

**КАЗАНСКИЙ ФЕДЕРАЛЬНЫЙ УНИВЕРСИТЕТ
ИНСТИТУТ МЕЖДУНАРОДНЫХ ОТНОШЕНИЙ**
*Кафедра теории и практики перевода
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**KEEP IN MIND:
ENGLISH GRAMMAR, READING, LISTENING**
Учебное пособие

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Учебное пособие является вторым доработанным и переизданным вариантом пособия «English grammar: general aspect», предназначено для студентов первого курса уровня «Intermediate+» и содержит материалы, дополняющие основной курс грамматики английского языка. Пособие может быть использовано как для аудиторной, так и для самостоятельной работы студентов.

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Предисловие

Настоящее пособие предназначено для работы со студентами первого курса уровня «Intermediate+» ФГАОУ ВО «Казанский (Приволжский) федеральный университет», г. Казань, и является дополнением к основному курсу. Тексты и задания подобраны с учетом требований Федерального государственного образовательного стандарта высшего образования и ориентировано на студентов, продолжающих изучение английского языка в рамках программы Высшей школы.

Целью настоящего пособия является повторение и систематизация знаний основных грамматических категорий, проверка навыков изучающего чтения и последующей работы с прочитанным материалом. Пособие состоит из девяти разделов, каждый из которых включает в свою очередь 3 подраздела: задание на чтение и понимание текста, грамматические упражнения тестового типа, задания на аудирование. В рамках работы с материалом активизируются все виды речевой деятельности: чтение, слушание, говорение и письмо. Особое внимание уделяется грамматическому материалу, входящему в учебную программу студентов первого курса направления «Лингвистика».

Актуальность данного пособия заключается в его познавательной ценности и компетентностно-ориентированной направленности. С учетом разной степени подготовки студентов в подборе заданий в каждом разделе соблюдается принцип перехода от простого к сложному. Тематика текстов носит лингвокультурологический характер: материалы содержат сведения не только о видных деятелях и достопримечательностях англоязычных стран, но и рассуждения о глобальных проблемах, например, в сфере экологии.

Видео выступления для блока “Listening” подобраны с учетом актуальных и востребованных среди студентов тем: важность книг в нашей жизни, целительная музыка, мастера прокрастинации, изучение иностранных языков и кросс-культурная коммуникация.

Пособие может быть использовано как в рамках аудиторных занятий, так и в качестве материалов для самостоятельной работы студентов и всех желающих повысить свой уровень владения английским языком.

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UNIT I

I. READING COMPREHENSION

Read the text and complete the tasks after it.

The megafires of California

Drought, housing expansion, and oversupply of tinder make for bigger, hotter fires in the western United States

Wildfires are becoming an increasing menace in the western United States, with Southern California being the hardest hit area. There's a reason fire squads battling more frequent blazes in Southern California are having such difficulty containing the flames, despite better preparedness than ever and decades of experience fighting fires fanned by the 'Santa Ana Winds'. The wildfires themselves, experts say, are generally hotter, faster, and spread more erratically than in the past.

Megafires, also called 'siege fires', are the increasingly frequent blazes that burn 500,000 acres or more – 10 times the size of the average forest fire of 20 years ago. Some recent wildfires are among the biggest ever in California in terms of acreage burned, according to state figures and news reports.

One explanation for the trend to more superhot fires is that the region, which usually has dry summers, has had significantly below normal precipitation in many recent years. Another reason, experts say, is related to the century-long policy of the US Forest Service to stop wildfires as quickly as possible. The unintentional consequence has been to halt the natural eradication of underbrush, now the primary fuel for megafires.

Three other factors contribute to the trend, they add. First is climate change, marked by a 1-degree Fahrenheit rise in average yearly temperature across the western states. Second is fire seasons that on average are 78 days longer than they were 20 years ago. Third is increased construction of homes in wooded areas.

'We are increasingly building our homes in fire-prone ecosystems,' says Dominik Kulakowski, adjunct professor of biology at Clark University Graduate School of Geography in Worcester, Massachusetts. 'Doing that in many of the forests of the western US is like building homes on the side of an active volcano.'

In California, where population growth has averaged more than 600,000 a year for at least a decade, more residential housing is being built. ‘What once was open space is now residential homes providing fuel to make fires burn with greater intensity,’ says Terry McHale of the California Department of Forestry firefighters’ union. ‘With so much dryness, so many communities to catch fire, so many fronts to fight, it becomes an almost incredible job.’

That said, many experts give California high marks for making progress on preparedness in recent years, after some of the largest fires in state history scorched thousands of acres, burned thousands of homes, and killed numerous people. Stung in the past by criticism of bungling that allowed fires to spread when they might have been contained, personnel are meeting the peculiar challenges of neighborhood – and canyon- hopping fires better than previously, observers say.

State promises to provide more up-to-date engines, planes, and helicopters to fight fires have been fulfilled. Firefighters’ unions that in the past complained of dilapidated equipment, old fire engines, and insufficient blueprints for fire safety are now praising the state’s commitment, noting that funding for firefighting has increased, despite huge cuts in many other programs. ‘We are pleased that the current state administration has been very proactive in its support of us, and [has] come through with budgetary support of the infrastructure needs we have long sought,’ says Mr. McHale of the firefighters’ union.

Besides providing money to upgrade the fire engines that must traverse the mammoth state and wind along serpentine canyon roads, the state has invested in better command-and-control facilities as well as in the strategies to run them. ‘In the fire sieges of earlier years, we found that other jurisdictions and states were willing to offer mutual-aid help, but we were not able to communicate adequately with them,’ says Kim Zagaris, chief of the state’s Office of Emergency Services Fire and Rescue Branch. After a commission examined and revamped communications procedures, the statewide response ‘has become far more professional and responsive,’ he says. There is a sense among both government officials and residents that the speed,

dedication, and coordination of firefighters from several states and jurisdictions are resulting in greater efficiency than in past ‘siege fire’ situations.

In recent years, the Southern California region has improved building codes, evacuation procedures, and procurement of new technology. ‘I am extraordinarily impressed by the improvements we have witnessed,’ says Randy Jacobs, a Southern California-based lawyer who has had to evacuate both his home and business to escape wildfires. ‘Notwithstanding all the damage that will continue to be caused by wildfires, we will no longer suffer the loss of life endured in the past because of the fire prevention and firefighting measures that have been put in place,’ he says. (*From www.ieltsdeal.com*)

Choose ONE WORD AND/OR A NUMBER from the passage for each answer. Write your answers in gaps 1-6.

Wildfires

Characteristics of wildfires and wildfire conditions today compared to the past:

- occurrence: more frequent
- temperature: hotter
- speed: faster
- movement: **1)** more unpredictably
- size of fires: **2)** greater on average than two decades ago

Reasons wildfires cause more damage today compared to the past:

- rainfall: **3)** average
- more brush to act as **4)**
- increase in yearly temperature
- extended fire **5)**
- more building of **6)** in vulnerable places

Do the following statements agree with the text? Choose TRUE / FALSE / NOT GIVEN

7) The amount of open space in California has diminished over the last ten years.

8) Many experts believe California has made little progress in readying itself to fight fires.

- 9) Personnel in the past have been criticised for mishandling fire containment.
- 10) California has replaced a range of firefighting tools.
- 11) More firefighters have been hired to improve fire-fighting capacity.
- 12) Citizens and government groups disapprove of the efforts of different states and agencies working together.
- 13) Randy Jacobs believes that loss of life from fires will continue at the same levels, despite changes made.

II. GRAMMAR EXERCISES. *Articles*

Table 1

Articles

In this case		Example Sentence
Use "a" / "an"	You mention something for the first time.	I have a problem.
	You want to say that something belongs to a certain group.	This is a table.
	You want to say that someone belongs to a certain group.	She is a designer.
	You want to say that something is that kind of thing.	I've built a strong ship.
	You want to say that someone is that kind of person.	He is a nice guy.
Use "the"	You talk about a specific thing.	The feeling I got was very strange.
	It is clear which thing you are talking about.	I passed the test!
	There is only one such thing.	Look at the sun.
We do use the definite article before		
	Countries with plural nouns as their name	I am flying to the Netherlands
	Countries with names like Kingdom, State, or Republic	I live in the United States
	Names of geographical features such as oceans, mountains, rivers and seas	We sailed on the Pacific Ocean
	Names of newspapers	We had a subscription to the New York Times
	Names of well-known buildings or works of art	We visited the Empire State Building last year
	Names of families	The Smiths live there
	Names of organizations	We are members of the Chess Club
	Names of hotels	We slept at the Holiday Inn

	The definite article the is optional before seasons of the year	I love fishing in the summer. or I love fishing in summer. I go to school in the spring. or I go to school in spring.
No article	You talk about something in general.	Pigs can't fly. Diving can be difficult.
	You talk about cities, countries, streets, etc.	We visited Italy.

Fill in the articles (a/an/the/-)

- 1) ___ Man whom Mr. Smith telephoned this morning is here now.
- 2) ___ Book which I am reading now belongs to John.
- 3) There is _pencil on the desk.
- 4) She is ___ good teacher.
- 5) Is this ___ book which you need?
- 6) I want to buy ___ new briefcase.
- 7) ___ good book is always a pleasure for me.
- 8) It is _____ good idea.
- 9) ___ picture painted by the student is beautiful.
- 10) _____ Loch Ness is in ___ Scotland. The Beatles made ___ Abbey Road famous.
- 11) Many migrating birds spend the winter in ___ Africa.
- 12) _____ River Thames is ___ England's second longest river.
- 13) I work near _Trafalgar Square in _____ London.
- 14) _____ Hague is in _Netherlands.
- 15) _____ capital of ___ United Arab Emirates is _Abu Dhabi and not _____ Dubai.
- 16) _____ Lake District in the north of England has beautiful lakes like _Lake Windermere.
- 17) _____ Islands in ___ Pacific Ocean offer fantastic beaches.
- 18) _____ Spanish football team won the World Cup in _____ South Africa in 2010.
- 19) I want to be _actor when I leave _university.
- 20) John worked as ___ school teacher all his life.
- 21) He put his scarf around _neck before going out.
- 22) Put this cap onto protect _head from the sun.

- 23) I'm going to hospital to visit Mary.
- 24) _____ Jimmy's father went to school to talk to his teacher.
- 25) It's time to get up, Jimmy. You've got to go to school.
- 26) John had breakfast and left for work.
- 27) _____ dinner is on the table! Come and get it!
- 28) In the United States _____ most children receive a school education.
- 29) Nobody thought that _____ book would be so popular with _____ reader.
- 30) While doing _____ exercise 25 I made _____ few mistakes.
- 31) _____ water is precious in this area and must be paid.
- 32) They built _____ fire to mark _____ place for _____ plane to land.
- 33) He met her at _____ Orly Airport.
- 34) You can buy everything you want at _____ Harrison's.
- 35) What _____ awful weather.
- 36) Malta has been _____ republic since 1974.
- 37) He always tells me _____ truth.
- 38) He left _____ university without doing examinations.
- 39) This year _____ summer was cold.
- 40) Don't tell me lie.
- 41) We missed _____ 5 o'clock train and we had to wait for _____ long time.
- 42) _____ crime is _____ problem in most big cities.
- 43) Baxter and Halls were in _____ middle of _____ countryside.
- 44) Ann lives near _____ sea. Her father is _____ seaman, he spends most of his life at _____ sea.
- 45) On April 12, 1961 _____ whole world learned about _____ man in _____ space.
- 46) Hob is generally _____ last to come for the lessons, but _____ first to go away.
- 47) With _____ smile upon her face, Miss Brass took two or three more pinches of snuff...
- 48) _____ three gentlemen looked at each other but said nothing.
- 49) In that low and marshy spot, _____ fog filled _____ every nook and corner with _____ thick dense cloud.

50) Sam squinted against _____ sun at _____ distant dust trail raked up by _____ car on its way up to _____ Big House.

Pre-listening task: There are some proverbs related to the topic “Literature”.

Try to read them by separating the words with spaces and explain the meaning:

- 1) A single conversation across a table with a wise man is worth a month's study of books. (Chinese proverb)
- 2) Blind is the bookless man. (English proverb)
- 3) Books and cats and fair-haired little girls make the best furnishing for a room. (French proverb)
- 4) Give an apple to the little ones, a book to the old.
- 5) You don't have to know much to read, but you do to cook. (Turkish proverb)
- 6) Choose an author as you choose a friend. (English proverb)
- 7) Like author, like book. (English proverb)

** Find the equivalents of proverbs in the Russian language or translate the proverbs in a suitable way.*

III. LISTENING

Why should you read “The Master and Margarita?”

Study the vocabulary and watch the video [Alex Gendler: Why should you read "The Master and Margarita"? | TED Talk](#). Complete the tasks below.

Vocabulary

absurd premise – безумная предпосылка

central plot – основная сюжетная линия

surreal blend – сюрреалистическая смесь / смешаться

to earn a legacy – стать одним из самых...

to make ominous predictions – зловеще предсказывать

tormented – терзаемый муками

uncanny magical powers – сверхъестественные колдовские чары

to leave a trail of havoc and confusion – сеять суматоху и хаос

to work under strict censorship – работать в условиях жесточайшей цензуры

a convoluted bureaucracy – хитросплетения непроходимой бюрократии

with petty-self-interest – со свойственной мелочностью

artistic frustration – творческий кризис

Fill the gaps in the following sentences

- 1) The story begins when a meeting between two members of Moscow's _____ is interrupted by a strange gentleman named Woland...
- 2) Azazello, Koroviev, Hella, and a giant cat named _____ – are seen to have _____ powers...
- 3) Much of the novel's _____ comes not only from this demonic _____...
- 4)...artists and authors worked under _____ censorship, subject to _____....
- 5) As heads are separated from bodies and money _____...
- 6) And the matter-of-fact narration deliberately blends the strangeness of the _____ events with the everyday absurdity of _____ life.
- 7) ...Bulgakov manage to publish such a _____ novel under an _____ regime...
- 8) A _____ version was eventually printed in the 1960s.
- 9) Despite its dark humor and complex structure, "The Master and Margarita" is, at its _____, a _____ on art, love, and redemption, that never loses itself in _____.
- 10) ...a testament to what Woland tells the Master: "Manuscripts don't _____."

Look at the sentences below and decide if they are true or false.

- 1) Bulgakov's story doesn't takes place in the setting where it was written– the USSR at the height of the Stalinist period...
- 2) Written in Moscow during the 1940s, this surreal blend of political satire, historical fiction, and occult mysticism has earned a legacy as one of the 20th century's greatest novels– and one of its strangest.
- 3) The unabridged manuscript copies continued to circulate among underground literary circles in the 1960s.
- 4) The full text of the novel was published over 30 years after its completion.
- 5) The second part of the novel is an autobiography of the author.

- 6) ... the stranger engages the three companions in a philosophical debate and makes ominous predictions about their fates.
- 7) Bulgakov worked on "The Master and Margarita" for over ten years.

Unit II

I. READING COMPREHENSION

Read the text and complete the tasks after it.

Aphantasia: A life without mental images

Close your eyes and imagine walking along a sandy beach and then gazing over the horizon as the Sun rises. How clear is the image that springs to mind?

Most people can readily conjure images inside their head – known as their mind's eye. But this year scientists have described a condition, aphantasia, in which some people are unable to visualise mental images.

Niel Kenmuir, from Lancaster, has always had a blind mind's eye. He knew he was different even in childhood. "My stepfather, when I couldn't sleep, told me to count sheep, and he explained what he meant, I tried to do it and I couldn't," he says. "I couldn't see any sheep jumping over fences, there was nothing to count."

Our memories are often tied up in images, think back to a wedding or first day at school. As a result, Niel admits, some aspects of his memory are "terrible", but he is very good at remembering facts. And, like others with aphantasia, he struggles to recognise faces. Yet he does not see aphantasia as a disability, but simply a different way of experiencing life.

Mind's eye blind

Ironically, Niel now works in a bookshop, although he largely sticks to the non-fiction aisles. His condition begs the question what is going on inside his picture-less mind. I asked him what happens when he tries to picture his fiancée. "This is the hardest thing to describe, what happens in my head when I think about things," he says. "When I think about my fiancée there is no image, but I am definitely thinking about her, I know today she has her hair up at the back, she's brunette. But I'm not describing an image I am looking at, I'm remembering features about her, that's the strangest thing and maybe that is a source of some regret."

The response from his mates is a very sympathetic: "You're weird." But while Niel is very relaxed about his inability to picture things, it is often a cause of distress for others. One person who took part in a study into aphantasia said he had started to

feel "isolated" and "alone" after discovering that other people could see images in their heads. Being unable to reminisce about his mother years after her death led to him being "extremely distraught".

The super-visualiser

At the other end of the spectrum is children's book illustrator, Lauren Beard, whose work on the Fairytale Hairdresser series will be familiar to many six-year-olds. Her career relies on the vivid images that leap into her mind's eye when she reads text from her author. When I met her in her box-room studio in Manchester, she was working on a dramatic scene in the next book. The text describes a baby perilously climbing onto a chandelier.

"Straightaway I can visualise this grand glass chandelier in some sort of French kind of ballroom, and the little baby just swinging off it and really heavy thick curtains," she says. "I think I have a strong imagination, so I can create the world and then keep adding to it so it gets sort of bigger and bigger in my mind and the characters too they sort of evolve. I couldn't really imagine what it's like to not imagine, I think it must be a bit of a shame really."

Not many people have mental imagery as vibrant as Lauren or as blank as Niel. They are the two extremes of visualisation. Adam Zeman, a professor of cognitive and behavioural neurology, wants to compare the lives and experiences of people with aphantasia and its polar-opposite hyperphantasia. His team, based at the University of Exeter, coined the term aphantasia this year in a study in the journal *Cortex*.

Prof Zeman tells the BBC: "People who have contacted us say they are really delighted that this has been recognised and has been given a name, because they have been trying to explain to people for years that there is this oddity that they find hard to convey to others." How we imagine is clearly very subjective - one person's vivid scene could be another's grainy picture. But Prof Zeman is certain that aphantasia is real. People often report being able to dream in pictures, and there have been reported cases of people losing the ability to think in images after a brain injury.

He is adamant that aphantasia is "not a disorder" and says it may affect up to one in

50 people. But he adds: "I think it makes quite an important difference to their experience of life because many of us spend our lives with imagery hovering somewhere in the mind's eye which we inspect from time to time, it's a variability of human experience." (From www.ielts-up.com)

Do the following statements agree with the text? Choose TRUE / FALSE / NOT GIVEN

- 1) Aphantasia is a condition, which describes people, for whom it is hard to visualise mental images.
- 2) Niel Kenmuir was unable to count sheep in his head.
- 3) People with aphantasia struggle to remember personal traits and clothes of different people.
- 4) Niel regrets that he cannot portray an image of his fiancée in his mind.
- 5) Inability to picture things in someone's head is often a cause of distress for a person.
- 6) All people with aphantasia start to feel 'isolated' or 'alone' at some point of their lives.
- 7) Lauren Beard's career depends on her imagination.
- 8) The author met Lauren Beard when she was working on a comedy scene in her next book.

Write NO MORE THAN TWO WORDS from the passage for each answer.

- 9) Only a small fraction of people have imagination as _____ as Lauren does.
- 10) Hyperphantasia is _____ to aphantasia.
- 11) There are a lot of subjectivity in comparing people's imagination - somebody's vivid scene could be another person's _____ .
- 12) Prof Zeman is _____ that aphantasia is not an illness.
- 13) Many people spend their lives with _____ somewhere in the mind's eye.

II. GRAMMAR EXERCISES. *Modal verbs*

Table 2

Modal verbs

Modal verbs	Use/ Simple forms
CAN	Possibility, ability and permission in the present or future. Neg. – deduction of smth impossible.
COULD	Possibility, ability and permission in the past. Polite requests.
BE ABLE TO	Ability or opportunity in the past, present or future (specific occasion)
MAY	Possible and probable actions in the future. Ask for permission (polite). Possible deductions.
MIGHT	Possible actions in the future. Possible deductions.
MUST	Obligation, necessity. Deductions of smth certain. Neg. – prohibition.
HAVE TO	Obligation in the present, past or future. Neg. – no obligation.
NEED TO/ NEEDN'T	Necessity Not necessary
WOULD	Hypothetical situations in the present/future. Past habitual actions.
SHALL	Offers, suggestions (only in questions and only with the subjects: I/ We)
SHOULD/UGHT TO/HAD BETTER	Advice. Logical consequence.
Modal verbs	Use/ Perfect forms
CAN'T	Deduction of smth impossible in the past.
COULD	A reference to smth that didn't happen.
MAY/MIGHT	Possible past deductions.
MUST	Certain past deductions.
SHOULD/UGHT TO	To show regret or criticism about a past event.
NEEDN'T	Something which was done but it wasn't necessary after all.
WOULD	Used in 3 rd conditional to describe a hypothetical consequence that didn't happen.

Choose the correct answer.

1) _____ You help me with my homework?

- a) Are
b) May
c) Can
d) Need
- 2) You __ enter without a tie.
a) aren't
b) can't
c) ought not
d) weren't
- 3) We __ leave now or we'll be late.
a) has to
b) must
c) can
d) will
- 4) If you had video, you __ record it yourself tonight.
a) could
b) can
c) must
d) may
- 5) A: My car has been stolen. B: __. _____
a) You should ring the police.
b) Will you phone the police?
c) Could you ring the police?
d) You are phoning the police.
- 6) A: She can't sing.
B: Neither __.
a) do I
b) could I
c) am I
d) can I

- 7) If you don't feel better you ____ go to bed.
- a) ought
 - b) should
 - c) don't have to
 - d) needn't
- 8) You __ get the 8.45 train. It doesn't stop at Yorkshire.
- a) had better
 - b) mustn't
 - c) should
 - d) don't have to
- 9) His illness got worse and worse. In the end he ____ go into hospital for an operation.
- a) will have to
 - b) must
 - c) had to
 - d) ought to have
- 10) You __ any more aspirins; you've had four already.
- a) mustn't take
 - b) needn't have taken
 - c) shouldn't have taken
 - d) had better not take
- 11) You __ spanked her. She didn't deserve it.
- a) shouldn't have
 - b) needn't have
 - c) mustn't have
 - d) couldn't have
- 12) A: I wonder who took my alarm clock.
B: It __ Julia. She _____ supposed to get up early.
- a) might be/is
 - b) could be/ is

c) had to be/was

d) must have been/was

13) In a hundred years' time we _____ out of water to drink.

a) must have run

b) might have been/run

c) should have run

d) may have run

14) A: Did you enjoy the concert?

B: It was OK, but I _____ to the theatre.

a) needn't have gone

b) must have gone

c) had better go

d) would rather have gone

15) When I was a child, I _____ a flash light to bed with me so that I _____ read comic books without my parents' knowing them.

a) used to take/could

b) was used to taking/ could

c) would take/can

d) would have taken/was able to

16) The fire spread quickly, but everybody _____ from the building.

a) was able to escape

b) managed to escape

c) could escape

17) I'm so tired. I _____ for a week.

a) can sleep

b) could sleep

c) could have slept

18) The story _____ be true, but I don't think it is.

a) might

b) can

c) could

d) may

19) Why did you stay at a hotel? You _____ with me.

a) can stay

b) could stay

c) could have stayed

20) I lost one of my gloves. I _____ it somewhere.

a) must drop

b) must have dropped

c) must be dropping

d) must have been dropping

21) 'Why wasn't Amy at the meeting yesterday?' 'She _____ about it.'

a) might not know

b) may not know

c) might not have known

d) may not have known

22) What _____ to get a new driving license?

a) have I to do

b) do I have to do

c) I must do

d) I have to

23) We have plenty of time. We _____ hurry.

a) don't need to

b) mustn't

c) needn't

24) You missed a great party last night. You _____. Why didn't you?

a) must have come

b) should have come

c) ought to have come

d) had to come

25) Jane won the lottery. I suggested _____ a car with the money she won.

a) that she buy

b) that she should buy

c) her to buy

d) that she bought

26) You're always at home. You _____ out more often.

a) should go

b) had better go

c) had better to go

27) It's late. It's time _____ home.

a) we go

b) we must go

c) we should go

d) we went

e) to go

28) _____ a little longer, but I really have to go now.

a) I'd stay

b) I'll stay

c) I can stay

d) I'd have stayed

Choose the correct answer.

29) She (could walk / could have walked) before she was a year old.

30) The party was supposed to be a secret. You (shouldn't say / shouldn't have said) anything.

31) I'm not sure, but I (might leave / might have left) early tonight.

32) I'm not afraid to go alone. You (needn't have come / needn't come) with me.

33) It's late. You (must be / must have been) very tired.

34) You (ought to introduce / ought to have introduced) me to your friends. I didn't know anyone's name.

Complete the sentences with the correct form of the verbs in brackets. Use a modal perfect.

35) Nobody told her anything about the argument. She(know) about it.

36) We arrived too early. We (be) in such a hurry.

37) She(leave) the office because her coat and bag aren't here.

38) I (drive) to work, but the weather was so nice that I decided to walk.

39) It's possible that I(forget) to tell Joe about the meeting.

40) You(call) her on her birthday. She never forgets to call you.

Complete each sentence B so that it has a similar meaning to sentence A. Use a modal verb from the box and the correct form of the verb in bold!

CAN'T / MAY / MIGHT NOT / MUST

41) I'm sure schools 50 years ago weren't the same as they are nowadays. **BE**
Schools 50 years ago _____ very different from nowadays.

42) It's possible Josef went to school by bus. **TAKE**
Josef _____ the bus to school.

43) I'm sure their holiday wasn't very nice because the weather was so bad. **HAVE**
With such terrible weather, they _____ a very nice holiday.

44) I wonder if Jane remembers how to get here. **FORGET**
Jane _____ how to get here.

45) I'm sure Chloe isn't still looking for her watch. **FIND**
Chloe _____ her watch by now.

46) We are going in the wrong direction. **MISS**
Yes, we _____ a turning.

47) Shakespeare and Voltaire weren't alive at the same time, so they definitely never met. **KNOW**
Shakespeare and Voltaire weren't alive at the same time, so they _____ each other.

48) Alison looks happy about her exam results, so she's certainly done well. **DO**

Alison looks happy about her exam results, so she _____ well.

49) I'm not sure it's right to blame Ray for that mistake. **MAKE**

Ray _____ that mistake.

50) Joe can't open the door. Maybe he can't remember where he put the key.

LOSE

Joe can't open the door. He _____ the key.

Pre-listening task: There are some proverbs related to the topic "Cultural behavior". Try to read them by separating the words with spaces and explain the meaning:

1. Ilyaisinpeople,andapigisathome. (Russian proverb)
2. Thebiterissometimesbit. (Russian proverb)
3. WhenGreekmeetsGreek,thencomesthetugofwar. (Greek proverb)
4. Doasyouwouldbedoneby.
5. Don'tcrybeforeyouarehurt.
6. Christmascomesbutonceayear. (English proverb)
7. Don'tmakeyourselffamouse,orthecatwilleatyou. (Russian proverb)

* *Find the equivalents of proverbs in the Russian language or translate the proverbs in a suitable way.*

III. LISTENING

Cross cultural communication

Watch the video [Cross cultural communication | Pellegrino Riccardi | TEDx Bergen](#) – YouTube and fill the gaps below.

Vocabulary

global business world – деловые круги

to play with airlines – разыгрывать стюардов

to take seriously – воспринимать всерьез

to describe smb in a nutshell – описать кого-либо в двух словах

to work across borders – работать за границей

common sense – здравый смысл

a proper photograph – хороший кадр

to dig under the surface – смотреть глубже

to create a conversation – завязать беседу

look beyond the negative side – отбросьте негативные эмоции

to look for smth better – искать лучшей жизни

to question everything – подвергать все сомнению

a global mindset – глобальное мышление / глобально мыслить

Fill the gaps

1)...but what I really do is I try to help people _____ better..

2) I say to people, “Take a look at _____.”

3) I am going to talk a lot about _____ because it’s all about perception and understanding what people see.

4) I have these little social _____ to test their perception of me...

5) We’re basically doing things which are accepted in our _____ and which are familiar.

6) “If you were to use a _____ to describe this person, he’d have to be green. He lives in _____ in his home, a place he best describes as ‘his’ and ‘cosy’.

7) And OK, it's a _____, but a lot of this is a bit true.

8) I mean that's _____ ; you know, common sense.

9) It's like a _____ dance, it's fantastic.

10) This is _____ , and I think the queueing system in Norway is all about equality.

11) ... we have a _____ to jump to the negative conclusions rather than the positive conclusions.

12) Now, if a Scandinavian Airlines person did this when you came on, yeah, exactly, you would get _____ , wouldn't you?

13) This is what I'm really passionate about - _____.

14) A recent survey - I can't believe this, but I have to quote it - _____, 4-year-olds will ask up to 390 questions per day.

15) ... which I've heard many times, doesn't often get _____

very positively by other nationalities.

16) One way to do it is to complain and _____ a better result, that's often difficult.

17) What I've learnt to do - I've had to learn to do - is kind _____ myself down actually living in the Nordic countries....

18) ...keep between the lines and don't use the _____ over there...

19) What they do - yeah, yeah, look - what happens is that, you see, the _____ .

20) You get no _____ .

Discuss the following in pairs.

1) Why are cross-cultural communication skills are important?

2) Stereotypes mean a lot for cross-cultural communication. To what extent do you agree with this statement?

3) How can volunteering abroad improve your cross-cultural communication skills?

4) How will language immersion projects develop your cross-cultural communication skills?

5) Language and culture are strongly interlinked. By learning another language, you'll get an insight into another culture.

Unit III

I. READING COMPREHENSION

Read the text and complete the tasks after it.

Sea monsters are the stuff of legend – lurking not just in the depths of the oceans, but also the darker corners of our minds

What is it that draws us to these creatures?

"This inhuman place makes human monsters," wrote Stephen King in his novel *The Shining*. Many academics agree that monsters lurk in the deepest recesses, they prowl through our ancestral minds appearing in the half-light, under the bed - or at the bottom of the sea.

"They don't really exist, but they play a huge role in our mindscapes, in our dreams, stories, nightmares, myths and so on," says Matthias Classen, assistant professor of literature and media at Aarhus University in Denmark, who studies monsters in literature. "Monsters say something about human psychology, not the world."

One Norse legend talks of the Kraken, a deep sea creature that was the curse of fishermen. If sailors found a place with many fish, most likely it was the monster that was driving them to the surface. If it saw the ship it would pluck the hapless sailors from the boat and drag them to a watery grave.

This terrifying legend occupied the mind and pen of the poet Alfred Lord Tennyson too. In his short 1830 poem *The Kraken* he wrote: "Below the thunders of the upper deep, / Far far beneath in the abysmal sea, / His ancient, dreamless, uninvaded sleep / The Kraken sleepeth."

The deeper we travel into the ocean, the deeper we delve into our own psyche. And when we can go no further - there lurks the Kraken.

Most likely the Kraken is based on a real creature - the giant squid. The huge mollusc takes pride of place as the personification of the terrors of the deep sea. Sailors would have encountered it at the surface, dying, and probably thrashing about. It would have made a weird sight, "about the most alien thing you can imagine," says Edith Widder, CEO at the Ocean Research and Conservation Association.

"It has eight lashing arms and two slashing tentacles growing straight out of its head and it's got serrated suckers that can latch on to the slimiest of prey and it's got a parrot beak that can rip flesh. It's got an eye the size of your head, it's got a jet propulsion system and three hearts that pump blue blood."

The giant squid continued to dominate stories of sea monsters with the famous 1870 novel, *Twenty Thousand Leagues Under the Sea*, by Jules Verne. Verne's submarine fantasy is a classic story of puny man against a gigantic squid.

The monster needed no embellishment - this creature was scary enough, and Verne incorporated as much fact as possible into the story, says Emily Alder from Edinburgh Napier University. "*Twenty Thousand Leagues Under the Sea* and another contemporaneous book, Victor Hugo's *Toilers of the Sea*, both tried to represent the giant squid as they might have been actual zoological animals, much more taking the squid as a biological creature than a mythical creature." It was a given that the squid was vicious and would readily attack humans given the chance.

That myth wasn't busted until 2012, when Edith Widder and her colleagues were the first people to successfully film giant squid under water and see first-hand the true character of the monster of the deep. They realised previous attempts to film squid had failed because the bright lights and noisy thrusters on submersibles had frightened them away.

By quietening down the engines and using bioluminescence to attract it, they managed to see this most extraordinary animal in its natural habitat. It serenely glided into view, its body rippled with metallic colours of bronze and silver. Its huge, intelligent eye watched the submarine warily as it delicately picked at the bait with its beak. It was balletic and mesmeric. It could not have been further from the gnashing, human-destroying creature of myth and literature. In reality this is a gentle giant that is easily scared and pecks at its food.

Another giant squid lies peacefully in the Natural History Museum in London, in the Spirit Room, where it is preserved in a huge glass case. In 2004 it was caught in a fishing net off the Falkland Islands and died at the surface. The crew immediately froze its body and it was sent to be preserved in the museum by the

Curator of Molluscs, Jon Ablett. It is called Archie, an affectionate short version of its Latin name *Architeuthis dux*. It is the longest preserved specimen of a giant squid in the world.

"It really has brought science to life for many people," says Ablett. "Sometimes I feel a bit overshadowed by Archie, most of my work is on slugs and snails but unfortunately most people don't want to talk about that!"

And so today we can watch Archie's graceful relative on film and stare Archie herself (she is a female) eye-to-eye in a museum. But have we finally slain the monster of the deep? Now we know there is nothing to be afraid of, can the Kraken finally be laid to rest? Probably not says Classen. "We humans are afraid of the strangest things. They don't need to be realistic. There's no indication that enlightenment and scientific progress has banished the monsters from the shadows of our imaginations. We will continue to be afraid of very strange things, including probably sea monsters."

Indeed we are. The Kraken made a fearsome appearance in the blockbuster series *Pirates of the Caribbean*. It forced Captain Jack Sparrow to face his demons in a terrifying face-to-face encounter. Pirates needed the monstrous Kraken, nothing else would do. Or, as the German film director Werner Herzog put it, "What would an ocean be without a monster lurking in the dark? It would be like sleep without dreams." (From www.ielts-up.com)

Do the following statements agree with the text? Choose **TRUE** / **FALSE** / **NOT GIVEN**

- 1) Matthias Classen is unsure about the possibility of monster's existence.
- 2) Kraken is probably based on an imaginary animal.
- 3) Previous attempts on filming the squid had failed due to the fact that the creature was scared.
- 4) Giant squid was caught alive in 2004 and brought to the museum.
- 5) Jon Ablett admits that he likes Archie.
- 6) According to Classen, people can be scared both by imaginary and real monsters.
- 7) Werner Herzog suggests that Kraken is essential to the ocean.

Choose the correct letter, a, b, c or d.

- 8) Who wrote a novel about a giant squid?
- a. Emily Alder
 - b. Stephen King
 - c. Alfred Lord Tennyson
 - d. Jules Verne
- 9) What, of the featuring body parts, mollusc DOESN'T have?
- a. two tentacles
 - b. serrated suckers
 - c. beak
 - d. smooth suckers
- 10) Which of the following applies to the bookish Kraken?
- a. notorious
 - b. scary
 - c. weird
 - d. harmless
- 11) Where can we see a giant squid?
- a. at the museum
 - b. at a seaside
 - c. on TV
 - d. in supermarkets
- 12) The main purpose of the text is to:
- a. help us to understand more about both mythical and biological creatures of the deep
 - b. illustrate the difference between Kraken and squid
 - c. shed the light on the mythical creatures of the ocean
 - d. compare Kraken to its real relative

II. GRAMMAR EXERCISES. Phrasal verbs

Table 3

Phrasal verbs

Single-word verb		Look		
phrasal verb	verb + adverb	look up	transitive (direct object)	Separable: They turned down my offer. They turned my offer down. BUT! If direct object=pronoun John switched it on. John switched on it.
			intransitive (no direct object)	
	verb + preposition	look after	transitive (direct object)	Cannot be separated! Who is looking after the baby? Who is looking the baby after?
verb + adverb + preposition	look forward to	there is always a direct object	Cannot be separated! We ran out of gas. We ran out of it. We ran gas out of. We ran out gas of.	

A phrasal verb is a verb like *pick up*, *turn on* or *get on with*. These verbs consist of a **basic verb + another word or words**. The two or three words that make up a phrasal verb form a short "phrase" – which is why we call them "phrasal verbs". But a phrasal verb is still a verb. **Look** is a verb. **Look up** is also a verb – a **different** verb. They do not have the same meaning, and they behave differently grammatically. You should treat each phrasal verb as a separate verb and learn it like any other verb. Look at these examples. You can see that there are three types of phrasal verb formed **from a single-word verb**.

Read the text and study the vocabulary

The Luggage Question (After Jerome K. Jerome)

This is the wisdom have learned from my uncle Podger. “Always, before beginning to pack”, my uncle would say, “make a list. It makes things easier.” He was a methodical man.

“Take a piece of paper” – he always began – “put down on it everything you can possibly require; then go over it to see that it contains nothing you can possibly do without. Imagine yourself in bed: what have you got on? Very well, put it down - together with a change. You get up: what do you do? Wash yourself. What do you wash yourself with? Soap; put down soap. What other stuff would you need? Toothpaste and a toothbrush: put down everything. Go on till you have finished. Then take your clothes. What are you going to put on? Begin at your feet; what do you

wear on your feet? Boots, shoes, socks; put them down. A cork screw; put it down. Put down everything, and then you do not forget anything.”

That is the plan he always followed himself. The main thing about my Uncle Podger was that he liked everything to be organized. The list made, he would go over it carefully, as he always advised, to see that he had forgotten nothing. He seemed to be a sort of absent-minded sometimes. Then he would go over it again, and cross out everything he might not need. Then he would lose the list.

Vocabulary

methodical (adj.) – a methodical person does things in a careful and well-organized way

to put down – to write down

a change – an additional set of clothes

stuff – (informal) a number of different things

Match the phrasal verbs from the text to their meanings

put down, do without, cross out, go over, get up, put on, go on

- 1) To wake up and to get out of bed after sleeping
- 2) To look at something or to think about something very carefully
- 3) To draw a line through something written on a piece of paper
- 4) To write something, especially a name or a number on a piece of paper or on a list
- 5) To continue without stopping, or to do something right after you have finished doing something else
- 6) To manage to live without something
- 7) To put a piece of clothing on your body

Complete the sentences with the phrasal verbs from the exercise below.

- 1) Getting ready for the test I usually...the chapters in the course book on the subject.
- 2) I can't ...my mobile phone. It's the most necessary thing for me.
- 3) I always...important facts in my notebook; it's easier to learn them this way.
- 4) If fail to do something, I just ...working hard on it.
- 5) It's not a problem for me to...early in the morning.

- 6) I hate it when my mum keeps asking me to ...a hat before I go out.
- 7) If somebody...my essay, I get very upset.

Describe each phrasal verb using Attachment I and complete the sentences

put up with, get back, go up, get over, look forward to, go down, look for, take up, get on with, turn into

- 1) In several cases the old buildings of St. Petersburg have been ... enormous advertisements!
- 2) You need to...some difficulties. If you can do this now, you'll be better climber than me.
- 3) We are going to ... early, so I'll have time to prepare my courses, which will be nice.
- 4) Now I realize that he taught me the way to ... my problems and helped me develop self-confidence.
- 5) As soon as I graduate, I'm going to ...a job.
- 6) I chose badminton and I don't regret ...it.....
- 7) The number of human languages spoken might ... from about six thousand today to half that number a century from now.
- 8) The Earth's sea level will....
- 9) I am pleased to inform you that your talk proposal has been accepted for the conference, and we ...meeting you there.
- 10) Unfortunately, we don't ...well...him these days.

Pre-listening task: There are some proverbs related to the topic "Wisdom".

Try to read them by separating the words with spaces and explain the meaning:

1. Everythingisgoodinit'sseason.
2. Foureyesseemorethantwo.
3. Thedgameisnotworththecandle.
4. Don'tlookagifhorseinthemouth.
5. Givehimaninchandhe'lltakeayard.
6. Anhourinthemorningisworthtwointheevening.
7. Honeycatchesmorefliesthanvinegar.

** Find the equivalents of proverbs in the Russian language or translate the proverbs in a suitable way.*

III. LISTENING

How to speak so that people want to listen

Study the vocabulary and watch the video How to speak so that people want to listen | Julian Treasure – YouTube. Fill the gaps below.

Vocabulary

penultimate – предпоследний

exaggeration – преувеличение

dogmatism – догматизм

cornerstones – (зд.) основа, фундамент

rummage – рыться, искать, копошиться

register – регистр

timbre – тембр

prosody – просодия

pace – темп

pitch – высота тона

inconsiderately – невнимательно

Fill the gaps

- 1) It's the most _____ sound in the world, probably..
- 2) ... and it's very hard to listen to somebody if you know that you're being judged and _____ wanting at the same time.
- 3) We complain about the weather, sport, about _____, about everything, but actually, complaining is viral misery.
- 4) They just pass it on to everybody else and don't take responsibility for their _____.
- 5) The _____ of facts with opinions.
- 6) ... foundations, that we can stand on if we want our _____ to be powerful and to make change in the world.

- 7) The H, _____, of course, being true in what you say, being straight and clear.
- 8) I don't mean _____ love, but I do mean wishing people well, for two reasons.
- 9) This instrument is _____, and yet this is a toolbox that very few people have ever opened.
- 10) ... where every sentence ends as if it were a question when it's actually not a question, it's a _____?
- 11) Some people _____ the whole time.
- 12) It might be proposing marriage, asking for a _____, a wedding speech.
- 13) First, arms up, deep breath in, and _____ out, ahhhhh, like that.
- 14) Next time you speak, do those in _____.
- 15) ... what would the world be like if we were creating sound consciously and consuming sound consciously and _____...

Discuss the questions

- 1) Do you agree with the 7 deadly sins of speaking? Why or why not?
- 2) Why is it hard to listen to people who judge?
- 3) Tempered with love, honesty is a great thing. Do you agree? Why or why not?
- 4) Do you think it is difficult to judge when we care for someone? Can you relate this to an experience in your life?
- 5) What would the world be like if everyone would speak consciously and listen consciously?

Unit IV

I. READING COMPREHENSION

Read the text and complete the tasks after it.

The students' problem

(A) The college and university accommodation crisis in Ireland has become 'so chronic' that students are being forced to sleep rough, share a bed with strangers – or give up on studying altogether.

(B) The deputy president of the Union of Students in Ireland, Kevin Donoghue, said the problem has become particularly acute in Dublin. He told the Irish Mirror: "Students are so desperate, they're not just paying through the nose to share rooms – they're paying to share a bed with complete strangers. It reached crisis point last year and it's only getting worse. "We've heard of students sleeping rough; on sofas, floors and in their cars and I have to stress there's no student in the country that hasn't been touched by this crisis. "Commuters – which would once have been considered ridiculous – are now normal, whether that's by bus, train or car and those who drive often end up sleeping in their car if they've an early start the next morning."

(C) Worry is increasing over the problems facing Ireland's 200,000 students as the number increases over the next 15 years. With 165,000 full-time students in Ireland – and that figure expected to increase to around 200,000 within the next 15 years – fears remain that there aren't enough properties to accommodate current numbers.

(D) Mr. Donoghue added: "The lack of places to live is actually forcing school-leavers out of college altogether. Either they don't go in the first place or end up having to drop out because they can't get a room and commuting is just too expensive, stressful and difficult."

(E) Claims have emerged from the country that some students have been forced to sleep in cars, or out on the streets, because of the enormous increases to rent in the capital. Those who have been lucky enough to find a place to live have had to do so 'blind' by paying for accommodation, months in advance, they haven't even seen just so they will have a roof over their head over the coming year.

(F) According to the Irish Independent, it's the 'Google effect' which is to blame. As Google and other blue-chip companies open offices in and around Dublin's docklands area, which are 'on the doorstep of the city', international professionals have been flocking to the area which will boast 2,600 more apartments, on 50 acres of undeveloped land, over the next three to 10 years.

(G) Rent in the area soared by 15 per cent last year and a two-bedroom apartment overlooking the Grand Canal costs €2,100 (£1,500) per month to rent. Another two-bedroom apartment at Hanover Dock costs €2,350 (almost £1,700) with a three-bedroom penthouse – measuring some 136 square metres – sits at €4,500 (£3,200) per month in rent.

(H) Ireland's Higher Education Authority admitted this was the first time they had seen circumstances 'so extreme' and the Fianna Fáil party leader, Michael Martin, urged on the Government to intervene. He said: "It is very worrying that all of the progress in opening up access to higher education in the last decade – particularly for the working poor – is being derailed because of an entirely foreseeable accommodation crisis. (From www.ielts-up.com)

The text has eight paragraphs, A–H. Choose the most suitable paragraph headings from the list of headings 1-8.

- 1) Cons of the commuting
- 2) Thing that students have to go through
- 3) Commutes have become common in Ireland nowadays
- 4) Danger of the overflow
- 5) Cause of the problems
- 6) Pricing data
- 7) Regression
- 8) Eyeless choice

Do the following statements agree with the text? Choose TRUE / FALSE / NOT STATED

- 9) The accommodation problem in Ireland is especially bad in Dublin.
- 10) Commutes are considered ridiculous.

- 11) The number of students in Ireland is not likely to increase in the future.
- 12) Due to the opening of the new offices around Dublin, the number of local restaurants will go up significantly over the next 3 to 10 years.
- 13) The rent price went up by 15% last year.
- 14) Michael Martin stated that crisis could have been omitted if the government reacted properly.

II. GRAMMAR EXERCISES. *Reported speech*

Reported speech is a very common thing in the English language. We do it almost every day, in conversation and in writing. The problem is, sometimes there can be some confusion around the topic. So today we'll take a look at reported speech: what it is, how to use it, and we'll look at some good examples of reported speech too, so you can see how it looks in everyday conversations or writing.

Present

If the **reporting verb** is in the present tense, then very little needs to be done to the direct speech sentence to change it. Here's an example.

- ✓ **Direct speech:** I like dogs.
- ✓ **Reported speech:** She *says* she likes dogs.

Past

Sometimes it is necessary to change the reporting verb into the past tense if what was said is no longer relevant, or was said sometime in the past. Here are the changes that would need to be made.

- ✓ **Direct speech:** I like dogs.
- ✓ **Reported speech:** She *said* she *liked* dogs.

When the reporting verb is in the past tense, verb tense forms usually need to change. The tenses generally move backward in this way:

- ✓ **Present Simple Tense** into **Past Simple Tense**
- ✓ **Present Continuous Tense** into **Past Continuous Tense**
- ✓ **Present Perfect Tense** into **Past Perfect Tense**
- ✓ **Past Simple Tense** into **Past Perfect Tense**
- ✓ **Past Continuous Tense** into **Past Perfect Continuous Tense**

- ✓ **Past Perfect Tense** (the tense remains unchanged)

Future

If somebody is talking about what will happen in the future then, again, you will need to change the tense of the reporting verb.

- ✓ **Direct speech:** I shall leave in a moment.
- ✓ **Reported speech:** She said that she would leave in a moment.

Notice how ‘shall’ and ‘will’ become ‘would’ here in order for it to make sense.

Will into **Would**

Will be into **Would be**

Will have into **Would have**

Will have been into **Would have been**

Transform the sentences into reported speech.

- 1) I thought, “He is going to give up his job”.
- 2) “Go to your room now and do your homework”, the mother said to her son.
- 3) The teacher asked Nina, “Do you live far from the school?”
- 4) “What have you bought me for Christmas?” the little boy asked his parents.
- 5) Helen: I cannot call you, I’ve lost your phone number.
- 6) Marina: I’ve lost my ticket.
- 7) “Don’t take my ruler, use yours,” Ann said to Harry.
- 8) Let’s go to a movie.
- 9) Nick told us, “I saw Jimmy at a party last week.”
- 10) “Fasten the seatbelts!” the stewardess said to passengers.
- 11) “Have you finished reading my book?” my friend asked me.
- 12) “Why are you looking pale? What’s the matter?” asked Mother.
- 13) Sister: “I have been looking for you everywhere, Robbie”.
- 14) David: “It’s a bit cold today. I’m going to wear a pullover”.
- 15) Mother said “Alice, don’t interrupt the grown-ups.”
- 16) “Let’s begin the meeting” said the chairman.

- 17) "Eat more fruit and vegetables" the doctor said.
- 18) "Shut the door but don't lock it" she said to us.
- 19) "Can you speak more slowly? I can't understand" he said to me.
- 20) "Don't come before 6 o'clock" I said to him.
- 21) Charles said "Ann has bought a new car."
- 22) "Read the instructions before you switch on the machine" he said to me.
- 23) He asked Jane "Can you play the guitar?"
- 24) A stranger asked a passer-by "Where is a bank?"
- 25) Ann: "I once spent a summer here in this village.
- 26) Nick: "I've been looking everywhere for you, Rita".
- 27) "Don't go near the fire", she said to Ben.
- 28) "Let me post your letters, Granny".
- 29) She promised, "I'll speak to the manager about him".
- 30) "Nelly, will you shut the window?" the teacher said.
- 31) "Are you a captain of the school football team?" the new pupil asked Cyril.
- 32) "How long does it usually take to learn to skate?" Andy asked the physical education teacher.
- 33) "Eat more fruit and vegetables", the doctor said.
- 34) "Shut the door but don't lock it", she said to us.
- 35) "Can you speak more slowly? I can't understand", he said to me.
- 36) "Don't come before 6 o'clock", I said to him.
- 37) Guide: "Now we are looking at a magnificent sample of ancient art".
- 38) Students: "We have translated the article and done all exercises".
- 39) "Don't feed the animals" said the zoo worker to visitors.
- 40) "Let me help you to carry your suitcase, Alla" said Nick.
- 41) "When are you leaving?" my parents asked me.
- 42) "Have you ever been engaged?" she asked.
- 43) "Will you be home early?" Anna asked Liam.
- 44) "Where do you usually buy your clothes?" my sister asked me.
- 45) "Did you wear a suit to the job interview?" we asked him.

- 46) “Do you ever go to the theatre?” I asked Lisa.
 47) “What time will you arrive?” he asked us.
 48) “How much money did you spend in the sales?” I asked my girlfriend.
 49) “Can you help me?” Sally asked the policeman.
 50) “What size are you?” the shop assistant asked me.

Pre-listening task: There are some proverbs related to the topic “Books”. Try to read them by separating the words with spaces and explain the meaning:

1. Chooseabookasyouchooseafriend.
2. Don'tjudgeabookbyitscover.
3. Aroomwithoutbooksisabodywithout soul.
4. Thereisnofriends ofaithfulasagoodbook.
5. Weartheoldcoatandbuyanewbook.
6. Inbooksliesthesoulofthewholepasttime.
7. Abookislikeagardencarriedinthepocket.

* Find the equivalents of proverbs in the Russian language or translate the proverbs in a suitable way.

III. LISTENING.

Why books are here to stay

Study the vocabulary. Watch the video [Chip Kidd: Why books are here to stay | TED Talk](#) and fill the gaps.

Vocabulary

Match the definitions (a–f) with the vocabulary (1–6) and translate the words

Vocabulary	Definitions	Translation
Intend to	Pointed process	
Wrapper	to have as a plan to do	
Spine	an ancient manuscript text in book form.	
Backbone	a V shaped cut	
Notches	a piece of paper, plastic or other material which covers and protects something	
Stitch	Spine	
Dust	to sew	
Codex	to have something with you all the time	

Carry around	to lightly sprinkle the surface of a food with sugar, flour, or crumbs	
--------------	--	--

Fill the gaps

- 1) The physical object of a book is almost like a _____.
- 2) Before there were books, ancient _____ would record things by _____ on bones or rocks or what have you.
- 3) They all had to completely be done _____, which became the work of what we know as a _____.
- 4) ... a printer named _____, in the mid-fifteenth century, created the means to _____ a book..
- 5) Book covers started to come into use in the early nineteenth century, and they were called _____.
- 6) It wasn't until the turn of the _____ into the twentieth century that book _____ could be seen as interesting design in and of themselves.
- 7) The _____ book itself represents both a technological _____ but also a piece of technology in and of itself.
- 8) I believe that the _____ purpose of a physical book is to record our _____ ...
- 9) ...for _____ down the road to understand where they came _____, that people went through some of the same things that they're going _____ ...
- 10) I think you have a much more human _____ to a _____ book than you do to one that's on a screen.
- 11) And then you have, of all things, the _____ of a book. Fresh _____ on paper or the aging paper smell.
- 12) It's a _____ that you can hold in your _____ and carry around with you.
- 13) A shelf of books, frankly, is made to _____ you, no _____ who you are.

Discussion topics

- 1) Do you generally read a lot of books or do you prefer watching TV? Why?
- 2) What kind of books are considered good reads in your opinion?
- 3) Do you think that people read nowadays as they did in the past?
- 4) Do you regard famous writers as good role models?

- 5) If a movie is based on a book, would you prefer to read the book or to watch the film? Why?
- 6) How our reading habit changes as we grow up? Why does it happen?

Unit V

I. READING COMPREHENSION.

Read the text and complete the tasks after it.

Scientists Are Mapping the World's Largest Volcano

(A) After 36 days of battling sharks that kept biting their equipment, scientists have returned from the remote Pacific Ocean with a new way of looking at the world's largest - and possibly most mysterious - volcano, Tamu Massif.

(B) The team has begun making 3-D maps that offer the clearest look yet at the underwater mountain, which covers an area the size of New Mexico. In the coming months, the maps will be refined and the data analyzed, with the ultimate goal of figuring out how the mountain was formed.

(C) It's possible that the western edge of Tamu Massif is actually a separate mountain that formed at a different time, says William Sager, a geologist at the University of Houston who led the expedition. That would explain some differences between the western part of the mountain and the main body.

(D) The team also found that the massif (as such a massive mountain is known) is highly pockmarked with craters and cliffs. Magnetic analysis provides some insight into the mountain's genesis, suggesting that part of it formed through steady releases of lava along the intersection of three mid-ocean ridges, while part of it is harder to explain. A working theory is that a large plume of hot mantle rock may have contributed additional heat and material, a fairly novel idea.

(E) Tamu Massif lies about 1,000 miles (1,600 kilometers) east of Japan. It is a rounded dome, or shield volcano, measuring 280 by 400 miles (450 by 650 kilometers). Its top lies more than a mile (about 2,000 meters) below the ocean surface and is 50 times larger than the biggest active volcano on Earth, Hawaii's Mauna Loa. Sager published a paper in 2013 that said the main rise of Tamu Massif is most likely a single volcano, instead of a complex of multiple volcanoes that smashed together. But he couldn't explain how something so big formed.

(F) The team used sonar and magnetometers (which measure magnetic fields) to map more than a million square kilometers of the ocean floor in great detail. Sager

and students teamed up with Masao Nakanishi of Japan's Chiba University, with Sager receiving funding support from the National Geographic Society and the Schmidt Ocean Institute.

(G) Since sharks are attracted to magnetic fields, the toothy fish “were all over our magnetometer, and it got pretty chomped up,” says Sager. When the team replaced the device with a spare, that unit was nearly ripped off by more sharks. The magnetic field research suggests the mountain formed relatively quickly, sometime around 145 million years ago. Part of the volcano sports magnetic “stripes,” or bands with different magnetic properties, suggesting that lava flowed out evenly from the mid-ocean ridges over time and changed in polarity each time Earth's magnetic field reversed direction. The central part of the peak is more jumbled, so it may have formed more quickly or through a different process.

(H) Sager isn't sure what caused the magnetic anomalies yet, but suspects more complex forces were at work than simply eruptions from the ridges. It's possible a deep plume of hot rock from the mantle also contributed to the volcano's formation, he says. Sager hopes the analysis will also help explain about a dozen other similar features on the ocean floor, as well as add to the overall understanding of plate tectonics. (From www.ielts-up.com)

The text has eight paragraphs, A-H. What paragraph has the following information?

- 1) Possible explanation of the differences between parts of the mountain ___
- 2) Size data ___
- 3) A new way of looking ___
- 4) Problem with sharks ___
- 5) Uncertainty of the anomalies ___
- 6) Equipment which measures magnetic fields ___
- 7) The start of making maps ___
- 8) A working theory ___

Complete the sentences using NO MORE THAN TWO WORDS from the text

- 9) A large plume of _____ rock may have contributed additional heat and material.

10) Tamu Massif is a _____ , or shield volcano.

11) Replacing the device with a _____ didn't help, as that unit was nearly ripped off by more sharks.

12) Sager believes that the magnetic anomalies were caused by something more than _____ from the ridges.

II. GRAMMAR EXERCISES. *Simple and compound sentences*

Simple sentence

A simple sentence consists of just **one clause**. Examples:

- ✓ The dog barks.
- ✓ The kettle boils.
- ✓ Birds live in nests.
- ✓ The boys are singing.

In its simplest form, a simple sentence consists of **a subject** and **a verb**.

We can add more meaning to the sentence by including qualifiers, objects, complements etc.

- ✓ Sitting on a branch, the monkey gibbered.
- ✓ The little girl was carrying a basket on her head.

Compound sentence

A compound sentence is made up of **two or more independent clauses**.

- ✓ The boys sang and the girls danced.

This compound sentence consists of two simple clauses connected by the coordinating conjunction and.

- ✓ Men may come and men may go, but I go on forever.

This compound sentence consists of three independent clauses.

We make compound sentences by joining independent clauses with the help of coordinating conjunctions.

Determine whether the following sentences are simple or compound and write an S for a simple sentence and a C for a compound sentence.

1) Snow is rare in the low lands of Greece, but it does fall in the mountains.

2) Paula and her family attended the Indian Art Expo in North Dakota.

- 1) The biter is sometimes bit.
- 2) A bully is always a coward.
- 3) Comparisons are odious.
- 4) There is nothing that costs less than civility.
- 5) When Greek meets Greek, then comes the tug of war.
- 6) Don't cry before you are hurt.
- 7) Don't make yourself famous, or the cat will eat you.

** Find the equivalents of proverbs in the Russian language or translate the proverbs in a suitable way.*

III. LISTENING

Try something new for 30 days

Watch the video [Matt Cutts: Try something new for 30 days | TED Talk](#) and complete the tasks below.

1. What activities has he achieved during his 30-days challenge?

Take a picture a day

Cycle to work

Write a novel

Run a marathon

Give up sugar

Go to the gym

Climb Mt Kilimanjaro

Give up alcohol

Lose weight

Stop watching the news

2. Which 4 things Matt Cutts says he learnt from the challenges.

a) Doing a challenge helps him to slow down and appreciate his life.

b) Achieving something new made him feel better about himself.

c) He is not really a very adventurous person.

d) Anything is possible for a short period of time.

e) He has the ability to be a great novelist.

f) It isn't a good idea to try to do something very difficult.

3. *Look at some examples of idiomatic language from the video. Can you guess the meaning?*

a) A few years ago, I felt like I was stuck in a rut....

b) So I decided to follow in the footsteps of the great American philosopher, Morgan Spurlock* and try something new for 30 days.

c) ...instead of the months flying by, forgotten, the time was much more memorable.

d) Every November tens of thousands of people try to write their own 50,000 word novel, from scratch, in 30 days.

f) So why not think about something you have always wanted to try, and give it a shot for the next thirty days?

4. *Match the words and meanings*

- | | |
|-------------------|-------------------------------------|
| 1) nerd | a) a socially awkward person |
| 2) give it a shot | b) able to continue for a long time |
| 3) sleep deprived | c) bored |
| 4) sustainable | d) not having enough sleep |
| 5) stuck in a rut | e) try to do it |

5. *Now answer the following questions in ways which are true for you.*

a) If I feel stuck in a rut, I usually....

b) I'd love to follow in the footsteps of...

c) Time always flies by when I'm...

d) Cooking from scratch...

e) I've always wanted to give..... a shot.

6. *Fill in the gaps*

a) A few years ago, I felt like I _____.

b) It turns out that 30 days is just about the right amount of time to _____, or subtract a habit, like watching the news, from your life.

c) The first was, instead of the months flying by, forgotten, the time was much more_____.

- d) I also noticed that as I started to do more and harder 30 day challenges, my_____.
- e) I went from desk-dwelling computer _____ to the kind of guy who bikes to work...for fun.
- f) Even last year I _____ hiking up Mount Kilimanjaro, the highest mountain in Africa. I would never have been that adventurous before I started my 30 day challenges.
- g) Every November tens of thousands of people try to write their own 50,000 word novel, _____, in 30 days. It turns out all you have to do is to write 16,667 words a day for a month.
- h) So here's one last thing I'd like to _____.
- i) I learned that when I made small, sustainable _____, things I could keep doing, they were more likely to stick.
- j) I guarantee you the next 30 days are going to pass,_____.

Unit VI

I. READING COMPREHENSION.

Read the text and complete the tasks after it.

We French do love to demonstrate

(A) Josiane Bertrand has a small family business – a neighbourhood charcuterie selling sausage, poached pigs' trotters, pate and jellied pig snouts. Her ham, she says, is the best in Paris and her queue of customers is long. Despite the ceaseless rain outside - among all its other woes, France is now flooding – it's a convivial crowd waiting to be served, and the animated conversation is all about strikes.

(B) If the opinion pages of Le Monde are to be believed, the charcuterie queue is a pretty accurate reflection of the mood of the country. Split, roughly half and half, between those for the Work Bill and those against. Philippe's 28. He's landed what most French would regard as a dream job. He's a fonctionnaire working in local government. A fonctionnaire is an employee of the French state in almost any form of public administration and service. It's a job for life – with solid pay and conditions, fixed working hours, a good pension, generous holidays. So, what many young French people aspire to is not to change the world – explore, create, set-up alone – but, with self-employment difficult and taxes punitive, they dream of becoming steadily employed bureaucrats.

(C) Philippe knows he's lucky. And he's against any change. "I'm happy," he says. "I know exactly where I am and where I'll be in 40 years' time, with a good pension." Eleonore, who has four children, two of them dancing around the shop as they wait, is in her early 40s. As a secondary school teacher she has also got a job for life and generous state benefits. But, unlike Philippe, she's all for change. "It can't go on like this. For every person like me, there are 20 or more with no hope at all," she says.

(D) A quarter of all French people under 25, many of them well-qualified, have no work. A large number of those are from immigrant families, making their chances

of employment even slimmer. These are the kind of people who voted Francois Hollande into the presidency in 2012, with his pledge to end the country's employment troubles.

(E) Now he's made a new promise, putting his own political career on the line – he's not running for re-election next spring unless he cuts unemployment. A bold move for a president with an approval rating of only 14% in a country riven by industrial disputes. Along with his prime minister, Manuel Valls, and Pierre Gattaz – known as the "boss of bosses", president of Medef, the largest federation of employers in France – Hollande stands against the combined power of the country's two biggest unions.

(F) The proposed Work Bill runs to over 500 pages. It aims to simplify and liberalise the French Work Code which, at 3,689 pages, is a vast labyrinth beset with perils for employers. The unions won't even consider negotiations until the bill is removed from parliament. The president and his allies refuse to change a word of it. "It's a good law, good for France," says Hollande. The result? Total stalemate. An ongoing siege. Just after one o'clock on the glassed-in terrace of a popular restaurant on the Boulevard Montparnasse, and everything begins to go quiet. The traffic disappears from the street. Cordons of riot police move in, three columns deep, flanked by armoured vans. There's a whirr of helicopters overhead.

(G) In the distance, a gathering roar and blare – the protesters. The noise becomes deafening. The riot police take up positions. Frederique, the waiter, temporarily locks the doors – and those having lunch find themselves exhibits in a kind of transparent, gastronomic showcase along with various grilled fish, bottles of wine and assorted desserts. Looking in from the outside, hundreds of protesters passing down the boulevard, some marching, others ambling, a few dancing to music booming from the accompanying floats. Looking out from the inside, the lunchers. The lunchers comment on the demonstrators, the demonstrators wave cheerily at the lunchers. There's general resigned, amused talk amid the eating – "Here we go again," and "Where will this round end?" And self-deprecating comments such as, "We French do love to demonstrate..."

(H) Then it all subsides, passes on, the noise, the marchers, the red balloons and pounding music, leaving a trailing wake of litter. Frederique unlocks the doors. The conversation leaves the political, returns to the personal. Similar reforms have already been implemented in Italy and Spain. Germany did so long ago – its unemployment, at 5%, is less than half that of France, which according to some commentators here now stands alone as the last bastion of 20th Century-style socialism in Europe. (From www.ielts-up.com)

The text has eight paragraphs, A-H. What paragraph has the following information?

- 1) A bold promise
- 2) Similar reforms in other countries
- 3) A refusal to change the law
- 4) Unemployment rate statistics
- 5) The dream of young French people
- 6) Different opinions
- 7) Best ham in all Paris
- 8) The demonstration itself

Do the following statements agree with the text? Choose TRUE / FALSE / NOT GIVEN

- 9) Most French would say that Philippe has a very good job.
- 10) Eleonore and Philippe have same views on the situation.
- 11) 25% of all people in France have no job.
- 12) Francois Hollande might not run for re-election next year.
- 13) The French Work Code is considered simpler than the proposed Work Bill.
- 14) The unemployment rate in Spain is less than in Italy.

II. GRAMMAR EXERCISES. Conditionals (0, 1, 2, mixed conditionals)

A **conditional** is a sentence or part of a sentence that expresses a condition. It usually begins with the words "when," "if" and "unless."

A **condition** is what must happen before something else can happen.

Conditionals

Conditional	Time Frame	Probability	Example
First Conditional	Future	Possible	If I meet Helen, I will invite her to the party.
Second Conditional	Future	Unlikely	If I won the lottery, I would help the world.
Second Conditional	Present	Unreal/ Imaginary	If I had the money, I would lend it to you.
Third Conditional	Past	Impossible	If I had studied French, I would have known it.
Zero Conditional	Always/Generally	Certain	If you drop something, it falls.

Choose the right answer:

- 1) If the weather were fine, they _____ out of town.
 - a) go
 - b) would go
 - c) gone
 - d) had gone
- 2) If Tom had enough money, he _____ to the USA long ago.
 - a) went
 - b) would have gone
 - c) have gone
 - d) would go
- 3) If I _____ their language, I could understand what they were saying.
 - a) had known
 - b) will know
 - c) know
 - d) knew
- 4) We _____ win the cup If we keep playing this well.
 - a) will
 - b) are
 - c) are winning
 - d) could have
- 5) If you touch a socket with wet hands, you _____ an electric shock.

- a) will get
b) would get
c) would have got
d) would have been got
- 6) If I _____ noticed Nick, I would have stopped him.
a) -
b) had
c) have
d) would have
- 7) "Listen to me, Mary! The officer says I cannot go abroad now! I wish I ... the parking fine! I'm so sorry!"
a) paid
b) pay
c) had paid
d) would pay
- 8) If I _____ you, I would apologize to her.
a) was
b) had been
c) were
d) will be
- 9) If you live in Australia, January...in the middle of summer.
a) is
b) was
c) will be
d) would be
- 10) If Jane _____ this medicine yesterday, she would feel better now.
a) take
b) took
c) taken
d) had taken

11) When we _____ to the cinema, we _____ popcorn.

- a) will go; will eat
- b) will go; eat
- c) go; would eat
- d) go; eat

12) If the weather _____ fine, he will go out of town.

- a) was
- b) is
- c) will
- d) were

13) If it hadn't been raining yesterday, we _____ on a trip.

- a) would have gone
- b) have gone
- c) would go
- d) will have gone

14) If you _____ down for a second, I'll be able to help you.

No, I hate you!

- a) calm
- b) calmed
- c) will calm
- d) had calmed

15) If John were playing tonight, we _____ a better chance of winning.

- a) would have
- b) would
- c) have
- d) will have

16) We'll just go to another restaurant if this one _____ fully occupied.

- a) is
- b) will
- c) will be

d) has

17) Had the guests come, I _____ the house.

a) must clean

b) will clean

c) would have cleaned

d) would clean

18) If Rebecca _____ his phone number before, she would have called him.

a) have learned

b) had learned

c) learned

d) learnt

19) They _____ let you on the plane unless you have a valid passport.

a) had

b) have

c) will

d) won't

20) If I _____ a taxi, I would have been there in time.

a) had took

b) took

c) had taken

d) have taken

21) It will save us time and money if we _____ the hotel and flight together.

a) booked

b) had booked

c) book

d) will book

22) I ___ more shopping in this store if things weren't so expensive here.

a) would doing

b) did

c) would do

d) do

23) If I knew his address, I _____ to him.

a) would write

b) wrote

c) will write

d) write

24) I'm sure she _____ forgive you if you apologize.

a) will

b) would

c) should

d) -

25) I need to get to the supermarket very quickly. I wish I _____ a car!

a) would drive

b) could drive

c) had driven

d) drive

Complete the sentences using the suitable conditional:

26) If you practice your English often, (to improve)

27) If I looked like him, (to be)

28) If we had taken the earlier train, (to arrive)

29) If it rains on their wedding day, (to cancel)

30) If you read this English book, (to learn)

31) If she had practiced speaking, (to pass)

32) If they cheated in the test, (to report)

33) If you eat too much chocolate, (to get)

34) If I take more classes, (to do)

35) If the motorway had been less busy, (to get)

36) If you look at the picture closely, (to see)

37) If he had asked me for the pen, (to give)

38) They will buy the textbook... (to recommend)

- | | |
|---|---------------|
| 39) You would learn more... | (to study) |
| 40) I will get the new car... | (to be) |
| 41) He gets very angry... | (to talk) |
| 42) We would be happier... | (to have) |
| 43) Luke would have passed the exam... | (to practice) |
| 44) He will pass next time... | (to take) |
| 45) I would have liked the book... | (to be) |
| 46) The cat purrs... | (to stroke) |
| 47) People in Brighton will get upset... | (to rain) |
| 48) They would tell us... | (to want) |
| 49) It would have been beautiful... | (to work) |
| 50) If you practice your English often... | (to improve) |

Pre-listening task: There are some proverbs related to the topic “Motherland”.

Try to read them by separating the words with spaces and explain the meaning:

- 1) ToliveistoservetheMotherland.
- 2) AmanwithoutaMotherlandislikeaNightingalewithoutasong.
- 3) Asknotwhatyourcountrycandoforyou, askwhatyoucandoforyourcountry.
- 4) Aslongasyouarereadytodieforhumanity, thelifeofyourcountryisimmortal.
- 5) EastorWesthomeisbest.
- 6) Theworldismycountry, allmankindaremybrethren, andtodogoodismyreligion.
- 7) Foreignlandornot, anditsnotgive.

** Find the equivalents of proverbs in the Russian language or translate the proverbs in a suitable way.*

III. LISTENING

How books can open your mind

Watch the video Lisa Bu: How books can open your mind | TED Talk and answer the questions below.

- 1) Where is Lisa from?
 - 2) What career did her government dream for her?
- a) gymnast

- b) engineer
 - c) opera singer
- 3) What career did her parents dream for her?
- a) gymnast
 - b) engineer
 - c) opera singer
- 4) What career did she dream of?
- a) gymnast
 - b) engineer
 - c) opera singer
- 5) Who supported her dream?
- 6) How did she deal with the frustration of her dream?
- a) getting advice from her parents
 - b) reading
 - c) learning English
- 7) What role did books have on Lisa's upbringing?
- a) they offered advice for a person growing up
 - b) they offered a different view on women
 - c) they instilled in her a new dream
- 8) Her first books in the US were "banned" in China. What do you suppose that means?
- a) A big "hit"
 - b) Prohibited
 - c) Considered "banana" books
- 9) What very important concept did Lisa learn from the Bible?
- a) You shall (will) _____ your father and your mother.
 - b) How is it so different from what she had been taught in China?
 - c) Complete: _____ is better than _____
- 10) What's "comparative reading"?
- 11) Complete the sentence: "A map actually carries _____'s _____."
- 12) How does reading translated and original books teach you new things?

Unit VII

I. READING COMPREHENSION.

Read the text and complete the tasks after it.

The Earth

(A) The Earth is the third planet from the Sun and it is the only planet known to have life on it. The Earth formed around 4.5 billion years ago. It is one of four rocky planets on the inside of the Solar System. The other three are Mercury, Venus, and Mars.

(B) The large mass of the Sun makes the Earth move around it, just as the mass of the Earth makes the Moon move around it. The Earth also turns round in space, so different parts face the Sun at different times. The Earth goes around the Sun once (one "year") for every $365\frac{1}{4}$ times it turns all the way around (one "day").

(C) The Moon goes around the Earth about every $27\frac{1}{3}$ days, and reflects light from the Sun. As the Earth goes round the Sun at the same time, the changing light of the Moon takes about $29\frac{1}{2}$ days to go from dark to bright to dark again. That is where the idea of "month" came from. However, now most months have 30 or 31 days so they fit into one year.

(D) The Earth is the only planet in our Solar System that has a large amount of liquid water. About 71% of the surface of the Earth is covered by oceans. Because of this, it is sometimes called the "Blue Planet".

(E) Because of its water, the Earth is home to millions of species of plants and animals. The things that live on Earth have changed its surface greatly. For example, early cyanobacteria changed the air and gave it oxygen. The living part of the Earth's surface is called the "biosphere".

(F) The Earth is part of the eight planets and many thousands of small bodies that move around the Sun as its Solar System. The Solar System is moving through the Orion Arm of the Milky Way Galaxy now, and will be for about the next 10,000 years.

(G) The Earth is generally 150,000,000 kilometers or 93,000,000 miles away from the Sun (this distance is named an "Astronomical Unit"). The Earth moves

along its way at an average speed of about 30 km or 19 mi a second. The Earth turns all the way around about $365\frac{1}{4}$ times in the time it takes for the Earth to go all the way around the Sun. To make up this extra bit of a day every year, an additional day is used every four years. This is named a "leap year".

(H) The Moon goes around the Earth at an average distance of 400,000 kilometers (250,000 mi). It is locked to Earth, so that it always has the same half facing the Earth; the other half is called the "dark side of the Moon". It takes about $27\frac{1}{3}$ days for the Moon to go all the way around the Earth but, because the Earth is moving around the Sun at the same time, it takes about $29\frac{1}{2}$ days for the Moon to go from dark to bright to dark again. This is where the word "month" came from, even though most months now have 30 or 31 days. (From www.ielts-up.com)

The text has eight paragraphs A-H. Which paragraph contains the following information?

- 1) Earth's natural satellite ____
- 2) Distance between Earth and Sun ____
- 3) General information about Earth ____
- 4) The Solar System ____
- 5) Length of most months ____
- 6) Another name for Earth ____
- 7) The living part of the Earth's surface ____
- 8) The movements of Earth around the Sun ____

Choose NO MORE THAN THREE WORDS from the text for each answer.

- 9) Apart from Earth, other rocky planets in our Solar Systems are Venus, Mars and ____ .
- 10) Moon _____ from the Sun on Earth.
- 11) There are millions of _____ of plants and animals that inhabit Earth.
- 12) Now the Solar System is travelling through _____ .
- 13) The dark side of the Moon is the side, which _____ faces Earth.

II. GRAMMAR EXERCISES. *Passive voice*

The **passive voice** is used when we want to emphasize the action (the verb) and the object of a sentence rather than subject. This means that the subject is either less important than the action itself or that we don't know who or what the subject is.

- ✓ Leonardo Da Vinci painted the Mona Lisa. (Active voice)
- ✓ The Mona Lisa was painted by Leonardo Da Vinci. (Passive voice)

The passive voice is not a tense in English. Each tense has its own passive voice which is created by using a form of the **auxiliary verb to be + V3 (past participle)**

Table 5

The Passive Voice

Tense	Auxiliary verb + V3	Examples
Present simple	am, is, are + made	Wine is made from grapes. Many cars are made in Japan.
Present continuous	am, is, are + being + sent	The document is being sent right now. I am being sent to work in the London office.
Past simple	was, were + invited	John was invited to speak at the conference. We were invited to Daniel and Mary's wedding.
Past continuous	was, were + being + washed	The dog was being washed when I got home. Their cars were being washed while they were in the mall shopping.
Future (will)	will be + signed	The contract will be signed tomorrow. The documents will all be signed by next week.
Future (going to)	am, is, are + going to be + built	A bridge is going to be built within the next two years. New houses are going to be built in our neighborhood.
Present perfect	has, have + been + sold	That start-up has been sold for \$5 million. The rights to his book have been sold for \$250,000.
Past perfect	had + been + hired	The new manager had been hired before John left the company. All the employees had hired before the store opened.
Future perfect	will + have been + finished	The car will have been loaded by the time he gets home. The crates will have been loaded by then.
Modals: can/could	can, could + be + issued	A passport can only be issued at the embassy. He said the documents could be issued within the week.
Modal: have to	have to, has to, had to + be + arranged	A babysitter has to be arranged for this evening. Joan's travel plans have to be arranged by December.
Modal: must	must + be + stopped	Criminals must be stopped before they commit crimes.

Choose the correct answer:

1) The letters (type) at the moment.

- a) type
- b) are being typed
- c) types

2) Guernica (paint) by Picasso.

- a) has painted
- b) is painted
- c) paints

3) The parcel (not/deliver) yet.

- a) has not been delivered yet
- b) has not deliver
- c) have not yet been delivered

4) Alpha Romeo cars (to make) in Italy.

- a) made
- b) make
- c) are made

5) The thief (arrest) late last night.

- a) has been arrested
- b) was arrested
- c) had been arrested

6) The announcement (make) tomorrow.

- a) will be made
- b) will make
- c) is maked

7) Good evening ladies and gentlemen. I (be) Charles Trump.

- a) am
- b) was
- c) do

8) I (report) from BBC news headquarters.

- a) report
- b) reported
- c) am reporting

Earlier this evening an earthquake hit Cairo, Egypt. Many people (9) (kill), many more (10) (injure) and much of the city (11) (destroy).

9)

- a) killed
- b) are killed
- c) have been killing

10)

- a) will be injured
- b) am injured
- c) are injured

11)

- a) had been destroyed
- b) destroys
- c) is destroyed

12) Emergency teams (already/set up) all over the city.

- a) already has set up
- b) already have been set up
- c) have already been set up

13) They (help) the injured.

- a) are helping
- b) are being helped
- c) are being helping

Firemen and local people (14) (dig) in the wreck age as many people (15) (still/trap).

14)

- a) dug
- b) are digging
- c) were digging

15)

a) still are trapped

b) trapped still are

c) are still trapped

16) We (expect) a special, in-depth report from our reporters at any moment.

a) being expected

b) dare expected

c) are expecting

17) As soon as we (hear) from them we will release another news bulletin.

a) hear

b) will hear

c) are heard

18) Anyone who (wish) to enquire about family or friends should ring the following emergency numbers - 010 888 - 38691/2/8/0 for information.

a) is wished

b) wishes

c) are wished

19) We (be back) with the special bulletin.

a) will be

b) are back

c) are being

20) A BBC special news team (leave) for Cairo immediately.

a) is leaving

b) will be leaving

c) has been leaving

Rewrite the following passages in the Passive.

21) 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 closer. 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.

22) 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!

23) Our school is organizing a contest. The teachers will choose the best project about the environment. The students must include pictures and drawings in their projects. The students will also have to do all the writing themselves. The school will give the winner a set of encyclopaedias.

Turn the following sentences from Active voice into Passive voice

24) Someone is helping her with the housework.

25) The mail-order company sent Mrs Green a parcel.

26) My friend sent me an invitation.

27) The secretary has given Mrs Jones some letters.

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

29) John gave Elizabeth that beautiful ring.

30) Her students have sent her flowers.

31) He must give the message to the right person.

32) We teach our students English and French.

33) Someone bought flowers for the bride.

34) They showed the tourists the sights of Athens.

35) They pay her an excellent salary.

36) They paid the artist £1,000 for his painting.

37) Have they offered him a better job?

38) They told us a secret.

39) Would they lend me their car?

40) People should send their complaints to the head office.

41) They had to postpone the meeting because of illness.

42) They are going to hold next year's congress in San Francisco.

43) The bill includes service. People don't use this road very often.

44) They cancelled all the flights because of fog.

45) Somebody accused me of stealing the money.

- 46) They are building a new ring-road round the city.
- 47) I didn't realize that someone was recording our conversation.
- 48) They have changed the date of the meeting.
- 49) Brian told me that somebody had attacked and robbed him in the street.
- 50) You should open the wine about three hours before you use it.

Pre-listening task: There are some proverbs related to the topic "Music". Try to read them by separating the words with spaces and explain the meaning:

1. Hedanceswelltowhomfortunepipes. (English proverb)
2. Musicspeakslouderthanwords. (African proverb)
3. Asingletreemakesnoforest;onestringmakesnomusic. (Chinese proverb)
4. Ifyou'veenjoyedthedance, paythemusicians. (German proverb)
5. Fromabrokenviolindonotexpectfinemusic. (Greek proverb)
6. Nolongerpipe, nolongerdance. (English proverb)
7. Harpnotforeveronthesamestring. (English proverb)

** Find the equivalents of proverbs in the Russian language or translate the proverbs in a suitable way.*

III. LISTENING

Music is medicine, music is sanity

Watch the video [Robert Gupta: Music is medicine, music is sanity | TED Talk](#) and complete the tasks after it.

Answer the following questions

- 1) What is Steve Lopez's profession?
- 2) What did Lopez hear on the streets of downtown LA?
- 3) What happened to Nathaniel Ayers?
- 4) How did Nathaniel act when Gupta first met him?
- 5) Is Nathaniel receiving treatment for his condition?
- 6) How did Nathaniel act the second time Gupta met him?
- 7) Was Gupta afraid of Nathaniel?
- 8) How did Nathaniel react when Gupta started playing the violin?

Fill the gaps

- 1) And the source was a man, an African-American man, _____, rugged, homeless, playing a violin that only had two strings.
- 2) And I'm telling a story that many of you know, because Steve's columns became the _____ for a book, which was turned into a movie, with Robert Downey Jr. acting as Steve Lopez, and Jamie Foxx as Nathaniel Anthony Ayers ...
- 3) ...the Juilliard-trained double bassist whose _____ career was cut short by a tragic affliction with paranoid schizophrenia.
- 4) Nathaniel dropped out of Juilliard, he suffered a complete breakdown, and 30 years later he was living _____ on the streets of Skid Row in downtown Los Angeles.
- 5) I encourage all of you to read Steve's book or to watch the movie to understand not only the beautiful bond that formed between these two men, but how music helped shape that bond, and ultimately was instrumental – _____ – in helping Nathaniel get off the streets.
- 6) He was speaking in a very jovial and gregarious way about Yo-Yo Ma and Hillary Clinton and how the Dodgers were never going to make the World Series, all because of the _____ first violin passage work in the last movement of Beethoven's Fourth Symphony.
- 7) Now, I should mention that Nathaniel refuses treatment because when he was treated it was with _____ therapy and Thorazine and hand cuffs, and that scar has stayed with him for his entire life.
- 8) But as a result now, he is prone to these schizophrenic episodes, the worst of which can _____ themselves as him exploding and then disappearing for days, wandering the streets of Skid Row, exposed to its horrors, with the torment of his own mind unleashed upon him.
- 9) And Nathaniel was in such a state of agitation when we started our first lesson at Walt Disney Concert Hall --he had a kind of _____ glint in his eyes, he was lost. And he was talking about invisible demons and smoke, and how someone was poisoning him in his sleep.

10) And I was afraid, not for myself, but I was afraid that I was going to lose him, that he was going _____ into one of his states...

11) It was _____ he was in the grip of some invisible pharmaceutical, a chemical reaction, for which my playing the music was its _____.

12) And Nathaniel's manic rage was transformed into understanding, a _____ curiosity and grace.

13) And in a miracle, he lifted his own violin and he started playing, by ear, _____ snippets of violin concertos which he then asked me to complete -- Mendelssohn, Tchaikovsky, Sibelius.

14) _____ we started talking about music, from Bach to Beethoven and Brahms, Bruckner, all the B's, from Bartók, all the way up to Esa-Pekka Salonen.

15) Music is medicine. Music changes us. And for Nathaniel, music is _____.

Match the vocabulary and definitions

- | | |
|-------------------|---|
| a) rage | 1. strong and simple; not delicate |
| b) agitation | 2. something that makes you suffer |
| c) rugged | 3. a single event or group of related events |
| d) pharmaceutical | 4. to break up into pieces violently, or to cause something to do this |
| e) affliction | 5. great mental suffering and unhappiness, or great physical pain |
| f) personal | 6. worry and anxiety |
| g) delusion | 7. medicine |
| h) episode | 8. (a period of) extreme or violent anger |
| i) torment | 9. relating to one person and not a group or an organization |
| j) explode | 10. not thinking or behaving normally due to mental or emotional problems |
| k) disturbed | 11. belief in something that is not true |

Writing. Write a "for and against" essay on one of the following topics:

Music has the power to change people.

Medical treatments are not the answer for every condition.

My relationship with music is unique.

Music a divine way to tell beautiful, poetic things to the heart.

Unit VIII

I. READING COMPREHENSION.

Read the text and complete the tasks after it.

All The Ways Women Are Still Pressured

To Put Family Before Career

(A) There's no denying that women around the world have made great strides toward equality in the past century. One hundred years ago, women in the United States still didn't have the right to vote, and very few were allowed to pursue higher education or a meaningful career outside of their household duties. Fast forward to today, and more than 70 percent of women between the ages of 20 and 54 are active members of the national workforce. On top of this, 2015 marked the first year when women were, on average, more likely to have a bachelor's degree than men, and this trend is on the rise.

(B) But despite all this newfound opportunity, the prevailing societal attitudes about what women are historically supposed to value still have a long way to go. That's why we've partnered with SK-II to learn more about all of the ways women are still pressured to stick to outdated gender norms. "Women have won unprecedented rights thanks to the feminist movement, but as a society, we still expect women to prioritize family over career, or even over their own needs," says Silvia Dutchevici, president and founder of the Critical Therapy Center in New York City. Dutchevici says many women feel pressure to "have it all," meaning both a thriving career and the perfect family, but that can be very difficult to achieve.

(C) "Most women try to balance work and family," Dutchevici says, "but that balance is seldom equal." In fact, she says working mothers — even those with partners — often find themselves essentially working two full-time jobs: keeping their career together while doing the brunt of housework, cooking and child-rearing. This happens for a variety of reasons, but societal expectations about the roles of women and men at home are still very much to blame, says TamraLashchyk, a Wall Street executive, business coach and author of the book "Lose the Gum: A Survival Guide to Women on Wall Street."

(D) “No matter how successful she is, the burden of running a household still falls on the woman’s shoulders,” Lashchyk says. “Men get more of a pass when it comes to these duties, especially those that involve children.” Lashchyk says much of this pressure on women to conform to a more domestic lifestyle comes from friends and family.

(E) “In many people’s minds, a woman’s career success pales in comparison to having a family,” she says. “Especially if the woman is single, no matter how great her professional achievements, almost every single one of her conversations with her family will include questions about her romantic life or lack thereof. I could literally tell my family I’d cured cancer and the conversation would still end with, ‘But are you dating anyone?’” While covert societal expectations might contribute to some of this inequality, workplace policies on maternity and paternity leave can hold a lot of the blame.

(F) “Unfortunately, many workplace policies regarding taking time off to care for family do not the changing times,” Dutchevici says. “Both men and women suffer in their careers when they prioritize family, but women carry far harsher punishments. Their choice to take time off and start a family can result in lower pay, and fewer promotions in the future. The right to family leave is not a woman’s issue, it is a society’s issue, a family’s issue.” Lashchyk agrees with this sentiment. “There should be more flexibility and benefits [in the workplace], like longer periods of time for paternity leave....If paternity leave was extended, men could share a greater responsibility in child care, and they could also spend more time bonding with their infant children, which is beneficial for the entire family.

(G) Another less visible way the modern workplace forces women to choose family over career has to do with the fact that women are pushing back pregnancy, says Jeni Mayorskaya, a fertility expert and CEO of Stork Club, an online community for women dedicated to fertility issues. “Compared to our parents, our generation is having children a decade later,” Mayorskaya says. “Unfortunately, when we hit our mid-30s and we’re finally ready for that managing position or that title of a partner at

a firm we fought so hard for, we have to think about putting our career on pause and becoming a mom.”

(H) So what can women do to combat these societal pressures? Finding workplaces that offer flexible schedules, work-at-home opportunities and ample maternity and paternity leave is a good first step, but Dr. Neeta Bhushan, an emotional intelligence advocate and author, says women should also learn to put themselves first. “The first step is being mindful of your emotional health in your relationships with others and the relationship you have with yourself,” Bhushan says. “When you put yourself first, you are able to make a bigger impact on your community. This is different than being selfish — think beyond you. You want to make sure that you are being taken care of so that you can take care of others.” (From www.ielts-up.com)

The text has eight paragraphs, A-H. Which paragraph contains the following information?

- 1) Two "jobs" that women essentially do ____
- 2) Question about dating ____
- 3) Delaying pregnancy ____
- 4) The first year, when women are more likely to have bachelor's a degree ____
- 5) The reasons to put yourself first ____
- 6) The source of conformation to domestic lifestyle ____
- 7) Our expectancy over women's prioritization ____
- 8) Pros of extended paternity ____

Choose the correct letter, A, B, C or D.

- 9) One hundred years ago, women in USA:
 - a) had no rights.
 - b) were not allowed to pursue higher education.
 - c) couldn't vote.
 - d) were members of the national workforce.
- 10) According to Silvia Dutchevici:
 - a) feminist movement has more disadvantages than advantages.

- b) now we expect women to prioritize career over family.
- c) now we expect women to prioritize their own needs over family.
- d) women rarely achieve equal balance between family and work.

11) Tamra Lashchyk, a Wall Street executive, says that

- a) most women are still responsible for the house duties.
- b) men don't really need to do any housework.
- c) it's more important for a women to have a career than a family.
- d) both A and B.

12) Lashchyk agrees with Dutchevici on

- a) women's rights and feminism.
- b) the fact that he right to family leave is a society's issue.
- c) the state of women's rights in America.
- d) the reason why women want to pursue their careers.

13) Jeni Mayorskaya says that

- a) nowadays women give birth later than they used to.
- b) now women don't push pregnancy back.
- c) when women are in their 30s, they have to think about putting career on pause to become a mother.
- d) Both a) and c).

14) According to the last paragraph, how can women deal with societal pressure?

- a) They should be selfish.
- b) They shouldn't work at home.
- c) They should put themselves first.
- d) They should avoid marriage at all.

II. GRAMMAR EXERCISES. *Gerunds/Infinitives*

A **gerund** is a noun made from a verb. To make a gerund, you add "-ing" to the verb.

- ✓ In the sentence "I swim every day", the word "swim" is a verb.
- ✓ In the sentence "I like swimming", the word "swimming" is a noun.
- ✓ Therefore, "swimming" is a gerund.

An **infinitive** is the basic form of the verb + "to".

- ✓ to buy, to fish, to run, to watch, to tell, and so forth.
- ✓ I want **to swim**.
- ✓ They asked us **to leave**.
- ✓ **To be**, or not **to be** – that is the question."

!!! You should know when to use gerunds, and when to use infinitives (See attachment II).

Complete the following sentences. Use your own ideas.

- 1) Peter likes _____
- 2) Mary hates _____
- 3) I prefer _____
- 4) We couldn't help _____
- 5) Do you think me foolish _____

Choose Gerund or Infinitive.

- 6) I am planning _____ (to visit/visiting) my granny next week.
- 7) When they stop _____ (to eat/eating) their lunch, they'll go to the office.
- 8) Does Sally enjoy _____ (to go/going) to the gym?
- 9) John refused _____ (to answer/answering) my question.
- 10) What's the use of (to go/going) to the stadium if you hate (to ski/skiing)?
- 11) I think she didn't mean _____ (to hurt/hurting) you.
- 12) I saw his _____ (to cross/crossing) the street.
- 13) Harry can't stand _____ (to work/working) on Saturdays.
- 14) We expect _____ (to leave/leaving) tomorrow.
- 15) I don't mind _____ (to wash up/washing up).
- 16) Teachers don't want students _____ (to miss/missing) lessons.
- 17) They stopped _____ (to smoke/smoking) before going to work.

Choose Infinitive with or without "to"

- 18) He often makes me _____ (feel/to feel) guilty.
- 19) The lawyer will _____ (call/to call) you later.
- 20) I'd like _____ (send/to send) him a present.

- 21) Mother wants me _____ (paint/to paint) the walls in the kitchen.
22) You have _____ (be/to be) friendly and polite.
23) We heard somebody _____ (enter/to enter) the apartment.
24) I am trying _____ (lift/to lift) this heavy stone.
25) Let me _____ (give/to give) you some advice.
26) It may _____ (cost/to cost) too much.

Complete the sentences with correct forms

- 27) I thought you were about
a) leaving
b) to leave
- 28) Please, forgive me you.
a) for interrupting
b) to interrupt
- 29) I need a stamp on this letter.
a) put
b) to put.
- 30) My father suggested a BMW.
a) to buy
b) buying
- 31) Have you ever heard her a joke?
a) tell
b) to tell
- 32) I promise I'll attempt on computer.
a) working
b) to work
- 33) He won't admit the money.
a) taking
b) to take
- 34) She is so noisy! I can't stand to her.
a) to listen

b) listening

35) I'd rather them later.

a) to meet

b) meet

36) As far as I know he agreed it.

a) doing

b) to do

37) They persuaded me more money.

a) to change

b) change

38) I'm beginning the problem.

a) to understand

b) understanding

39) Students hate homework.

a) to do

b) doing

40) It's my fault. I'm really sorry you.

a) for hitting

b) to hit

41) He wanted to see it. He stopped around.

a) to look

b) looking

42) I've always disliked (smoke)

43) Where did you learn French? (speak)

44) Is the exhibition worth? (visit)

45) You'd better him now. (contact)

46) This hall wants (paint)

47) I didn't dare it. (try)

48) I don't mind early. (get up)

49) We'd love with you. (come)

50) She seems this place. (know)

Pre-listening task: There are some proverbs related to the topic “Gender Stereotypes”. There are English proverbs. Try to read them by separating the words with spaces and explain the meaning:

1. Awoman'shairislong; hertongueislonger.
2. Awomancanneverkeepasecret.
3. Mengossipasmuchaswomendo, butnotsomeanly.
4. Thehonestwomanshouldneverbelieveherselfalone.
5. Atruth-tellingwomanfindsfewfriends.
6. Trustyourdogtotheend, andawomantothefirstopportunity.
7. Thelaughter, thetearsandthesongofawomanareequallydeceptive.

** Find the equivalents of proverbs in the Russian language or translate the proverbs in a suitable way.*

III. LISTENING

Inside the mind of a master procrastinator

Watch the video [Tim Urban: Inside the mind of a master procrastinator | TED Talk](#) and complete the tasks after it.

Complete the sentences: use the following words and words phrases: into account, anxiety, thesis, stay up, all-nighters, consequence, perplexed, for the sake of

- 1) Then came my 90-page senior ... a paper you're supposed to spend a year on.
- 2) I woke up with three days until the deadline and so I did the only thing I could: I wrote 90 pages over 72 hours, pulling not one but two
- 3) My behavior has always ... the non-procrastinators around me.
- 4) We can see the big picture. We can make long-term plans. And he wants to take all of that....
- 5) Sometimes it makes much more sense to be doing things that are harder and less pleasant, ... the big picture.
- 6) The fun you have in the Dark Playground isn't actually fun, because it's completely unearned, and the air is filled with guilt, dread, ..., self-hatred all of those good

procrastinator feelings.

7) Now, the Panic Monster explains all kinds of pretty insane procrastinator behavior, like how someone like me could spend two weeks unable to start the opening sentence of a paper, and then miraculously find the unbelievable work ethic to ... all night and write eighty pages.

What does "procrastination" mean?

- a) not studying
- b) liking many different areas of study at the same time
- c) postponing work until the very last minute

Put the sentences in the correct order

- a) It was a very, very bad thesis.
- b) No, no, it was very, very bad. Anyway, today I'm a writer-blogger guy. I write the blog Wait But Why. And a couple of years ago, I decided to write about procrastination.
- c) And they say, "We need to talk about your thesis." And I say, "OK." And they say, "It's the best one we've ever seen."
- d) And so I did the only thing I could: I wrote 90 pages over 72 hours, pulling not one but two all-nighters-humans are not supposed to pull two all-nighters -sprinted across campus, dove in slow motion, and got it in just at the deadline.
- e) I just wanted to enjoy that one moment when all of you thought, "This guy is amazing!"
- f) That did not happen.
- g) I thought that was the end of everything. But a week later I get a call, and it's the school.
- h) And they say, "Is this Tim Urban?" And I say, "Yeah." My behavior has always perplexed the non-procrastinators around me, and I wanted to explain to the non-procrastinators of the world what goes on in the heads of procrastinators, and why we are the way we are.

Unit IX

I. READING COMPREHENSION.

Read the text and complete the tasks after it.

Trash Talk

Sorting through a mountain of pottery to track the Roman oil trade

(A) In the middle of Rome’s trendiest neighborhood, surrounded by sushi restaurants and nightclubs with names like Rodeo Steakhouse and Love Story, sits the ancient world’s biggest garbage dump—a 150-foot-tall mountain of discarded Roman amphoras, the shipping drums of the ancient world. It takes about 20 minutes to walk around Monte Testaccio, from the Latin *testa* and Italian *cocci*, both meaning “potsherd.” But despite its size—almost a mile in circumference—it’s easy to walk by and not really notice unless you are headed for some excellent pizza at Velavevodetto, a restaurant literally stuck into the mountain’s side. Most local residents don’t know what’s underneath the grass, dust, and scattering of trees. Monte Testaccio looks like a big hill, and in Rome people are accustomed to hills.

(B) Although a garbage dump may lack the attraction of the Forum or Colosseum, I have come to Rome to meet the team excavating Monte Testaccio and to learn how scholars are using its evidence to understand the ancient Roman economy. As the modern global economy depends on light sweet crude, so too the ancient Romans depended on oil—olive oil. And for more than 250 years, from at least the first century A.D., an enormous number of amphoras filled with olive oil came by ship from the Roman provinces into the city itself, where they were unloaded, emptied, and then taken to Monte Testaccio and thrown away. In the absence of written records or literature on the subject, studying these amphoras is the best way to answer some of the most vexing questions concerning the Roman economy—How did it operate? How much control did the emperor exert over it? Which sectors were supported by the state and which operated in a free market environment or in the private sector?

(C) Monte Testaccio stands near the Tiber River in what was ancient Rome’s commercial district. Many types of imported foodstuffs, including oil, were brought

into the city and then stored for later distribution in the large warehouses that lined the river. So, professor, just how many amphoras are there?" I ask José Remesal of the University of Barcelona, co-director of the Monte Testaccio excavations. It's the same question that must occur to everyone who visits the site when they realize that the crunching sounds their footsteps make are not from walking on fallen leaves, but on pieces of amphoras. (Don't worry, even the small pieces are very sturdy.) Remesal replies in his deep baritone, "Something like 25 million complete ones. Of course, it's difficult to be exact," he adds with a typical Mediterranean shrug. I, for one, find it hard to believe that the whole mountain is made of amphoras without any soil or rubble. Seeing the incredulous look on my face as I peer down into a 10-foot-deep trench, Remesal says, "Yes, it's really only amphoras." I can't imagine another site in the world where archaeologists find so much—about a ton of pottery every day. On most Mediterranean excavations, pottery washing is an activity reserved for blisteringly hot afternoons when digging is impossible. Here, it is the only activity for most of Remesal's team, an international group of specialists and students from Spain and the United States. During each year's two-week field season, they wash and sort thousands of amphoras handles, bodies, shoulders, necks, and tops, counting and cataloguing, and always looking for stamped names, painted names, and numbers that tell each amphora's story.

(D) Although scholars worked at Monte Testaccio beginning in the late 19th century, it's only within the past 30 years that they have embraced the role amphoras can play in understanding the nature of the Roman imperial economy. According to Remesal, the main challenge archaeologists and economic historians face is the lack of "serial documentation," that is, documents for consecutive years that reflect a true chronology. This is what makes Monte Testaccio a unique record of Roman commerce and provides a vast amount of datable evidence in a clear and unambiguous sequence. "There's no other place where you can study economic history, food production and distribution, and how the state controlled the transport of a product," Remesal says. "It's really remarkable." (From www.ielts-up.com)

The text has four paragraphs A-D. Which paragraph contains what

information?

- 1) Questions about the Roman economy ____
- 2) A unique feature ____
- 3) Description of the dump ____
- 4) Dialogue with a professor ____

Do the following statements agree with the text? Choose TRUE / FALSE / NOT

GIVEN

- 1) World's biggest garbage dump is surrounded by restaurants and nightclubs.
- 2) The garbage dump is as popular as the Colosseum in Rome.
- 3) Ancient Roman economy depended on oil.
- 4) There is no information on how many amphoras are there.
- 5) Remesal says that Monte Testaccio is a great place to study economics.

Write NO MORE THAN THREE WORDS from the passage for each answer.

- 6) It is unknown for _____ what's underneath the grass, dust, and scattering of trees.
- 7) Monte Testaccio stands near the ancient Rome's _____ .
- 8) Remesal doesn't believe that the whole mountain is made of _____ without any soil or rubble.
- 9) Remesal's team washes and sorts thousands of amphoras each year's two-week _____.
- 10) _____ started working at Monte Testaccio in the late 19th century.

II. GRAMMAR EXERCISES. *Conjunctions and prepositions*

A **conjunction** is a word that links words, phrases, or clauses. There are three types of conjunctions.

✓ **coordinating conjunctions** for, and, nor, but, or, yet, so (may join single words, or they may join groups of words, but they must always join similar elements: e.g. subject+subject, verb phrase+verb phrase, sentence+sentence)

and (noun phrase + noun phrase) We have tickets for the symphony **and** the opera.

but (sentence + sentence) The orchestra rehearses on Tuesday, **but** the chorus rehearses on Monday.

or (verb+verb) Have you seen **or** heard the opera by Scott Joplin?

so (sentence+sentence) I wanted to sit in front row, **so** I ordered my tickets early.

✓ **correlative conjunctions** both...and, either...or, neither...nor, not only...but also (always used in pairs, join similar elements)

both...and (subject+subject) **Both** my sister **and** my brother play the piano.

either...or (noun+noun) Tonight's program is **either** Mozart **or** Beethoven.

neither...nor(subject+subject) **Neither** the orchestra **nor** the chorus was able to overcome the terrible acoustics in the church.

not only...but also (sentence+sentence) **Not only** does Sue raise money for the symphony, **but** she **also** ushers at all of their concerts.

✓ **subordinating conjunctions** after, although, because, if (joins together a dependent (subordinate) clause and an independent clause)

Because it was snowing, I drove to work.

Prepositions are a class of words that indicate relationships between nouns, pronouns and other words in a sentence. Most of ten they come before a noun.

✓ simple or compound prepositions (simple – single word prepositions – **across, after, at, before, between, by, during, from, in, into, of, on, to, through, under, with** and **without**; compound – more than one word – **in between, because of in front of, on behalf of**)

✓ prepositions of movement (to, through, across)

✓ prepositions of place (at, on, in)

✓ prepositions of time (at, on, in)

Choose from the list of conjunctions. The conjunctions can be used more than once and in some sentences more than one is possible.

although	as	because	in case
even though	as long as	whatever	provided that
as soon as	whenever	once	unless
so that	whether	until	in spite of
when	while	if	that

- 1) We can't leave work _____ we've finished the project.
- 2) Everyone stopped talking _____ the accused walked into the courtroom.
- 3) Let's bring the umbrella _____ it rains.
- 4) _____ the fact that you lied, I trust you to do the right thing now.
- 5) _____ we arrive I'm having a shower.
- 6) I was driving to the dentist _____ the accident happened.
- 7) I don't care _____ she calls me back or not.
- 8) _____ you keep training this hard, you'll win the competition.
- 9) _____ you were on holiday your house was burglarised.
- 10) I'll believe it _____ I see it.
- 11) She'll be stranded at the airport _____ someone picks her up.
- 12) I think I'll offer the job to Magdalena _____ I get a good reference.
- 13) _____ you said you'd babysit, I have decided to stay in anyway.
- 14) _____ all the guests arrive, sit them at the tables.
- 15) _____ he decides, I'll support his decision.
- 16) I won't start cooking _____ they come.
- 17) She didn't bring her dog _____ it always fights with other dogs.
- 18) _____ I smell fresh bread it makes me think of my work experience in the bakery.
- 19) I'm studying extra hard this semester _____ I won't fail like last time.
- 20) _____ you were trying on that dress, your sister walked past.
- 21) The old woman turned up the volume on the radio _____ she could hear the broadcast.
- 22) I won't sack him _____ he makes more of an effort to do a good job.
- 23) _____ I see snow it reminds me of our trip to the Alps.
- 24) I can't withdraw the cash _____ the bank opens.
- 25) I'm going to bring the DVD player _____ the laptop runs out of battery.

Fill in the correct prepositions from the list below

by / for / from / in / into / on / out of / under

- 26) Those trousers went _____ fashion many years ago.
- 27) We heard about the natural disaster _____ the news.
- 28) I was _____ the impression that we didn't want to offend him.
- 29) Unemployment is _____ the increase in many European countries.
- 30) I don't know _____ certain, but I think she's on leave at the moment.
- 31) There was nothing there anymore, so we had to start _____ scratch.
- 32) I ran _____ my old teacher the other day. It was nice to meet him again.
- 33) The unexpected success of the company took us _____ surprise.
- 34) All trains leaving from platform 4 are _____ time.
- 35) _____ my opinion, she must be the greatest athlete of all times.
- 36) There is a big ceremony being held _____ honour of the killed soldiers.
- 37) I'm sorry. I must have done it _____ mistake.
- 38) She waved me good-bye until our car was _____ sight.
- 39) I am not allowed to give them any alcohol. They are all _____ age.
- 40) He told us _____ brief what he wanted to do , but didn't go into much detail.
- 41) Jack has gone to New York _____ business.
- 42) You must be tired. Why don't you take a break _____ a change.
- 43) We have to be there _____ ten at the latest. Otherwise, they won't let us in.
- 44) My mother is suffering _____ cancer and there is not much hope for her.
- 45) They had to translate the document from English _____ Spanish.

Fill in the empty gaps with an appropriate preposition

- 46) Very few people agreed the new law.
- 47) Young people will vote the green party.
- 48) Teenagers will be able to take part the demonstration.
- 49) Various groups are campaigning a change in the voting age.
- 50) During a meeting, voters shouted the candidate.

Pre-listening task: There are some proverbs related to the topic “Happiness”.

Try to read them by separating the words with spaces and explain the meaning:

1. Alliswellthatendswell.
2. A goodbeginningishalfthebattle.

3. Fortune is easily found, but hard to be kept.
4. Happiness takes no account of time.
5. Happy is he that is happy in his children.
6. Health and cheerfulness mutually beget each other.
7. If you want a thing well done, do it yourself.

** Find the equivalents of proverbs in the Russian language or translate the proverbs in a suitable way.*

III. LISTENING

How to start a conversation about suicide?

Watch the video [Jeremy Forbes: How to start a conversation about suicide | TED Talk](#) and complete the tasks after it.

Listen and fill in the gaps:

In _____, I had a life-changing epiphany. I was a _____ and _____ in Castlemaine, a small country town in central Victoria. I'd gone to see Pete, who was _____ for his _____ with steel. I'd gone to his _____ to get some steel edging for the garden. This day, with hindsight, which is a wonderful _____, Pete seemed happier than usual. Two weeks later, I was painting a house down the end of Pete's street when I heard the _____ news. Pete had _____.

Pete, like myself, was a _____, or a _____. We do like to shorten things in the Australian vernacular. A tradie. There was an _____ as a tradie. You're expected to be _____. You're expected to be strong, robust, macho. You're expected to be tough physically and _____ in the face of adversity.

Answer the Questions:

- 1) What were people at the funeral thinking?
- 2) What personal problems does he list?
- 3) What is tradie culture like, and how does this impact mental health?
- 4) When and where did they decide to host their event, and why?

- 5) What support services does he list?
- 6) Which group does he NOT say he has worked with?
 - a) The education industry
 - b) The customer service industry
 - c) The farming industry
 - d) Family members of other tradies
 - e) Older men
 - f) Council workers
- 7) What were the “sobering statistics” he gave? There were four.
- 8) What does he suggest are the skills of a good listener?
- 9) How does he feel as he describes his epiphany while in the community hall? Listen to his tone of voice:
 - a) Enlightened
 - b) Thankful
 - c) Bewildered
 - d) Other _____
- 10) “The slogan: save your bacon. It's a bit corny, but it sort of works,” is humorous because....
 - a) The tradies are vegans
 - b) Bacon is a metaphor for a person
 - c) Bacon was served last at the event
- 11) Why do you think he believes that “This is a community issue”?
- 12) “We provided bags, bags of information”. Does he mean this:
 - a) literally
 - b) figuratively
- 13) What do you think, is it about these events which allow men to talk about their suicide attempts and share their vulnerabilities?
- 14) Why do you think they “need to do events before 9am.... and after 5 PM?”
- 15) Do you think that he thinks “Are you OK day” is effective or not? What makes you think this?

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Attachment I

Phrasal verb	Meaning	Example
Ask <i>sb</i> out	Invite on a date	Brian asked Judy out to dinner and a movie.
Back <i>sth</i> up	Reverse	You'll have to back up your car so that I can get out.
Back <i>sb</i> up	Support	My wife backed me up over my decision to quit my job.
Break down	stop functioning (vehicle, machine)	Our car broke down at the side of the highway in the snow storm.
Break <i>sth</i> down	divide into smaller parts	Our teacher broke the final project down into three separate parts.
Break in	interrupt	The TV station broke in to report the news of the president's death.
Break up	end a relationship	My boyfriend and I broke up before I moved to America.
Break up	start laughing (informal)	The kids just broke up as soon as the clown started talking.
Break out	Escape	The prisoners broke out of jail when the guards weren't looking.
Bring <i>sb</i> up	raise a child	My grandparents brought me up after my parents died.
Call <i>sb</i> back	return a phone call	I called the company back but the offices were closed for the weekend.
Call <i>sth</i> off	Cancel	Jason called the wedding off because he wasn't in love with his fiancé.
Call on <i>sb</i>	ask for an answer or opinion	The professor called on me for question 1.
Call on <i>sb</i>	Visit sb	We called on you last night but you weren't home.
Call <i>sb</i> up	Phone	Give me your phone number and I will call you up when we are in town.

Calm down	relax after being angry	You are still mad. You need to calm down before you drive the car.
not care for <i>sb/sth</i>	not like (formal)	I don't care for his behaviour.
Check in	arrive and register at a hotel or airport	We will get the hotel keys when we check in .
Check out	leave a hotel	You have to check out of the hotel before 11:00 AM.
Check <i>sb/sth</i> out	Look at carefully, investigate	The company checks out all new employees.
Clean <i>sth</i> up	tidy, clean	Please clean up your bed room before you go outside.
Come across <i>Sth</i>	find unexpectedly	I came across these old photos when I was tidying the closet.
Come apart	Separate	The top and bottom come apart if you pull hard enough.
Come down with <i>sth</i>	Become sick	My nephew came down with chicken pox this weekend.
Come forward	Volunteer for a task or to give evidence	The woman came forward with her husband's fingerprints.
Cross <i>sth</i> out	draw a line through	Please cross out your old address and write your new one.
Cut back on <i>Sth</i>	Consume less	My doctor wants me to cut back on sweets and fatty foods.
Cut <i>sth</i> down	make sth fall to the ground	We had to cut the old tree in our yard down after the storm.
Cut in	Interrupt	Your father cut in while I was dancing with your uncle.
Dress up	wear nice clothing	It's a fancy restaurant so we have to dress up .
Drop in/by/Over	come without an appointment	I might drop in/by/over for tea sometime this week.

Drop out	quit a class, school etc	I dropped out of Science because it was too difficult.
Eat out	eat at a restaurant	I don't feel like cooking tonight. Let's eat out .
End up	eventually reach/do/decide	We ended up renting a movie instead of going to the theatre.
Fall down	fall to the ground	The picture that you hung up last night fell down this morning.
Fill <i>sth</i> in	to write information in blanks, as on a form (BrE)	Please fill in the form with your name, address, and phone number.
Fill <i>sth</i> up	fill to the top	I always fill the water jug up when it is empty.
Find out	discover	We don't know where he lives. How can we find out ?
Find <i>sth</i> out	discover	We tried to keep the time of the party a secret, but Samantha found it out .
Get <i>sth</i> across/over	communicate, make understandable	I tried to get my point across/over to the judge but she wouldn't listen.
Get along/on	like each other	I was surprised how well my new girlfriend and my sister got along/on .
Get around	have mobility	My grandfather can get around fine in his new wheel chair.
Get away	go on a vacation	We worked so hard this year that we had to get away for a week.
Get away with <i>sth</i>	do without being noticed or punished	Jason always gets away with cheating in his maths tests.
Get back	return	We got back from our vacation last week.
Get <i>sth</i> back	receive <i>sth</i> you had before	Liz finally got her Science notes back from my room-mate.

Get on with	have good relationship with smb	Do you get on with your neighbors?
Get over sth	recover from an illness, loss, difficulty	I just got over the flu and now my sister has it.
Get over sth	overcome a problem	The company will have to close if it can't get over the new regulations.
Get up	get out of bed	I got up early today to study for my exam.
Get up	stand	You should get up and give the elderly many our seat.
Give sb away	reveal hidden information about sb	His wife gave him away to the police.
Give sb away	take the bride to the altar	My father gave me away at my wedding.
Give sth away	ruin a secret	My little sister gave the surprise party away by accident.
Give sth away	give sth to sb for free	The library was giving away old books on Friday.
Give sth back	return a borrowed item	I have to give these skates back to Franz before his hockey game.
Give up	Stop trying	My maths homework was too difficult so I gave up .
Go after sb	follow sb	My brother tried to go after the thief in his car.
Go after sth	try to achieve sth	I went after my dream and now I am a published writer.
Go back	return to a place	I have to go back home and get my lunch.
Go out	Leave home to go on a social event	We're going out for dinner tonight.
Go out with sb	date	Jesse has been going out with Luke since they met last winter.

Go over <i>sth</i>	review	Please go over your answers before you submit your test.
Go over	visit sb nearby	I haven't seen Tina for along time. I think I'll go over for an hour or two.
Go without <i>sth</i>	suffer lack or deprivation	When I was young, we went without winter boots.
Grow up	become an adult	When Jack grows up he wants to be a fireman.
Hold <i>sb/sth</i> back	prevent from doing/going	I had to hold my dog back because there was a cat in the park.
Keep on doing <i>sth</i>	continue doing	Keep on stirring until the liquid comes to a boil.
Let <i>sb</i> down	fail to support or help, disappoint	I need you to be on time. Don't let me down this time.
Let <i>sb</i> in	allow to enter	Can you let the cat in before you go to school?
Log in (or on)	sign in(to a website, database etc)	I can't log in to Facebook because I've forgotten my password.
Log out (or off)	sign out (of a website, database etc)	If you don't log off somebody could get into your account.
Look after <i>sb/sth</i>	take care of	I have to look after my sick grandmother.
Look for <i>sb/sth</i>	try to find	I'm looking for a red dress for the wedding.
Look forward to <i>sth</i>	be excited about the future	I'm looking forward to the Christmas break.
Look <i>sth</i> up	search and find information in a reference book or database	We can look her phone number up on the Internet.
Look up to <i>sb</i>	have a lot of respect for	My little sister has always looked up to me.

Mix <i>sth</i> up	confuse two or more things	I mixed up the twins' names again!
Pass <i>sth</i> up	decline (usually <i>sth</i> good)	I passed up the job because I am afraid of change.
Pay <i>sb</i> back	return owed money	Thanks for buying my ticket. I'll pay you back on Friday.
Pay for <i>sth</i>	be punished for doing <i>sth</i> bad	That bully will pay for being mean to my little brother.
Pick <i>sth</i> out	choose	I picked out three sweaters for you to try on.
Point <i>sb/sth</i> out	indicate with your finger	I'll point my boyfriend out when he runs by.
Put <i>sth</i> down	put what you are holding on a surface or floor	You can put the groceries down on the kitchen counter.
Put up with <i>sb/sth</i>	tolerate	I don't think I can put up with three small children in the car.
Put <i>sth</i> on	put clothing/accessories on your body	Don't forget to put on your new earrings for the party.
Run into <i>sb/sth</i>	meet unexpectedly	I ran into an old school-friend at the mall.
Run away	leave unexpectedly, escape	The child ran away from home and has been missing for three days.
Run out	have none left	We ran out of shampoo so I had to wash my hair with soap.
Send <i>sth</i> back	return (usually by mail)	My letter got sent back to me because I used the wrong stamp.
Switch <i>sth</i> off	stop the energy flow, turn off	The light's too bright. Could you switch it off .
Switch <i>sth</i> on	start the energy flow, turn on	We heard the news as soon as we switched on the car radio.
Take after <i>sb</i>	resemble a family member	I take after my mother. We are both impatient.

Take <i>sth</i> apart	purposely break into pieces	He took the car brakes apart and found the problem.
Take <i>sth</i> back	return an item	I have to take our new TV back because it doesn't work.
Take off	start to fly	My plane takes off in five minutes.
Take <i>sth</i> off	remove sth (usually clothing)	Take off your socks and shoes and come in the lake!
Take <i>sth</i> out	remove from a place or thing	Can you take the garbage out to the street for me?
Take <i>sb</i> out	pay for sb to go somewhere with you	My grandparents took us out for dinner and a movie.
Think <i>sth</i> over	consider	I'll have to think this job offer over before I make my final decision.
Turn <i>sth</i> down	decrease the volume or strength (heat, light etc)	Please turn the TV down while the guests are here.
Turn <i>sth</i> down	refuse	I turned the job down because I don't want to move.
Turn <i>sth</i> off	stop the energy flow, switch off	Your mother wants you to turn the TV off and come for dinner.
Turn <i>sth</i> on	start the energy, switch on	It's too dark in here. Let's turn some light son .
Turn up	appear suddenly	Our cat turned up after we put posters up all over the neighbourhood.
Try <i>sth</i> on	sample clothing	I'm going to try these jeans on , but I don't think they will fit.
Try <i>sth</i> out	test	I am going to try this new brand of detergent out .
Wake up	stop sleeping	We have to wake up early for work on Monday.
Warm <i>sb/sth</i> up	increase the temperature	You can warm your feet up in front of the fireplace.

Warm up	prepare body for exercise	I always warm up by doing sit-ups before I go for a run.
Work out	exercise	I work out at the gym three times a week.

Verbs followed by a gerund

abhor	endure	postpone
acknowledge	enjoy	practice
admit	escape	prevent
advise	evade	put off
allow	explain	recall
anticipate	fancy	recollect
appreciate	fear	recommend
avoid	feel like	report
be worth	feign	resent
can't help	finish	resist
celebrate	forgive	resume
confess	give up (stop)	risk
consider	keep (continue)	shirk
defend	keep on	shun
delay	mention	suggest
detest	mind (object to)	support
discontinue	miss	tolerate
discuss	necessitate	understand
dislike	omit	urge
dispute	permit	warrant
dread	picture	

Verbs followed by an infinitive

agree	decide	learn
appear	demand	manage
arrange	deserve	mean
ask	determine	need
attempt	elect	neglect
beg	endeavor	offer
can/can't afford	expect	pay
can/can't wait	fail	plan
care	get	prepare
chance	grow (up)	pretend
choose	guarantee	profess
claim	hesitate	promise
come	hope	prove
consent	hurry	refuse
dare	incline	remain

request
resolve
say
seek
seem
shudder
strive
struggle
swear
tend
threaten
turn out
venture
volunteer
wait
want
wish
would like
yearn

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учебное пособие