| 1. for a past action whose time is not mentioned and it is not connected with the present.   *I saw Elvis Presley.* (I won't see him again; he's dead. – period of time now finished)  для прошлого действия, время которого не упомянуто и оно не связано с подарком.  Я видел Элвиса Пресли. (Я не буду видеть его снова; он мертв. – промежуток времени, теперь законченный) | 1. for a past action whose time is not mentioned but it is connected with the present.   *I've met Madonna.* (I may meet her again; she's still alive. – period of time not finished yet)  для прошлого действия, время которого не упомянуто, но оно связано с подарком.  Я встретил Мадонну. (Я могу встретить ее снова; она все еще жива. – промежуток времени, не законченный все же) |
| **Time adverbs and expressions used with Past Simple:**  **Наречия времени и выражения использовали с Простым прошедшим:** | **Time adverbs and expressions used with Present Perfect:**  **Наречия времени и выражения использовали с Настоящим совершенным:** |
| *yesterday, last week/month/year/ Monday etc, ago, how long ago, just now, then, when, in 1980 etc.*  *вчера, продержитесь week/month/year/в понедельник и т.д., назад, когда, сейчас, тогда, когда, в 1980 и т.д.* | *just, ever, never, always, already, yet, for, since, so far, how long, recently, today, this week/month/year, once,* *several times etc*  *.* *просто, когда-либо, никогда, всегда, уже, все же, поскольку, с тех пор, до сих пор, сколько времени, недавно, сегодня, на этой неделе/месяце/годе, однажды, несколько раз и т.д.* |
| **Special points for Past Simple and Present Perfect:**  **Специальные пункты для Простого прошедшего и Настоящего совершенного:** | |
| *Since* is used to express a starting point.  *For* is used to express a period of time.  *Yet* is used in questions and negations.  *Already* is used in statements and questions.  *Just + Present Perfect*  *Just now+ Past Simple*  *С тех пор используется, чтобы выразить отправную точку.*  *Для используется, чтобы выразить промежуток времени.*  *Все же используется в вопросах и отрицании.*  *Уже используется в заявлениях и вопросах.*  *Просто + настоящее совершенное*  *Сейчас + Простое прошедшее* | *I've known Ann since October.*  *I've known Ann for two months.*  *Have you met him yet? I haven't met him yet.*  *I've already posted the letters.*  *I've just called the doctor.*  *He left just now.*  Я знал Энн с октября.  Я знал Энн в течение двух месяцев.  Вы встретили его уже? Я еще не встретил его.  Я уже отправил письма.  Я только что вызвал врача.  Он уехал сейчас. |

**Exercise 5. Fill in Present Simple or Present Perfect.** **Заполните Present Simple или настоящее совершенное.**

I 1) ’*ve known* (know) Timmy for a long time. We always 2) play (play) together. Timmy 3) can’t (not/can) read or write because he 4) \_\_\_\_\_\_\_ (never/be) to school. He 5) \_\_\_\_\_\_\_ (have) long brown hair since he was born. Не 6) \_\_\_\_\_\_\_ (live) in our house for five years. My parents 7) \_\_\_\_\_\_\_ (take) care of him while I 8 \_\_\_\_\_\_\_ (be) at school. Timmy 9) \_\_\_\_\_\_\_ (not/work); actually he 10) \_\_\_\_\_\_\_ (never/have) a job. This 11) \_\_\_\_\_\_\_ (not/be) strange because Timmy 12) \_\_\_\_\_\_\_ (be) my dog.

**Exercise 6. Put the verbs in brackets into Present Perfect or Past Simple.**

*Mr Briggs is away on business and he is phoning his wife to see how she is.*

Mr Briggs: Hello, darling. How are you? Is everything okay?

Mrs Briggs: I'm fine. I 1) *’ve been* (be) very busy since you 2) \_\_\_\_\_\_\_ (leave).

Mr Briggs: What 3) \_\_\_\_\_\_\_ (you/do) so far?

Mrs Briggs: I 4) \_\_\_\_\_\_\_ (do) the painting, I 5) \_\_\_\_\_\_\_ (mend) the bookshelf and I 6) \_\_\_\_\_\_\_ (build) a cupboard. I 7) \_\_\_\_\_\_\_ (have) my hair cut and I 8) \_\_\_\_\_\_\_ (go) to the dentist's. Oh, and yesterday I 9) \_\_\_\_\_\_\_ (speak) to a builder about the garage.

Mr Briggs: A builder? The garage? What 10) \_\_\_\_\_\_\_ (happen) to the garage?

Mrs Briggs: Well, the garage wall 11) \_\_\_\_\_\_\_ (fall down) two days ago.

Mr Briggs: WHAT?????

Mrs Briggs: I… I 12) \_\_\_\_\_\_\_ (not/finish) yet. We, well, the neighbour 13) \_\_\_\_\_\_\_ (have) a little accident. He 14) \_\_\_\_\_\_\_ (drive) into the garage wall.

Mr Briggs: Oh no! He 15) \_\_\_\_\_\_\_ (not/crash) into my new car, did he?

Mrs Briggs: No! Your car 16) \_\_\_\_\_\_\_ (be) fine. Don't worry!

**Exercise 7. Put the verbs in brackets into Present Perfect or Past Simple.**

Tina: What 1) \_\_\_\_\_\_\_ (you/do) last weekend?

Jane: 2) \_\_\_\_\_\_\_ (spend) the weekend in Bristol and I 3) \_\_\_\_\_\_\_.(just/return).

Tina: 4) \_\_\_\_\_\_\_ (never/be) to Bristol. What's it like?

Jane: Friends of mine 5) \_\_\_\_\_\_\_ (live) there for five years so they know some interesting, fun places.

Tina: 6) \_\_\_\_\_\_\_ you/enjoy) yourself?

Jane: Yes. It 7) \_\_\_\_\_\_\_ (be) great! I 8) \_\_\_\_\_\_\_ (not/have) such a good time for ages.

Tina: That's good. 9) \_\_\_\_\_\_\_ (you/decide) what you're doing this weekend?

Jane: 10) \_\_\_\_\_\_\_ (already/invite) my friends from Bristol to stay with me for the weekend.

**Exercise 8. Put the verbs in brackets into the present perfect or the past simple.**

John: I don't know where to go on holiday this year. Have you got any ideas?

Darren: 1) \_\_\_\_\_\_\_ (you/ever/be) to Spain? I 2) \_\_\_\_\_\_\_ (go) to Madrid and Barcelona last year and I really 3) \_\_\_\_\_\_\_ (enjoy) myself.

John: I 4) \_\_\_\_\_\_\_ (spend)two years in Spain while 5) \_\_\_\_\_\_\_ (be) at University. 6) \_\_\_\_\_\_\_ (never/visit) South America, though.

Darren: A friend of mine 7) \_\_\_\_\_\_\_ (work) in Brazil before. I think you 8) \_\_\_\_\_\_\_ (meet) her once. Do you remember Kate?

John: Oh, yes. She 8) \_\_\_\_\_\_\_ (love) it in Brazil. Maybe I'll talk to her about it.

**The Passive**

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| **The passive is formed with**  **the appropriate tense of the verb to be + past participle** | | | |
|  | **Active Voice** | | **Passive Voice** |
| **Present Simple** | He *delivers* letters. | | Letters *are delivered.* |
| **Past Simple** | He *delivered* the letters. | | The letters *were delivered*. |
| **Present Perfect** | He *has delivered*the letters. | | The letters *have been delivered.* |
| **Future Simple** | He *will deliver*the letters. | | The letters *will be delivered.* |
| **Past Perfect** | He *had delivered*the letters. | | The letters *had been delivered.* |
| **Present Continuous** | He *is delivering*the letters. | | The letters *are being delivered.* |
| **Past Continuous** | He *was delivering*the letters. | | The letters *were being delivered.* |
| **Infinitive** | He has *to deliver*the letters. | | The letters have *to be delivered.* |
| **Modals**  (modal + be + past participle) | He *may deliver* the letters.  He *must deliver* the letters. | | The letters *may be delivered.*  The letters *must be delivered.* |
| **The Passive is used:** | | | |
| 1. when the agent (= the person who does the action) is unknown, unimportant or obvious from fie context.   *Jane was shot.* (We don't know who shot her.)  *This church was built in 1815.* (unimportant agent)  *He has been arrested.* (obviously by the police) | | 1. when the action is more important than the agent, as in processes, instructions, events, reports, headlines, news items, and advertisements.   *30 people were killed in the earthquake.* | |
| 1. to make more polite or formal statements. *The car hasn't been cleaned.* (more polite) *You haven’t cleaned the car.* (less polite) | | 1. to put emphasis on the agent.   *The new library will be opened by the Queen.* | |

**Changing from Active into Passive.**

The object of the active verb becomes the subject in the new sentence.

*e.g. Picasso painted that picture.*

The active verb changes into a passive form and the subject of the active verb becomes the agent. The agent is introduced with *by* or it is omitted.

*e.g. That picture was painted by Picasso.*

After modal verbs *(will, can, must, have to, should, may, ought to)* we use *be + past participle*.

*e.g. You can use the machine for cutting bread.*

*e.g. The machine can be used for cutting bread.*

With verbs taking two objects it is more usual to begin the passive sentence with the person.

*e.g. I sent her some roses.*

*e.g. She was sent some roses. (more usual)* or *Some roses were sent to her. (less usual)*

We put the agent (= the person who does the action) into the passive sentence only if it adds information. When the agent is unknown, unimportant or obvious it is omitted. Agents such as *people* (in general), *they*, *somebody* etc. are omitted.

*e.g. Bell invented the telephone.*

*e.g. The telephone was invented by Bell.* (The agent is not omitted because it adds information.)

*e.g. Somebody murdered him.*

*e.g. He was murdered (by somebody).* (unknown agent is omitted.)

*e.g. The police arrested him.*

*e.g. He was arrested (by the police).* (obvious agent is omitted.)

**Exercise 9. Put the verbs in brackets into Present Simple Passive.**

There is a chimpanzee which 1) *is called* (call) "Bubbles". It 2) \_\_\_\_\_\_\_ (own) by Michael Johnson. It 3) \_\_\_\_\_\_\_ (keep) in home. It 4) \_\_\_\_\_\_\_ (feed) every day by Michael Johnson himself. It 5) \_\_\_\_\_\_\_ (always/dress) in funny clothes. It 6) \_\_\_\_\_\_\_ (say) that "Bubbles" is Michael Johnson's only friend.

**Exercise 10. Turn from Active into Passive.**

1. Someone has broken the crystal vase.

2. His parents have brought him up to be polite.

3. Fleming discovered penicillin.

4. They will advertise the product on television.

5. Someone is remaking that film.

**Exercise 11. Turn from Active into Passive.**

1. You must leave the bathroom tidy.

2. You should water this plant daily.

3. Our neighbour ought to paint the garage.

4. I have to return these books to the library.

**Exercise 12. Turn from Active into Passive as in the example :**

1. He gave me a present.

*e.g. I was given a present. (more usual) / A present was given to me. (less usual)*

2. The waiter will bring us the bill.

3. Bob has sold Ted a second-hand car.

4. The Queen presented him with a medal.

5. Larry is going to send a letter to Tom.

6. Her mother bought Mary some sweets.

**Exercise 13. Turn from Active into Passive.**

1. My friend sent me an invitation. *e.g. I was sent an invitation.*

2. The cleaner is going to mop the kitchen floor.

3. The farmer is building a new barn.

4. The secretary has given Mrs Jones some letters.

5. The traffic warden had already given him a ticket for illegal parking.

6. People must obey the law.

7. Someone had broken our door down.

8. They chose him as the best actor of the year.

**Exercise 14. Rewrite the following passage into Passive.**

Someone broke into a local jewellery shop yesterday. The owner had just locked up the shop when a robber with a gun threatened him. The robber told him to unlock the shop and give him all the diamonds in the safe. Then the robber tied him up. The police have organised a search for the robber. They hope they will find him in a few days. Doctors are treating the owner of the shop for shock.

**Exercise 15. Rewrite the following passage into Passive.**

My uncle painted this picture. Someone has offered him a lot of money for it. He will deliver the painting tomorrow. When they give him the money he will tell them the truth. He painted it one night while he was sleepwalking!

**Part B. Subject area: "Science and technology"**

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| ***Topic vocabulary in contrast*** | | |
| artificial / false | aim / cause / reason | progress / development |
| natural / physical | estimate /calculate | modern / new |
| true / accurate | electric/electronic | industry/factory |
| method / way | invent / discover | award / reward |
| engine / machine / motor | research / experiment | take place / occur |
| ***Phrasal verbs*** | | |
| break down | stop working (for a machine, etc.) | |
| carry out | perform an experiment, etc. | |
| come off | succeed | |
| come on | develop or make progress | |
| come up with | think of (an idea, a plan, etc.) | |
| cut off | stop the supply of sth | |
| find out | discover information, etc. | |
| give off | produce sth such as heat or a smell | |
| narrow down | reduce the number of possibilities | |
| plug in | connect to the electricity supply | |
| put through | connect by phone | |
| turn into | change into sth different | |
| turn off | stop a machine working | |
| work out | find the solution to a problem, etc. | |
| ***Phrases and collocations*** | | |
| attempt | make an attempt (at sth/doing / to do); attempt to do;  in an attempt to do | |
| average | on average | |
| beginning | in the beginning; at the beginning (of sth);  beginning with | |
| bottom | at/on the bottom (of sth) | |
| cause | (be/find/look for/etc) the cause of sth | |
| conclusion | come to/reach the conclusion (that); in conclusion | |
| experiment | do/perform/carry out an experiment (on sth);  experiment with sth/doing | |
| fact | in fact; as a matter of fact;  the fact (of the matter) is (that); face the facts | |
| introduction | with the introduction of sth; an introduction to sth/sb | |
| phone call | make/receive/get a phone call | |
| photo(graph) | take a photo (of sth/sb) | |
| research | carry out / do research (on/into sth) | |
| ***Word patterns*** | | |
| cause sth (to do) | | |
| consider sth/doing; consider if/whether; consider sb for sth; consider it strange, etc (for sb to do) | | |
| discuss sth/doing (with sb) | | |
| explain that; explain sth (to sb) | | |
| intend to do/doing | | |
| know (about) sth/doing; know of sb; be known as sth | | |
| look at/for sth/sb; look forward to sth/doing | | |
| manage to do | | |
| plan sth; plan to do | | |
| possible (for sb) to do; find sth possible; find it impossible to d | | |
| result of sth/doing; result in sth; result in (your) doing; result from sth/doing;  as a result of sth | | |
| wonder about sth/doing; wonder if/whether/why | | |
| ***Word formation*** | | |
| appear | appearance, apparently | |
| build | builder, building | |
| discover | discovery | |
| explain | explanation | |
| important | unimportant, importance, importantly | |
| introduce | introduction, introductory | |
| invent | inventor, invention | |
| observe | observer, observation | |
| possible | impossible, (im)possibility, (im)possibly | |
| psychology | psychologist, psychological(ly) | |
| research | researcher | |
| revolution | revolutionary | |
| science | scientist, (un)scientific(ally) | |
| technology | technological(ly), technical(ly); technician, technique | |
| wood | wooden | |

**Exercise 1. Topic vocabulary in contrast. *Choose the correct answer.***

*Modern science*

It seems entirely 1) \_\_\_\_\_\_\_ to us that there are teams of scientists in universities and other institutions around the world attempting to 2) \_\_\_\_\_\_\_ the way the world works. However, it hasn't been that 3) \_\_\_\_\_\_\_. Although the scientific method is now four or five hundred years old, the ancient Greeks, for example, believed that they could work out the 4) \_\_\_\_\_\_\_ of natural events just by the power of thought.

During the 17th century, more and more people began to realise that they could 5) \_\_\_\_\_\_\_ their ideas by designing a relevant 6) \_\_\_\_\_\_\_ and seeing what happened. A lot of 7) \_\_\_\_\_\_\_ was 'in this way by individual scientists. These men and women often worked alone, carrying out 8) \_\_\_\_\_\_\_ into many different areas of science, and they often received very little 9) \_\_\_\_\_\_\_ for their hard work. At the start of the 20th century, though, it became 10) \_\_\_\_\_\_\_ that science was becoming more complicated and more expensive. The individual scientist disappeared, to be replaced by highly qualified teams of experts. Modern science was born.

1. A physical B natural С typical D real
2. A create В invent С construct D discover
3. A route В method C way D technique
4. A aims В reasons C causes D impulses
5. A calculate В estimate С measure D test
6. A experiment В research С attempt D analysis
7. A development В movement C progress D evolution
8. A research В experiment С discovery D education
9. A award В prize С gift D reward
10. A dear В true С accurate D actual

**Exercise 2. Topic vocabulary in contrast. *Choose the correct word.***

1. Many materials have been used for *artificial / false* teeth, including wood.
2. Be careful! You might give yourself an *electric / electronic* shock!
3. I’m afraid the problem with your washing machine is the *engine / motor*.
4. Many employers in the chemicals *industry / factory* object to the new law.
5. My computing exam is *taking place / occurring* next week.
6. Technology is a fundamental part of *new / modern* life.
7. We had our car serviced and it seems there's a problem with the *engine / machine*.

**Exercise 3. Phrasal verbs. *Complete using the correct form of the words in italics.***

*plug turn carry narrow put work come break*

1. A lorry had \_\_\_\_\_\_\_ down on the motorway and we had to wait for over an hour.
2. I have \_\_\_\_\_\_\_ it down to two computer games, but I still can't make up my mind.
3. I wish you would \_\_\_\_\_\_\_ the TV off and go outside and get some exercise.
4. Scientists are trying to \_\_\_\_\_\_\_ out ways to reduce pollution from aircraft.
5. Tomorrow, we will be \_\_\_\_\_\_\_ out an experiment to test this theory.
6. Who \_\_\_\_\_\_\_ up with the idea of the ball-point pen?
7. I’ll just \_\_\_\_\_\_\_ you through to our research department. Please hold on.
8. No wonder the vacuum cleaner isn't working. You haven't \_\_\_\_\_\_\_ it in!

**Exercise 4. Phrasal verbs. *Match to make sentences.***

1. Alex's electricity A off because she forgot to pay the bill

was cut…

1. Wear a mask because В metals such as lead into gold.

these chemicals give…

1. I'm writing an essay С out who discovered penicillin.

and I need to find…

1. I was pleased that D on in physics over the last year.

our gamble came…

1. Alchemists spent E off fumes that can be harmful.

years trying to turn…

1. Your teacher says F off and the experiment was a success.

you've really come…

**Exercise 5. Phrases and collocations. *Choose the correct answer.***

1. I don't think people should be allowed to perform experiments \_\_\_\_\_\_\_ animals.

A for В over С on D to

1. There was an explosion in technology \_\_\_\_\_\_\_ the beginning of the 20th century.

A in В at С through D on

1. Let's face \_\_\_\_\_\_\_ – we are destroying the environment and we need to do something now.

A truth В facts С things D information

1. The distance from the Earth to the Sun is, \_\_\_\_\_\_\_ average, about 149 million kilometres.

A by В on С from D in

1. It's amazing that creatures survive \_\_\_\_\_\_\_ the bottom of the ocean.

A in В by С at D to

1. Fox Talbot \_\_\_\_\_\_\_ the first photograph in 1835.

A gave В did С drew D took

1. Researchers have \_\_\_\_\_\_\_ to the conclusion that your personality is affected by your genes.

A come В got С reached D arrived

1. Do you mind if I just \_\_\_\_\_\_\_ a quick phone call from here?

A do В take С have D make

1. Many lives were saved \_\_\_\_\_\_\_ the introduction of antibiotics.

A into В at С with D in

1. The \_\_\_\_\_\_\_ of the nuclear accident is still unknown.

A reason В cause С base D motive

1. My father works at the university, doing research \_\_\_\_\_\_\_ weather control.

A on В to С of D from

1. The telescope will photograph distant galaxies, \_\_\_\_\_\_\_ an attempt to understand their past.

A on В for С with D in

**Exercise 6. Word patterns. *Find the extra word in each line.***

*The future*

1. \_\_\_We were discussing about the future in class today. Some people were
2. \_\_\_wondering it whether we would have to live in space when we destroy
3. \_\_\_our own planet. I explained them that the answer lies in technology because
4. \_\_\_scientists are intend to develop forms of energy that will not damage the
5. \_\_\_environment. The problems caused as being a result of technology will be
6. \_\_\_solved by technology. I am look forward to our next discussion.

**Exercise 7. Word patterns. *Complete each second sentence using the word given so that it has a similar meaning to the first sentence. Take the similar meaning in the* Word patterns *section.***

1. The mistake by scientists caused a massive explosion.

*in* The mistake by scientists \_\_\_\_\_\_\_ a massive explosion.

1. Dr Atherton finally succeeded in discovering the secret formula.

*managed* Dr Atherton finally \_\_\_\_\_\_\_ the secret formula.

1. Another name for iron oxide is "fool's gold".

*as* Iron oxide \_\_\_\_\_\_\_ 'fool's gold'.

1. Many local residents intend to protest about the nuclear power plant.

*plan* Many local residents \_\_\_\_\_\_\_ about the nuclear power plant.

1. We are thinking of appointing Dr Knight to the position of Professor.

*considering* We \_\_\_\_\_\_\_ the position of Professor.

1. We cannot live in outer space without special equipment.

*us* It \_\_\_\_\_\_\_ to live in outer space without special equipment.

**Exercise 8. Word formation. *Use the word given in capitals at the end of each line to form a word that fits in the gap in the same line.***

*Qualcomp Powertop*

Qualcomp have just brought out their 1) \_\_\_\_\_\_\_ new REVOLUTION

Handheld computer, the Powertop. It's 2) \_\_\_\_\_\_\_ not POSSIBLE

to love it, with its smooth, shiny 3) \_\_\_\_\_\_\_ and its bright APPEAR

screen. It might not be the best 4) \_\_\_\_\_\_\_ to handheld INTRODUCE

computing because it is quite advanced, but you'll find

an 5) \_\_\_\_\_\_\_ of all the features in the detailed manual. EXPLAIN

The Powertop has been 6) \_\_\_\_\_\_\_ designed to fit a lot of SCIENCE

Computing power in your palm.The 7) \_\_\_\_\_\_\_ of a unique INVENT

wireless Internet connection means there's a world of

8) \_\_\_\_\_\_\_ just waiting for you. We give the Powertop DISCOVER

nine out of ten.

**Exercise 9. Word formation. *Complete the sentences by changing the form of the word in capitals when this is necessary.***

1. Did you know that George Washington had \_\_\_\_\_\_\_ (WOOD) teeth?
2. The old astronomer patiently made his \_\_\_\_\_\_\_ (OBSERVE) and wrote down what he saw.
3. \_\_\_\_\_\_\_ (RESEARCH) have announced that a major breakthrough has been made.
4. I'm planning to train as a \_\_\_\_\_\_\_ (PSYCHOLOGY) when I grow up.
5. That red \_\_\_\_\_\_\_ (BUILD) over there is the Science Department.
6. The scientist said she had an announcement of international \_\_\_\_\_\_\_ (IMPORTANT).
7. *Science Weekly* has a special \_\_\_\_\_\_\_ (INTRODUCE) offer – the first issue is free!
8. If there are aliens out there, do you think they are much more \_\_\_\_\_\_\_ (TECHNOLOGY) advanced than we are?

**Glossary**

artificial (adj) not natural or real, but made by people: *The growers use both natural and artificial light.*

false (adj) made to look like something real

realized that the man was wearing a false beard.

natural (adj) existing in nature, and not produced by people: *This cloth is made from natural fibres.*

physical (adj) real and able to be seen, touched or felt: *There was no physical evidence to connect Whitman with the crime.*

true (adj) based on facts or on things that really happened: *The film is based on a true story.*

accurate (adj) correct in every detail and without any mistakes: *We need to get an accurate estimate of what the new building will cost.*

method (n) a way of doing something, especially a planned or established way: *We developed new methods of pollution control.*

way (n) a method for doing something: *There are so many delicious ways you can prepare chicken.*

engine (n) the part of a vehicle that makes it move: *There was a problem with the engine, so we took the car to the garage.*

machine (n) a piece of equipment with moving parts that does a particular job: *Sue showed him how to operate the washing machine.*

motor (n) the part of a machine or vehicle that makes it work: *The pump is powered by an electric motor.*

aim (n) the thing that you hope to achieve by doing something: *My main aim on this course is to gain confidence.*

cause (n) an event, thing or person that makes something happen: *The cause of death was found to be a heart attack.*

reason (n) a fact, situation or intention that explains why something happened, why someone did something or why something is true: *The police asked her the reason for her visit.*

estimate (v) to guess or calculate an amount or value by using available information: *It is impossible to estimate how many of the residents were affected.*

calculate (v) to discover a number or amount by using mathematics: *He calculates that the proposal would cost 4 million.*

electric (adj) using or relating to electricity: *I've just got a new electric toothbrush.*

electronic (adj) using electricity and extremely small electrical parts, such as microchips: *Our maths teacher said that we're allowed to use electronic calculators in the exam.*

invent (v) to design or create something that did not exist before: *Alfred Nobel invented dynamite.*

discover (v) to find something that was hidden or that no one knew about before: *William Herschel discovered Uranus in 1781.*

research (n) the detailed study of something in order to discover new facts: *He did some research into the causes of lung cancer.*

experiment (n) a scientific test to find out what happens to someone or something in particular conditions: *Researchers now need to conduct further experiments.*

progress (n) the process of developing or improving: *Keep me informed about the progress of the project.*

development (n) change, growth or improvement over a period of time: *The development in the country's economy means that more people are able to buy their own homes.*

modern (adj) relating to or belonging to the present time: *Modern offices are usually full of computers.*

new (adj) recently made, invented or developed: *They are going to build anew office block here.*

industry (n) all the businesses involved in producing a particular type of goods or services: *The new tax will affect everyone in the fishing industry.*

factory (n) a building where large quantities of goods are produced using machines: *She works in a factory.*

award (n) a prize that is given to someone who has achieved something: *She won the Player of the Year award.*

reward (n) something good that happens or that you receive because of something that j you have done: *You deserve a day off as a reward for working so* hard.

take place (phr) to happen: *The Olympics take place even four years.*

occur (v) to happen: *The police said that the accident occurred at about 4.30 pm.*

VARIANT 2

**Part A Grammar focus**

**Present Simple and Present Continuous**

|  |  |
| --- | --- |
| **Present Simple is used:** | **Present Continuous is used:** |
| 1. for permanent situations.   *She works in an office.* | * + - 1. for temporary situations.   *He's staying with some friends at the moment.* |
| 1. for repeated actions in the present, especially with adverbs of frequency.   *He often buys her flowers.* | * + - 1. for actions happening at or around the time of speaking.   *He's looking for a new job at the moment.* |
| * + - 1. for facts which are permanently true.   *The sun sets in the west.* | 3.with *always* to express annoyance or criticism.  *He's always telling lies!* |
| 4.for timetables or programmes.  *The lesson starts at 10 o'clock.* | 4.for fixed arrangements in the near future. *I'm flying to London tomorrow.* (It's all arranged. I've already bought the tickets. The time of the action is always stated or understood.) |
| **Time expressions used with**  **Present Simple:** | **Time expressions used with**  **Present Continuous:** |
| *usually, always, never, often, sometimes, every day/week/month/year etc.* | *now, at the moment, at present, always, tonight etc.* |
| Adverbs of frequency (*often, always, usually, sometimes etc.*) are placed *before main verbs* but *after auxiliary / modal verbs* (*be, nave, can, will, must, shall etc.*).  *He often goes to the theatre.*  *He is never late.* | *Some verbs appear rarely in continuous tenses. They express a permanent state: appear (=seem), be, believe, belong, cost, feel, forget, hate, have (=possess), know, like, love, mean, prefer, realize, remember, see, smell, seem, sound, suppose, taste, think, understand, want etc.*  *I understand (NOT am understanding)it now.* |

**Exercise 1. Fill in with Present Simple or Present Continuous.**

1. Excuse me. *Do you speak* (you/speak) English?
2. “Where is Tom?” “\_\_\_\_\_\_\_ (he/have) a shower”.
3. \_\_\_\_\_\_\_ (I/not/watch) television very often.
4. Listen! Somebody \_\_\_\_\_\_\_ (sing).
5. Sandra is tired. \_\_\_\_\_\_\_ (she/want) to go home now.
6. How often \_\_\_\_\_\_\_ (you read) a newspaper?
7. “Excuse me but \_\_\_\_\_\_\_ (you/sit) in my place”. “Oh, I’m sorry”.
8. It’s late. \_\_\_\_\_\_\_ (I/go) home now. 9) \_\_\_\_\_\_\_ (you/come) with me?
9. What time \_\_\_\_\_\_\_ (your father/finish) work in the evenings?
10. You can turn off the radio. \_\_\_\_\_\_\_ (I/not/listen) to it.
11. “Where is Paul?” “In the kitchen. \_\_\_\_\_\_\_ (he/cook) something”.
12. Martin \_\_\_\_\_\_\_ (not/usually/drive) to work. 14) He \_\_\_\_\_\_\_ (usually walk).

15) Sue \_\_\_\_\_\_\_ (not/like) coffee. 16) She \_\_\_\_\_\_\_ (prefer/tea).)

**Exercise 2. Complete these sentences using Present Simple or Present Continuous. Use the verb given in brackets.**

1. My sister \_\_\_\_\_\_\_ (wait) patiently for her exam results.
2. We \_\_\_\_\_\_\_ (not travel) by train very often.
3. I \_\_\_\_\_\_\_ (consider) accepting that job in Crete.
4. The film \_\_\_\_\_\_\_ (end) with a dramatic car chase.
5. I'm sorry, I \_\_\_\_\_\_\_ (feel) too tired to go out this evening.
6. We \_\_\_\_\_\_\_ (have) a great time here in London.
7. \_\_\_\_\_\_\_ you \_\_\_\_\_\_\_ (see) much of your brother these days?
8. We \_\_\_\_\_\_\_ (rely) on you to bring the keys with you.
9. I \_\_\_\_\_\_\_ (wish) people didn't smoke in restaurants.
10. Who \_\_\_\_\_\_\_ you \_\_\_\_\_\_\_ (think) you are, speaking to me like that!

**Exercise 3. Put in the correct tense (Present Simple or Present Continuous).**

1. Vegetarians are people who (don't eat /are not eating) meat.
2. Look out! My husband (comes/is coming).
3. Some people still think the sun (goes/is going) round the earth.
4. I (play/I'm playing) tennis every weekend.
5. Who (sits/'s sitting) in my chair?
6. What (happens/is happening) in golf if you lose the ball?
7. An alcoholic is a person who (drinks/is drinking) too much and can't stop.
8. Look! (She wears/She's wearing) the same shoes as me.
9. “What (are you looking/do you look) at?” “A strange bird”.
10. I (stay/I'm staying) with John for a few weeks until my flat's ready.
11. We (usually stay/'re usually staying) with Peggy when we go to Chicago.
12. Can you explain why water always (runs/is running) downhill?
13. What (do you do/are you doing) with my coat?
14. Nobody (gets/is getting) up early for fun.
15. Not many passenger planes (fly/are flying) faster than sound.

**Exercise 4. Put the verb into the correct form, Present Continuous or Present Simple.**

1. I \_\_\_\_\_\_\_ (not/belong) to a political party.
2. Hurry! The bus \_\_\_\_\_\_\_ (come), \_\_\_\_\_\_\_ (not/want) to miss it.
3. The River Nile \_\_\_\_\_\_\_ (flow) into the Mediterranean.
4. The river \_\_\_\_\_\_\_ (flow) very fast today – much faster than usual.
5. \_\_\_\_\_\_\_ (it/ever/snow) in India?
6. We usually \_\_\_\_\_\_\_ (grow) vegetables in our garden but this year we \_\_\_\_\_\_\_ (not/grow) any.
7. A: Can you drive?
8. B: No, but I \_\_\_\_\_\_\_ (learn). My father \_\_\_\_\_\_\_ (teach) me.
9. You can borrow my umbrella. I \_\_\_\_\_\_\_ (not/need) it at the moment.
10. (at a party) I usually \_\_\_\_\_\_\_ (enjoy) parties but I \_\_\_\_\_\_\_ (not/enjoy) this one very much.
11. George says he's 80 years old but I \_\_\_\_\_\_\_ (not/believe) him.
12. Ron is in London at the moment. He \_\_\_\_\_\_\_ (stay) at the Hilton Hotel.
13. He usually \_\_\_\_\_\_\_ (stay) at the Hilton Hotel when he's in London.

**Past Simple and Present Perfect**

|  |  |
| --- | --- |
| **Past Simple:**  **verb + ed** | **Present Perfect:**  **have + past participle** |
| **Past Simple is used:** | **Present Perfect is used:** |
| 1. for actions which happened at a stated time in the past.   *He sold his car two weeks ago.* (When? Two weeks ago.) | 1. for actions which happened at an unstated time in the past.   *He has sold his car.* (When? We don't know.) |
| 1. to express a past state or habit.   *When she was young she lived in a small flat.* | 1. to express actions which have finished so recently that there's evidence in the present.   *He has just painted the room.* (The paint is wet.) |
| 1. for past actions which happened one after the other.   *She put on her coat, took her bag and left the house.* | 1. for actions which started in the past and continue up to the present.   *She has lived in this house for two years.* (She still lives in this house.)  BUT: He lived in Australia for one year. (He doesn't live in Australia now.) |
| 1. for a past action whose time is not mentioned and it is not connected with the present.   *I saw Elvis Presley.* (I won't see him again; he's dead. – period of time now finished) | 1. for a past action whose time is not mentioned but it is connected with the present.   *I've met Madonna.* (I may meet her again; she's still alive. – period of time not finished yet) |
| **Time adverbs and expressions used with Past Simple:** | **Time adverbs and expressions used with Present Perfect:** |
| *yesterday, last week/month/year/ Monday etc, ago, how long ago, just now, then, when, in 1980 etc.* | *just, ever, never, always, already, yet, for, since, so far, how long, recently, today, this week/month/year, once,* *several times etc.* |
| **Special points for Past Simple and Present Perfect:** | |
| *Since* is used to express a starting point.  *For* is used to express a period of time.  *Yet* is used in questions and negations.  *Already* is used in statements and questions.  *Just + Present Perfect*  *Just now+ Past Simple* | *I've known Ann since October.*  *I've known Ann for two months.*  *Have you met him yet? I haven't met him yet.*  *I've already posted the letters.*  *I've just called the doctor.*  *He left just now.* |

**Exercise 5. Put the verbs in brackets into Present Perfect or Past Simple.**

1. A): How long 1) *have you had* (you / have) your car?

B): I 2) \_\_\_\_\_\_\_ (have) it since Christmas. I 3) \_\_\_\_\_\_\_ (buy) it from my uncle.

2. A): 4) \_\_\_\_\_\_\_ (you /see) that film before?

B): Yes, I 5) \_\_\_\_\_\_\_ (see) it when I 6) \_\_\_\_\_\_\_ (be) in London.

3. A): How long 7) \_\_\_\_\_\_\_ (you/be) ill?

B): I 8) \_\_\_\_\_\_\_ (be) ill since I 9) \_\_\_\_\_\_\_ (eat) that meal.

4. A): When 10) \_\_\_\_\_\_\_ (Ann / move) into her new house?

В): She 11) \_\_\_\_\_\_\_ (move) in a month ago. I 12) \_\_\_\_\_\_\_ (not / visit) her yet, but I 13) \_\_\_\_\_\_\_ (arrange) to meet her this week.

**Exercise 6. Fill in Past Simple or Present Perfect.**

My best friend is called Alison. We 1) *have known* (know) each other since we 2) \_\_\_\_\_\_\_ (be) five years old. We 3) \_\_\_\_\_\_\_ (always / share) our problems and our troubles, but we 4) \_\_\_\_\_\_\_ (also/enjoy) good times together and 5) \_\_\_\_\_\_\_ (spend) many hours laughing together. We 6) \_\_\_\_\_\_\_ (live) next door to each other before Alison 7) \_\_\_\_\_\_\_ (move) to London. I 8) \_\_\_\_\_\_\_ (visit) her many times since then. She 9) \_\_\_\_\_\_\_ (just / buy) a new house but I 10) \_\_\_\_\_\_\_ (not/see) it yet.

**Exercise 7. Put the verbs in brackets into Past Simple or Present Perfect.**

1. A: Last night I *saw* (see) "The Bodyguard" at the cinema.

B: Oh, I 1) \_\_\_\_\_\_\_ (already / see) it twice.

1. A: Do you know that Mrs Jones 2) \_\_\_\_\_\_\_ (work) here for sixteen years?

B: I thought she 3) \_\_\_\_\_\_\_ (start) working here ten years ago.

1. A: 4) \_\_\_\_\_\_\_ (you / ever / meet) anyone famous?

B: Well, I 5) \_\_\_\_\_\_\_ (see) Jane Fonda.

A: Really? I 6) \_\_\_\_\_\_\_ (meet) her father, Henry Fonda, once. But he is dead now.

1. A: Yesterday I 7) \_\_\_\_\_\_\_ (leave) the house and 8) \_\_\_\_\_\_\_ (catch) the train. Then I 9) \_\_\_\_\_\_\_ (realise) that my keys 10) \_\_\_\_\_\_\_ (be) in the house.

B: Oh no! That 11) \_\_\_\_\_\_\_ (happen) to me before. What 12) \_\_\_\_\_\_\_ (you/do)?

A: I 13) \_\_\_\_\_\_\_ (call) the locksmith.

1. A: I 14) \_\_\_\_\_\_\_ (already / make) the beds and I 15) \_\_\_\_\_\_\_ (just/sweep) the floor, but I 16) \_\_\_\_\_\_\_ (not/start) the ironing yet.

B: Don't worry. I 17) \_\_\_\_\_\_\_ (do) it yesterday.

1. A: How long ago 18) \_\_\_\_\_\_\_ (you /begin) painting?

B: Ten years ago. I 19) \_\_\_\_\_\_\_ (recently / complete) a painting that the National Gallery 20) \_\_\_\_\_\_\_ (ask) me to do a year ago.

7. A: Why are you so happy?

B: I 21) \_\_\_\_\_\_\_ (just/pass) my driving test!

1. A: 22) \_\_\_\_\_\_\_ (you /always/ have) long hair, Julie?

B: No, when I was young my hair 23) \_\_\_\_\_\_\_ (be) very short.

1. А: On Monday my father 24) \_\_\_\_\_\_\_ (give) me £20.

B: That's wonderful!

A: No it isn't. I 25) \_\_\_\_\_\_\_ (already / spend) it.

1. А: What 26) \_\_\_\_\_\_\_ (happen)? Why is the room full of smoke?

В: I 27) \_\_\_\_\_\_\_ (just/cook) your dinner, dear.

A: Well, I'm not that hungry.

**The Passive**

|  |  |  |  |
| --- | --- | --- | --- |
| **The passive is formed with**  **the appropriate tense of the verb to be + past participle** | | | |
|  | **Active Voice** | | **Passive Voice** |
| **Present Simple** | He *delivers* letters. | | Letters *are delivered.* |
| **Past Simple** | He *delivered* the letters. | | The letters *were delivered*. |
| **Present Perfect** | He *has delivered*the letters. | | The letters *have been delivered.* |
| **Future Simple** | He *will deliver*the letters. | | The letters *will be delivered.* |
| **Past Perfect** | He *had delivered*the letters. | | The letters *had been delivered.* |
| **Present Continuous** | He *is delivering*the letters. | | The letters *are being delivered.* |
| **Past Continuous** | He *was delivering*the letters. | | The letters *were being delivered.* |
| **Infinitive** | He has *to deliver*the letters. | | The letters have *to be delivered.* |
| **Modals**  (modal + be + past participle) | He *may deliver* the letters.  He *must deliver* the letters. | | The letters *may be delivered.*  The letters *must be delivered.* |
| **The Passive is used:** | | | |
| 1. when the agent (= the person who does the action) is unknown, unimportant or obvious from fie context.   *Jane was shot.* (We don't know who shot her.)  *This church was built in 1815.* (unimportant agent)  *He has been arrested.* (obviously by the police) | | 1. when the action is more important than the agent, as in processes, instructions, events, reports, headlines, news items, and advertisements.   *30 people were killed in the earthquake.* | |
| 1. to make more polite or formal statements. *The car hasn't been cleaned.* (more polite) *You haven’t cleaned the car.* (less polite) | | 1. to put emphasis on the agent.   *The new library will be opened by the Queen.* | |

**Changing from Active into Passive.**

The object of the active verb becomes the subject in the new sentence.

*e.g. Picasso painted that picture.*

The active verb changes into a passive form and the subject of the active verb becomes the agent. The agent is introduced with *by* or it is omitted.

*e.g. That picture was painted by Picasso.*

After modal verbs *(will, can, must, have to, should, may, ought to)* we use *be + past participle*.

*e.g. You can use the machine for cutting bread.*

*e.g. The machine can be used for cutting bread.*

With verbs taking two objects it is more usual to begin the passive sentence with the person.

*e.g. I sent her some roses.*

*e.g. She was sent some roses. (more usual)* or *Some roses were sent to her. (less usual)*

We put the agent (= the person who does the action) into the passive sentence only if it adds information. When the agent is unknown, unimportant or obvious it is omitted. Agents such as *people* (in general), *they*, *somebody* etc. are omitted.

*e.g. Bell invented the telephone.*

*e.g. The telephone was invented by Bell.* (The agent is not omitted because it adds information.)

*e.g. Somebody murdered him.*

*e.g. He was murdered (by somebody).* (unknown agent is omitted.)

*e.g. The police arrested him.*

*e.g. He was arrested (by the police).* (obvious agent is omitted.)

**Exercise 8. Put the verbs in brackets into Past Simple Passive.**

Two men 1) *were seen* (see) breaking into a house in my street last night. The police 2) \_\_\_\_\_\_\_ (call) and they arrived very quickly. One man 3) \_\_\_\_\_\_\_ (catch) immediately. The other escaped, but he 4) \_\_\_\_\_\_\_ (find) very soon. Both men 5) \_\_\_\_\_\_\_ (take) to the police station where they 6) \_\_\_\_\_\_\_ (question) separately by a police officer. The two men 7) \_\_\_\_\_\_\_ (charge) with burglary.

**Exercise 9. Turn from Active into Passive.**

1. The gardener has planted some trees.

2. Doctor Brown will give you some advice.

3. A famous designer will redecorate the hotel.

4. Steven Spielberg directed "E.T.".

**Exercise 10. Turn from Active into Passive.**

1. Columbus discovered America.

2. We keep money in a safe.

3. A bee stung her.

4. They speak Italian in Italy.

5. They have taken his aunt to hospital.

6. The boys damaged the television.

7. Da Vinci painted the Mona Lisa.

8. He invited 30 people to his party.

9. They grow bananas in Africa.

**Exercise 11. Turn from Active into Passive.**

1. Someone is helping her with the housework.

*e.g. She is being helped with the housework.*

2. A pickpocket robbed me.

3. You must extinguish your cigarettes.

4. The mail-order company sent Mrs Green a parcel.

5. You must dry-clean this shirt.

6. Someone will pay you within the next few days.

7. You can improve your health with more exercise.

8. A dog is chasing the child.

**Exercise 12. Rewrite the following passage into Passive.**

Some people saw a UFO in the sky above London last night. They reported it to the police. The army sent a helicopter to look at it more closely. The UFO shot the helicopter down and killed both men in it. People have given photographs of the UFO to the police. Experts are looking at them now.

**Exercise 13. Rewrite the following passage in the Passive.**

Somebody has stolen a bus from outside the school. Some children saw the thief. The police are searching for the bus now. They will use the children's descriptions to catch the thief.

**Part B** **Subject area “Education and Learning”**

|  |  |  |  |
| --- | --- | --- | --- |
| ***Topic vocabulary in contrast*** | | | |
| take / pass | | prefect / pupil / student | lesson / subject |
| read / study | | qualifications / qualities | achieve / reach |
| test/exam | | count / measure | task / effort |
| primary / secondary / high | | degree / certificate / results | know / recognise |
| colleague / classmate | | speak /talk | teach / learn |
| ***Phrasal verbs*** | | | |
| catch on | understand | | |
| come (a)round (to) | be persuaded to change your mind (about) | | |
| cross out | draw a line through sth written | | |
| dawn on | if sth dawns on you, you realise it for the first time | | |
| deal with | handle, cope with | | |
| drop out (of) | leave school, etc before you have finished a course | | |
| get at try | to express | | |
| get on with | continue doing | | |
| give in | stop making an effort to achieve sth difficult | | |
| keep up with | stay at the same level as | | |
| sail through | do sth or deal with sth very easily | | |
| set out | explain, describe or arrange sth in a clear and detailed way | | |
| think over | consider | | |
| ***Phrases and collocations*** | | | |
| attention | pay attention (to sth/sb); attract (sb's) attention;  draw (sb's) attention to sth | | |
| break | have/take a break (from sth/doing); lunch break; tea break; commercial break; give sb a break | | |
| discussion | have a discussion (with sb) about/on sth/doing | | |
| exam | take/do/have/pass/fail an exam; sit (for) an exam | | |
| homework | do your homework; have homework (to do) | | |
| idea | question an idea; have an idea; bright idea;  have no idea (about) | | |
| learn | have a lot to learn about sth/doing; learn (how) to do | | |
| lesson | go to/have a lesson; double lesson; learn a/your lesson; teach sb a lesson | | |
| mind | make up your mind (about sth/doing); bear (sth) in mind; in two minds about sth/doing; change your mind (about sth/doing); cross your mind; to my mind; (not) mind if | | |
| opinion | in my opinion; give/express your/an opinion (of/about sth/doing); hold/have an opinion (of/about sth/doing) | | |
| pass | pass sth (over) to sb; pass an exam/test/etc; pass a building/etc | | |
| point | see/take sb's point (about sth/doing); (see) the point in/of sth/doing; there's no point in sth/doing; make a point (of doing) | | |
| sense | make sense of sth; it makes sense (to do);  sense of humour/taste/sight/etc | | |
| suggestion | make/accept a suggestion | | |
| ***Word patterns*** | | | |
| able to do | | | |
| admire sb (for sth/doing) | | | |
| boast of/about sth/doing (to sb) | | | |
| capable of doing | | | |
| congratulate sb on sth/doing | | | |
| fail to do | | | |
| hope to do; hope that | | | |
| learn about sth/doing; learn to do; learn by doing | | | |
| settle for/on sth | | | |
| similar to sth/sb/doing | | | |
| study sth; for sth | | | |
| succeed in sth/doing | | | |
| suitable for sth/doing; suitable to do | | | | |
| ***Word formation*** | | | |
| academy | academic, academically | | |
| attend | attention, (in)attentive(ly), attendance, attendant | | |
| behave | behaviour | | |
| certify | certificate, certified | | |
| educate | education, educator, educational(ly) | | |
| fal | failure, failing | | |
| improve | improvement, improved | | |
| intense | intensity, intensify, intensely | | |
| literate | illiterate, (il)literacy, literature | | |
| reason | (un)reasonable, (un)reasonably, reasoning | | |
| revise | revision, revised | | |
| solve | solution, (un)solvable | | |
| study | student, studies, studious | | |
| teach | teacher, taught | | |
| think | thought, (un)thinkable, thoughtful, thoughtless | | |
| understand | (mis)understanding, (mis)understood, understandable understandably | | |

**Exercise 1. Topic vocabulary in contrast. *Complete using the correct form of the words in italics.***

*perfect pupil student*

1. In our school, most classes have about 35 \_\_\_\_\_\_\_ in them.
2. Every year, two new \_\_\_\_\_\_\_ are chosen from the best students in each class.
3. The university accepts around 2000 new \_\_\_\_\_\_\_ every year.

*achieve reach*

1. When he finally graduated, Victor felt he had \_\_\_\_\_\_\_ everything he set out to do.
2. The work we're doing now will make more sense when you \_\_\_\_\_\_\_ the sixth form.

*teach learn*

1. Who \_\_\_\_\_\_\_ you how to play the drums like that?
2. I would love to \_\_\_\_\_\_\_ a new language I don't know anything about, like Swedish.

*high primary secondary*

1. Children in England go to \_\_\_\_\_\_\_ school from the ages of five to eleven.
2. In Britain, grammar schools, public schools and comprehensives are often referred to as \_\_\_\_\_\_\_ schools.
3. Americans usually refer to their secondary school as a \_\_\_\_\_\_\_ school, and there are often separate junior and senior schools.

*degree certificate results*

1. The exam \_\_\_\_\_\_\_ come out today and I'm really nervous. I hope I've passed.
2. I was so proud when my exam \_\_\_\_\_\_\_ finally arrived in the post.
3. I would prefer to go to university and do a \_\_\_\_\_\_\_ in astronomy, rather than start work.

**Exercise 2. Topic vocabulary in contrast*. Choose the correct word.***

1. I made a few mistakes in the exam and I don't think I *passed / took*it.
2. It's not always easy to *count / measure* how intelligent someone is.
3. Did you know that our French teacher can *speak / talk* four languages?
4. My *qualifications / qualities* include a degree and an MA in chemistry.
5. Our headteacher had had her hair cut and I didn't *know / recognise* her at first.
6. In design and technology, we were given the *effort / task* of designing a stadium.
7. You'll find plenty of books on the *subject / lesson* of business studies in the library.
8. You have to *read / study* hard in order to do well at university.
9. Look at what we did in today's lesson and we'll have a quick *exam / test*tomorrow morning. Our teacher asked us to choose one of our *colleagues / classmates* to be our partner for the next exercise.

**Exercise 3. Phrasal verbs. *Write one word in each gap.***

1. Just get \_\_\_\_\_\_\_ with Exercise С and I'll be back in a minute.
2. My teacher says that I should sail \_\_\_\_\_\_\_ the exam, but I'm not so sure.
3. Dave didn't understand what Miss Smith was getting \_\_\_\_\_\_\_, so he asked her to explain it again.
4. We all tried to convince our teacher to change his mind about the school trip and he finally came \_\_\_\_\_\_\_.
5. If you make a mistake, just cross it \_\_\_\_\_\_\_ with a single line.
6. Belinda missed a few months of school because of illness and found it difficult to keep \_\_\_\_\_\_\_ with her classmates.
7. The other kids were making fun of me, but I didn't catch \_\_\_\_\_\_\_ until I heard them laughing.

**Exercise 4. Phrasal verbs. *Complete each second sentence using the word given so that it has a similar meaning to the first sentence. Take the similar meaning in the* Phrasal verbs *section.***

1. The ideas in your essay need to be organised better.

*set* You need to \_\_\_\_\_\_\_ in your essay better.

1. Why don't you consider the college's offer for a few days and then call them?

*over* Why don't \_\_\_\_\_\_\_ for a few days and then call them?

1. You'll never pass the exam if you just stop trying like that.

*in* You'll never pass the exam if you just \_\_\_\_\_\_\_ like that.

1. When he was at university, Nick just couldn't handle all the work.

*deal* Nick just couldn't \_\_\_\_\_\_\_ at university.

1. I suddenly realised that I had left my homework at home.

*dawned* It \_\_\_\_\_\_\_ that I had left my homework at home.

1. Ed was very lonely at university and he left after only one month.

*out* Ed \_\_\_\_\_\_\_ after only one month because he was very lonely.

**Exercise 5. Phrases and collocations. *Choose the correct answer.***

1. If you need to \_\_\_\_\_\_\_ the teacher's attention, just put your hand up.

A pull В attract С capture D draw

1. Make sure you \_\_\_\_\_\_\_ your homework before you go out.

A make В solve С write D do

1. Could I \_\_\_\_\_\_\_ a suggestion? Why not have piano lessons?

A have В do С put D make

1. I really don't \_\_\_\_\_\_\_ the point of taking the exam when you're not ready for it.

A take В see С have D mind

1. I'll meet you at the school gates during the lunch \_\_\_\_\_\_\_.

A break В gap С interval D pause

1. Do you think you could pass that book \_\_\_\_\_\_\_ to me, please?

A under В through С over D in

1. Mrs Dawson said that we are \_\_\_\_\_\_\_ our lesson in the library next Monday.

A having В making С reading D going

1. In English yesterday, we had a discussion \_\_\_\_\_\_\_ different cultures.

A around В about С for D from

1. \_\_\_\_\_\_\_ my opinion, maths shouldn't be a compulsory subject.

A from В to С at D in

1. When you \_\_\_\_\_\_\_ the exam tomorrow, try to stay calm and relaxed.

A make В write С take D answer

1. My dad wants me to go to university, but I'm in \_\_\_\_\_\_\_ minds about it.

A my В two С some D different

1. I still have a lot \_\_\_\_\_\_\_ about the English language.

A learning В to learn С for learning D of learning

1. If the examiner can't \_\_\_\_\_\_\_ sense of your writing, you'll get a low mark.

A make В bring С take D understand

1. I hadn't studied, so when the teacher asked me I had \_\_\_\_\_\_\_ idea.

A none В no С even D not

**Exercise 6. Word patterns.** ***Each of the words in italics is incorrect. Rewrite them correctly.***

1. I've always admired our music teacher *from* being so patient.
2. My new school is quite similar *with* my old one.
3. Mr Wilkins congratulated me *for* passing the exam.
4. I'd better go home and study *on* tomorrow's test.
5. Ian is capable *for* doing very well this year if he works hard.
6. This course is suitable *to* students who are considering a career in the media.
7. If you don't get into university, you'll have to settle *with* art college.
8. After six attempts, Bill finally succeeded *with* passing his driving test.

**Exercise 7. Word patterns. *Water has damaged part of this text from a diary. Read it and decide what you think each of the original words was. Write these words.***

Dear Diary

Well, my first day at the new school is over. I was able 1) \_\_\_\_\_\_\_ make a few friends, although I hope I 2) \_\_\_\_\_\_\_ meet more people tomorrow. I met one girl I didn't like, who just boasted 3) \_\_\_\_\_\_\_ her exam results and succeeded 4) \_\_\_\_\_\_\_ annoying everyone. The teacher asked me what I'd been learning 5) \_\_\_\_\_\_\_ at my other school and when I told her, she said she failed 6) \_\_\_\_\_\_\_ see how I would be able to catch up with the others. I'll show her! I'm just as capable 7) \_\_\_\_\_\_\_ doing the work as the others. I'm really going to study hard 8) \_\_\_\_\_\_\_ the test.

**Exercise 8. Word formation. *Complete the sentences by changing the form of the word in capitals when this is necessary.***

1. I wonder if you could tell me who was awarded the \_\_\_\_\_\_\_ (SCHOLAR)?
2. Do you think that you pay enough \_\_\_\_\_\_\_ (ATTEND) in class?
3. Could you tell me what the \_\_\_\_\_\_\_ (SOLVE) to number seven is?
4. My dad said I'd better spend more time on my \_\_\_\_\_\_\_ (STUDY).
5. I would like to know what qualifications \_\_\_\_\_\_\_.(TEACH) require in your country.
6. Joshua was suspended from school for a week for bad \_\_\_\_\_\_\_ (BEHAVE).
7. I did six hours of \_\_\_\_\_\_\_ (REVISE) for the test, and I still failed!
8. Please send photocopies of all your \_\_\_\_\_\_\_ (CERTIFY) to us at the address below.

**Exercise 9. Word formation. *Complete the text by changing the form of the word in capitals.***

*Being unable to read*

It seems 1) \_\_\_\_\_\_\_ (THINK) today not to provide children with a decent 2) \_\_\_\_\_\_\_ (EDUCATE).There is such an emphasis on 3) \_\_\_\_\_\_\_ (ACADEMY) achievement these days that it's easy to forget what a problem 4) \_\_\_\_\_\_\_ (LITERATE) used to be. Being unable to read can be 5) \_\_\_\_\_\_\_ (INTENSE) embarrassing and can make someone feel like a complete 6) \_\_\_\_\_\_\_ (FAIL). Someone who can't read is often 7) \_\_\_\_\_\_\_ (UNDERSTAND) afraid of certain situations. The problem can seem 8) \_\_\_\_\_\_\_ (SOLVE). However, given the right teacher, a lot of hard work and a 9) \_\_\_\_\_\_\_ (REASON) amount of time, anyone can learn. Being able to read can lead to an 10) \_\_\_\_\_\_\_ (IMPROVE) quality of life.

**Glossary**

take (v) to perform an action: *I* *decided to take the exam, even though I knew I was going to fail.*

pass(v) to be successful in an examination or test, by achieving a satisfactory standard: *Doyou think you'll pass?*

read (v) to look at and understand words in a letter, book, newspaper, etc: *I* *read a few chapters every night.*

study (v) to do work such as reading and homework: *You need to study hard if you want to pass.*

test(n) a set of written or spoken questions that is used for finding out how much someone knows about a subject: *Did you get a good mark in your physics test?*

exam (n) an important test of your knowledge, especially one that you take at school or university: *I'm taking the exam in June.*

primary (adj) relating to the education of children between the ages of about five and eleven: *I* *really didn't want to leave my primary school.*

secondary (adj) relating to the education of children between the ages of 11 and 16 or 18: *Once Ian went to secondary school, he really developed a lot of self-confidence.*

high [school] (adj) in the UK, a school for children between the ages of 11 and 18; in the US, a school for children between the ages of 14 and 18: *I* *hated high school because everyone was worried about being popular.*

colleague (n) someone who works in the same organisation or department as you: *Friends and colleagues will remember him with affection.*

classmate (n) someone who is in your class at school: *I* *get on well with all my classmates.*

prefect (n) in some schools in the UK, an older student who controls the activities of younger students and helps them to obey the rules: *At* *our school, the headmaster chooses the prefects at the start of each academic year.*

pupil (n) someone who goes to school or who has lessons in a particular subject: *All the pupils stood up as the head teacher entered the room.*

student (n) someone who goes to a university, college or school: *Jennifer is one of my best students.*

qualifications (n) something such as a degree or a diploma that you get when you successfully finish a course of study: *Simon left school with no qualifications.*

qualities (n) positive features of a person's character: *What qualities do you most admire in others?*

count (v) to calculate how many people or things there are in a group: *All the votes have been counted.*

measure (v) to find the exact size, amount, speed or rate of something: *We measured from the back of the house to the fence.*

degree (n) a course of study at a university, or the qualification that you get after completing the course: *She's doing a degree at Exeter University.*

certificate (n) an official document that proves that you have passed an examination or have successfully completed a course: *Doctors often put their certificates up in their offices to show that they are qualified.*

results (n) the mark that a student gets in an examination: *You should get your exam results next week.*

speak (v) to be able to talk in a particular language: *Do you speak Chinese?*

talk (v) to speak, or to have a conversation: *Can their baby talk yet?*

lesson (n) a period of time in which students are taught about a subject in school: *Don't forget to bring your books to Monday's lesson.*

subject (n) something that you learn or teach in a school, for example English, mathematics or biology: *I* *prefer science subjects, like physics and biology, to arts subjects.*

achieve (v) to succeed in doing or having something: *We have achieved what we set out to do.*

reach (v) to get to a particular point in time, or to a particular stage in a process: *The children have reached the age when they want more privacy.*

task (n) something that you have to do, often something that is difficult or unpleasant: *Ken began the difficult task of organising the information.*

effort (n) physical or mental energy needed to do something: *Writing a book takes a lot of time and effort.*

know (v) to be familiar with someone or something, for example because you have met someone before or been to a place before: *Do you know Terry Davis?*

recognise (v) to know someone or something because you have seen, heard or met them before: *I* *recognised the house from your description.*

teach (v) to help students to learn something in a school, college or university by giving lessons: She *teaches children with learning difficulties.*

learn (v) to gain knowledge or experience of something, for example by being taught: *What did you learn at school today?*