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+ logos 'word'

grammar
language
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dr. Eva Boh

Angleščina-

**zbirka vaj za
utrjevanje
slovnice in
bralnega
razumevanja 2**

- ✓ Razlaga slovnice
s primeri rabe
- ✓ Strukturirane
slovnične vaje
- ✓ Slovnica skozi
bralno
razumevanje

KOLOFON

Angleščina – zbirka vaj za utrjevanje slovnice in bralnega razumevanja 2 Avtor: dr. Eva Boh

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UVOD

Učitelji imamo pogosto dilemo o tem, ali naj uporabljamo lastna interna gradiva za poučevanje svojega predmeta, ali pa naj poučujemo s pomočjo učbenikov priznanih mednarodnih založb. Založniška gradiva so dovršeno grafično oblikovana in podkrepljena z interaktivnimi vsebinami in multimedijo, a velikokrat v njih vsebina ne zajema popolnoma snovi našega predmeta. Na srednješkolskem tehniškem in poklicnem izobraževalnem področju je diskrepanca med predpisanimi učnimi cilji in obstoječimi učnimi gradivi toliko večja, ker ne vključujejo specifične posameznega izobraževalnega programa. Ta problem je še posebej pereč pri strokovnih modulih, ki jih vsaka šola oblikuje sama glede na potrebe lokalnega gospodarstva, zato je pri teh predmetih oblikovanje lastnih gradiv nujno, vendar je za udeležence izobraževalnih programov kup fotokopiranih učnih listov, ki se tako radi pomešajo in pogubijo, nehvaležna rešitev, zato sem se odločila, da bom moje učne liste in druge didaktične pripomočke, ki jih uporabljam za poučevanje angleščine, uredila in izdala v obliki knjižice.

Ta zbirka je namenjena ponovitvi angleške slovnice in bo pripomoček študentom višjih strokovnih šol, ki obravnavajo pri tujem jeziku predvsem strokovno terminologijo s svojega strokovnega področja, za učinkovito sporazumevanje v tujem jeziku pa je nujna tudi ponovitev stavčnih struktur in slovničnih pravil, ki so del srednješolskega izobraževanja. Vaje bodo uporabne tudi za udeležence izobraževanja odraslih na srednješkolskem tehniškem in poklicnem izobraževalnem področju, saj so v tej knjižici na enem mestu zbrana vsa pravila za tvorbo slovničnih časov v angleškem jeziku, za utrjevanje pa so pripravljene slovnične vaje, ki so razdeljene po težavnosti. Knjižica je razdeljena po poglavjih tako, da vsako poglavje obravnava en sklop slovničnih struktur. Vsako poglavje na začetku z razlago predstavi tvorbo in pravila rabe posamezne slovnične strukture in jih primerja med sabo ter podkrepi s primeri rabe te jezikovne strukture. Nato sledijo vaje, ki so razdeljene po težavnosti. Najprej so vaje z oznako »beginner«, namen katerih je s pomočjo posameznih povedi utrditi tvorbo slovničnih struktur, povedi pa so kratke in za lažje razumevanje vsebujejo osnovno besedišče. Nato sledijo vaje z oznako »intermediate«, s pomočjo katerih v obliki posameznih povedi ali krajših sestavkov uporabljamo več slovničnih struktur istočasno. Najtežje vaje so tiste z oznako »advanced«, ki z besediščem na višjem nivoju in rabo več različnih slovničnih struktur, ki se med sabo prepletajo v zgodbi, zahtevajo poglobljeno razumevanje angleške slovnice. Na koncu knjižice so zbrani še povzetki drugih jezikovnih struktur in izjem, ki se pogosto pojavljajo v strokovnih besedilih, kot so na primer nekatere oblike pasiva in neosebne glagolske oblike ter druge jezikovne strukture, ki se uporabljajo v strokovni in znanstveni literaturi. Ker pa samo urjenje slovničnih struktur v jeziku ni dovolj, pa vsebuje ta zbirka vaj še naloge bralnega razumevanja, ki bodo pomagale osmisliti utrjene jezikovne strukture s pomočjo sobesedila. Knjižica bo zato v pomoč tistim s šibkejšim znanjem angleščine, saj jih bo sistematično vodila od razlage k jeziku v rabi, težje naloge in izpostavljeni primeri bolj zapletenih jezikovnih struktur pa bodo služili kot utrjevanje in poglobljanje za tiste z več jezikovnimi spretnostmi.

TENSES MIXED

PRESENT SIMPLE:

- **habits:** I smoke.
- **repeated activity:** I watch TV every day.
- **general truth, facts:** The Earth rotates.
- **timetables:** Bus leaves at 5 o'clock.

+	glagol v 1. obliki + (s)→he/she/it	She makes a cake.
-	don't/doesn't + glagol v 1. obliki	She doesn't make a cake.
?	Do/Does + oseba + glagol v 1. obliki	Does she make a cake?

DO: they, you, we, I

DOES: he, she, it

2

PRESENT CONTINUOUS:

- action going on at the moment of speaking: I am reading at the moment.
- **time limited action:** She is staying with me until she finds a place to live.
- **future arrangements:** We are having lunch at 2 pm.
- **speaker's annoyance + ALWAYS:** He is always leaving his things on the floor.

+	am/is/are + glagol-ing	She is making a cake.
-	am not/isn't/aren't + glagol-ing	She isn't making a cake.
?	Am/Is/Are + oseba + glagol-ing	Is she making a cake?

AM: I

IS: he, she, it

ARE: they, you, we

3

PAST SIMPLE:

- an action happened in the past: Yesterday I saw Peter.
- action which followed each other in a story: I came home, ate dinner and went to bed.
- habits in the past: I used to smoke.

+	glagol v 2. obliki/ -ed	She made a cake.
-	Didn't + glagol v 1. obliki	She didn't make a cake.
?	Did + oseba + glagol v 1. obliki	Did she make a cake?

4

PAST CONTINUOUS:

- an action was going on in the past: I was watching TV yesterday.
- **action which was interrupted:** While I was having a shower, the phone rang.
- **to describe:** We were having fun, the sun was shining, birds were singing, ...

+	was/were + glagol-ing	She was making a cake.
-	wasn't/weren't + glagol-ing	She wasn't making a cake.
?	Was/Were + oseba + glagol-ing	Was she making a cake?

WAS: he, she, it, I

WERE: they, you, we

5

PAST PERFECT:

- **an action which happened before another action in the past:** When I came home I saw that someone had broken into my flat.

+	had + glagol v 3. obliki	She had made a cake.
-	hadn't + glagol v 3. obliki	She hadn't made a cake.
?	Had + oseba + glagol v 3. obliki	Had she made a cake?

6

PRESENT PERFECT:

- an action which happened in the past and it still goes on in the present: He has lived here since 1990.
- a result of a past action: I have broken my leg
- **experience:** I have been to Spain.
- **Historical facts:** The Chinese invented printing. / Desha Muck has written poems. (še živi)

+	have/has + glagol v 3. obliki	She has made a cake.
-	haven't/hasn't + glagol v 3. obliki	She hasn't made a cake.
?	Have/Has + oseba + glagol v 3. obliki	Has she made a cake?

HAVE: they, you, we, I

HAS: he, she, it

7

PRESENT PERFECT CONTINUOUS:

- an action which happened in the past and it is still going on in the present: I have been living here for 10 years. = I have lived here...
- ! What have you been doing? - Kaj si počel?

What have you done? – Kaj si storil?

+	have/has + been + glagol-ing	She has been making a cake.
-	haven't/hasn't + been + glagol-ing	She hasn't been making a cake.
?	Haven't/Hasn't + oseba + been + glagol-ing	Has she been making a cake?

HAVE: they, you, we, I

HAS: he, she, it

8

WILL FUTURE:

- a decision made at the moment of speaking: I will have some tea.
- **future prediction:** I THINK, I SUPPOSE, I'M SURE...: I think the government will win the election.

+	will + glagol v 1. obliki	She will make a cake.
-	won't + glagol v 1. obliki	She won't make a cake.
?	Will + oseba + glagol v 1. obliki	Will she make a cake?

9

GOING TO FUTURE:

- a decision is made before the moment of speaking - plan: I'm going to become a doctor.
- an action which is going to happen because we have evidence now: Look at the clouds, it's going to rain.

+	am/is/are + going to + glagol v 1. obliki	She is going to make a cake.
-	am not/isn't/aren't + going to + glagol v 1. obliki	She isn't going to make a cake.
?	Am/Is/Are + oseba + going to + glagol v 1. obliki	Is she going to make a cake?

AM: I IS: he, she, it ARE: they, you, we

EXERCISES – Beginner - Present & Past tenses - LATE FOR WORK (story)

Put the verbs in the brackets into the correct form.

Yesterday morning everything went wrong. Let me tell you why I was late for work.

When I woke up, I (realise) that there (be) no more eggs in the fridge. My husband always (eat) eggs for breakfast and I immediately (know) that I needed (go) to the store. It (be) a good thing that I (leave), because I (realise) that the children (eat) all the bread for the sandwiches the previous day. I (hurry) to the store. When I (get) there I (remember) that they (close) it because they (redecorate) it that month. There (be) nothing left for me to do but (go) to another store. I (never go) there before so I (spend) most of the time searching for eggs. I finally (find) everything when I (get) a feeling that the children (also eat) the ham. They always (eat) bread with ham and probably yesterday (not be) different. I (take) that as well and (hurry) to the cashier. In front of me there (be) a long queue, but then I luckily (see) another cashier at the other side of the store. On the way there an old lady (stop) me and (ask) me to help her get a chocolate pudding from the top of the shelf as she (cannot reach) it. I (get) the pudding for her and (run) to the cashier. There (be) another old lady in front of me there who (ask) for the price of every single item she (previously select). She (claim) that she (cannot see) the small prices and (want) to complain about this.

This took forever and that is why I was late to work – really terrible.

Beginner - Tenses mixed - A TRIP TO THE ZOO (story)

Put the verbs in the brackets into the correct form.

Tomorrow we (go) to the zoo. We (plan) this for a very long time, actually since it (announced) that the zoo would be opened.

I sure hope that we (have) good weather. I certainly (not want) to go to the zoo on a rainy day. Animals (usually hide) when it and visitors (be) able to see them only from far distance.

I (be) so excited. They say this zoo is really something special. They (say) that this is one of the biggest zoos in our country and (offer) a home to some of the most unusual species in the world. Besides that, they also promise (give) a very interesting tour which you (remember) for the rest of your life.

I hope I (see) some tigers and elephants and my brother (talk about) spiders for 3 weeks and he (look forward) to finally (see) them in reality. I, on the other hand, really hate spiders. I (find) them very disgusting, so I (rather stay) and watch tigers.

Intermediate - Present & Past tenses - NEW KITTY IN MY HOME (story)

Put the verbs in the brackets into the correct form.

Last week my mother (buy) me a small kitty. I (be) so happy and (surprise) at the same time, because I (not expect) this. I (have) a birthday and I (wish) for a new computer. I (have) an old computer, but now that I (have) a new cat this (not be) so important any more. I (go) to the store the next day and (buy) my new kitty a bed.

She (not want) to use it and now she (sleep) with me on my bed. I also (buy) her a lot of cat food. I (not know) which to choose so I (buy) her 3 different sorts, but she (eat) only Whiskas.

I also (not know) how to name her at first. I (like) the name Muri, but this (be) a name for a male cat, but my mother (start) (call) her like that and this (remain) her name.

Unfortunately, last night my brother started (cough). We (think) that he (catch) a cold and that is why we (go) to see a doctor in the morning. He (say) that everything (be) OK with him. When we (mention) the cat he immediately (say) that my brother (be) allergic to cats. He (be) very sad, because he really (like) our new cat. Now Muri can (sleep) only in my bed, so that my brother (not have) any health problems.

Intermediate - Tenses mixed - WHAT HAPPENED? (story)

Put the verbs in the brackets into the correct form.

The other day I (walk) down the street when all of a sudden, an accident (happen). Since I (be) the witness the police (want) (question) me about what (happen). I explained to them: "The driver (drive) down the street and (pass) me on that corner. I (remember) that it (be) exactly there because there (be) a red light and I had to wait there." I (be) a bit nervous because I (already be) late for lunch with my friend. I continued the story and said: "Than a few minutes later while I (talk) on the phone with my friend (apologize) for (be) late I (hear) a strange noise." As I (not be able) to say what exactly (happen) they (have to)

question another witness, which was an old lady. Nevertheless, I still had to wait there for a few minutes.

The police officers (get) their story. They quickly (thank) the lady for the help, as she (start) to talk about how the accident happened all over again. They (be able) to write the report and I was finally able to go and (meet) my friend with whom I (arrange) lunch the previous day.

Intermediate - Tenses mixed - A NICE OLD LADY? (story)

Put the verbs in the brackets into the correct form.

Guess what happened to me yesterday!

While I (wait) for the bus an old lady (start) talking to me. I didn't know her. This was an old lady with a huge shopping bag, which such ladies usually (have). She (be) very funny (listen) to because she (want) (explain) everything in detail how the previous day an accident (occurred). She began: "I was on my way (see) Mary, my old school friend. We (not see) each other for years. Last week I (have) lunch with my other school friend and we (talk) about Mary and that is why I (call) her yesterday and wanted to see her. Than when I was on my way there I (pass) the store at the end of the street and I know that it (be) that store exactly, because there they always (have) such beautiful flowers on the window, when suddenly an accident (occur)." She continued by (explain) how it all happened and (say): "The driver (drive) down the road when suddenly a little kitty (jump) on the road. It (be) so little that the driver (see) it in the very last moment. I was so afraid that somebody (get) hurt, but then I (see) that the kitty (run) away as fast as it could, so it (not be) hurt. And I (be) also very happy (see) that the driver (be) OK as well, because

he (step) out of the car and (want) (see) if the kitty was fine. But since it (already run) away, he (be) unable to see it.”

And that is how the story concluded because the bus finally arrived. Nevertheless, she (be) pleasant to listen to and I didn't have anything better to do but to wait for the bus anyway.

Intermediate - Tenses mixed - ITALY (story)

Put the verbs in the brackets into the correct form.

I love Italy. I (want) to go to Italy since I a little boy.

There are many reasons for that. First of all, I their language. I think Italian (have) the most beautiful words and the intonation that (flow) smoothly. I also the fact that they talk so fast, although at times this might be difficult (understand).

Secondly, I admire them for (be) the cultural and political centre for so many years throughout different periods in history. For example, all the famous authors, poets and other artists to Italy at one point and some of the finest pieces of art (create) there. When I (visit) Rome our tourist guide said this city (be) an inspiration to many famous people.

These two arguments are common to many people, but a bit more personal reason for my (fall) in love with this country is because of its music. I (always like) opera. But besides that, I (be) also a big fan of Eros Ramazzoti. My girlfriend thought I (be) crazy when I first told her that, because usually girls like to listen to him; but nevertheless, he (be) still my number one singer.

WORD FORMATION

1. NOUNS: (Samostalniki)

1.1 Nouns formed from Verbs:

–ment (enjoyment)
–ance (appliance)
–(t)ion (explanation)
–y (discovery)
–al (refusal)
–ledge (knowledge)
–(i)our (behaviour)

1.2 Nouns formed from Adjectives:

–(e)nce (independence)
–cy (pregnancy)
–(i)ty (possibility)
–ness (darkness)

1.3

–sm (socialism)
–dom (wisdom)
–t(h) (growth)
–ure (fail)

1.4 Nouns related to human

relationships: –hood (childhood)
–ship (friendship)
–er (worker)
–ee(r) (employee, engineer)
–ist (socialist)
–ent (student)
–ar (liar)
–ian (musician)
–ant (assistant)

2. VERBS: (Glagoli)

–ize/ise (economize)
–en (threaten)

3. ADJECTIVES: (Pridevniki)

3.1

–ful (beautiful)
–ible/able (invisible)
–ic (dramatic)
–ant (pleasant)
–ish (foolish)
–ous (dangerous)
–ed (shocked)
–ive (imaginative)
–ian (Italian)
–ing (embarrassing)

3.2 Contrasting/Negating:

un– (unfinished)
im– (possible)
ir– (irregular)
dis– (dislike)
il– (illegal)
in– (dependent)
–less/ful (careless)

4. ADVERBS: (Prislovi)

–ly (beautifully)
–ally (dramatically)

good (Adj) → well (Adv)
fast (Adj) → fast (Adv)

SPELLING CHANGES

1. Podvajanje zadnje črke:

1.1 Enozložna beseda:

+ samo en samoglasnik

+ en soglasnik

= zadnji soglasnik se podvoji



ban → banned

beam → beamed

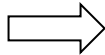
1.2 Dvozložna beseda:

+ naglas na drugem zlogu

+ en samoglasnik

+ en soglasnik

= zadnji soglasnik se podvoji



admit → admitting

SPELLING RULES

1. Glagoli na –e:

smoke + ing | smoking

! $\left. \begin{array}{l} \text{agree} \\ \text{queue} \end{array} \right\} + \text{ing} \rightarrow$ ni sprememb, ker je pred e samoglasnik!

2. Podvojevanje soglasnika: pri enozložnih glagolih, ki se končajo na soglasnik, pred njimi pa je 1 samoglasnik:

- shop +ing → shopping
- stop
- chop
- slip
- cut
- read...reading

3. Izjeme:

- lie → lying
- die → dying

4. Zadnja črka -y

Samoglasnik + y = y ostane + končnica (play+ing=playing) (play+ed=played)

Soglasnik + y = 1) y spremeni v i + končnico s/ed (try-tries, tried)
 2) pri končnici ing y vedno ostane (try+ing= trying)

PARTS OF SPEECH

Parts of speech in English:

- N. = Noun
- V. = Verb
- Adj. = Adjective
- Adv. = Adverb

Here is a short list of word formation of common English words. Study the list carefully and compare different parts of speech.

	ENGLISH	SLOVENE
V.	offend	užaliti
Adj.	offens i ve	žaljiv
Adj.	offended	užaljen
N.	off e nce	žalitev
Adj.	humid	vlažen
N.	humidity	vlaga
V.	(mis)behave	obnašati se
N.	behaviour	obnašanje
V.	discuss	diskutirati, razpravljati
N.	discussion	razprava
Adj.	high	visok
N.	h e ight	višina
V.	begin	začeti
Per.	beginner	začetnik
N.	beginning	začetek
V.	fail	ne uspeti
N.	fail u re	neuspeh
V.	propose	predlagati
N.	proposal	predlog
N.	lect u re	predavanje
Per.	lect u rer	predavatelj
V.	choose	izbirati
N.	choice	izbira
Adj.	tasty → [food]	okusen
Adv.	tast i ly	okusno
Adj.	tasteful → [furniture]	okusen

Adv.	tastefully	okusno
N.	fortune	sreča, usoda
Adv.	(un)fortunat <u>e</u> ly	na srečo
Adj.	successful	uspešen
N.	success	uspeh
V.	succ <u>ee</u> d	uspeti
Adv.	successfully	uspešno
N.	misery	beda
Adj.	miserable	nesrečen, ubog, beden
V.	know	vedeti
N.	knowledge	(splošno) znanje, razgledanost
N.	queue	vrsta
V.	queue	čakati v vrsti
V.	<u>hitchhike</u>	štopati
V.	<u>hitchhiker</u>	štopar
V.	<u>consist</u>	biti sestavljen iz ...
V.	continue	nadaljevati
Adj.	continuous	nepretrgan, nenehen, trajen
V.	resign	odpovedati
N.	resignation	odpoved
N.	economy	gospodarstvo
Adj.	economic	gospodarski
Adj.	economical	varčen
V.	economize	varčevati
Per.	econom <u>i</u> st	ekonomist
N.	economics	študij ekonomije
V.	employ	zaposliti
Per.	employer	delodajalec
Per.	employee	zaposleni
N.	(un)employment	zaposlitev, zaposlenost
Adj.	(un)employed	zaposlen
N.	profit	dobiček
Adj.	profitable	dobičkonosen
V.	earn	zaslužiti
N.	earnings	zaslužek
Adj.	<u>thorough</u>	temeljit
Adv.	<u>thoroughly</u>	temeljito, popolnoma
Adj.	terr <u>ri</u> fied	prestrašen
V.	terr <u>ri</u> fy	prestrašiti

Adj.	terr <u>if</u> ic	strašen
N.	rectangle	pravokotnik
Adj.	rectangular <u>u</u>	pravokoten
N.	vari <u>e</u> ty	raznolikost
Adj.	various	različen
V.	vary	razlikovati se, spremeniti
N.	people	ljudje
Adj.	popular	popularen
N.	pop <u>u</u> lation	populacija, prebivalstvo
V.	weigh	tehtati
N.	weight	teža
V.	persuade (+to inf.)	prepričati
Adj.	persuasive	prepričljiv
Adj.	strong	močen
N.	stre <u>ng</u> th	moč
V.	streng <u>th</u> en	ojačati
Adj.	wide	širok
V.	widen	razširiti
N.	wid <u>th</u>	širina
Adj.	(in)tolerant	strpen
N.	tolerance	strpnost
N.	law	zakon
Per.	lawyer	odvetnik, pravnik
Adj.	bankrupt	bankrotiran
N.	bankruptcy	bankrot
V.	go bankrupt	bankrotirati
N.	threat	grožnja
V.	threat <u>e</u> n	groziti
Adj.	wild	divji
N.	wild <u>e</u> rness	divjina
V.	speak	govoriti
N.	speech	govor
Adj.	speechless	brez besed
N.	help	pomoč
Adj.	helpful	uslužen
Adj.	helpless	nebogljen, nemočen, brez pomoči
Adj.	identical (twins)	identičen
Adv.	identically	identično
N.	identity	identiteta

V.	identify	identificirati, prepoznati
Adj.	sincere	iskren
N.	sincerity	iskrenost
Adj.	serious	resen
N.	seriousness	resnost
V.	bore	dolgočasiti
Adj.	boring	dolgočasen
N.	boredom	dolgočasje
N.	abortion	splav
V.	abort	splaviti
Adj.	wise	moder, pameten
N.	wisdom	modrost
Adj.	(in)efficient	učinkovit
N.	(in)efficiency	učinkovitost
N.	curiosity	radovednost
Adj.	curious	radoveden
N.	death	smrt
V.	die	umreti
Adj.	dead	mrtev
V.	think	misлити
N.	thought	misel
V.	hate	sovražiti
N.	hatred	sovrašтво
V.	compose	sestaviti
N.	composition	sestavek
V.	prove	dokazati
N.	proof	dokaz
V.	marry	poročiti
N.	marriage	zakon
V.	gain	pridobiti, zaslužiti
Adj.	(in)dependent	odvisen
N.	(in)dependence	odvisnost
V.	propose	predlagati
N.	proposal	predlog
Adj.	worth	vreden
Adj.	worthless	nevreden
V.	decide	odločiti
N.	decision	odločitev
V.	inhabit	stanovati, prebivati, nastaniti

Per.	inhabitant	prebivalec
V.	accommodate	nastaniti, prilagoditi
N.	accommodation	prilagoditev, nastanitev
V.	refuse	zavrniti
N.	refusal	zavrnitev
Adj.	deep	globok
Adv.	deeply	globoko
N.	depth	globina
V.	deepen	poglobiti
N.	patience	potrpljenje
Adj.	patient	potrpežljiv

EXERCISES

Beginner - Word formation (sentences)

Complete the gaps with the correct form of the words in the brackets.

1. This film is very (BORE), can we find another one.
2. The (COMMUNICATE) between countries wasn't established.
3. When you go on a trip to mountains, you have to take all the necessary (EQUIP) with you.
4. Today we have such (WONDER) weather.
5. My sister is so (LUCK). She never learns and always gets great result.
6. Yesterday Mary was wearing a (LOVE) red dress. It really suited her.
7. If you want to be a boxer is the most important thing.
8. When you are writing a (COMPLAIN) don't forget to include your name and address.

Beginner - Word formation (sentences)

Complete the gaps with the correct form of the words in the brackets.

1. She has such (BEAUTY) hair.
2. Having a good relationship with your friends is a key to (HAPPY).

3. She (GRATEFUL) looked at me.
4. There are many (HOME) people living on the street.
5. Turn the radio louder, I like this (SING).
6. Please help me do my report and I will be forever (THANK).
7. She gave (BORN) to 4 children.
8. My youngest daughter adores (COLOUR) pictures in the book.

Beginner - Word formation (sentences)

Complete the gaps with the correct form of the words in the brackets.

1. He was rude and that is why I want an (apologise).
2. My sister's (behave) was terrible, because she was crying the whole morning.
3. You have no (moral) because stealing money from an old lady is really a terrible thing to do.
4. Can you be more (specify) and describe this in greater detail, please.
5. Why don't you like going to (dance) lessons with me.
6. To create such wonderful stories, you really must have a vivid (imagine).
7. She likes to tell lies. Her story is really (belief) and that is why I think it is not true.
8. Lily has nothing to do and that is she is dying of (boring).
9. I am so happy that I can always ask my mother for some (advise).
10. My favourite hobby is (collect) stamps.
11. I really hate (read) comprehension tests, because I think they are confusing.
12. Do you know how to fill in a job (apply)?
13. This song is very (pop) this month and it is on the top of all music charts.
14. This picture is (beauty) painted.
15. My husband and I have decided to (decorate) our house, because it is very old.

Beginner - Mother always says... (sentences)

Complete the gaps with the correct form of the words in the brackets.

Here are some phrases and sentences which mothers usually use:

1. Go and clean your (ROOM)?
2. You were rude and that is why I want an (APOLOGISE).
3. Why can't you be more (OBEY), like your sister?
4. Such (BEHAVE) won't be (TOLERATE) in this house, mister!
5. If you are late to school again, I TV will be (FORBID) this (NIGHT) (= 14 days).
6. You are (GROUND)!
7. You are not allowed to play your computer games, because you've yesterday.
8. You have to be back from that party by (NIGHT).
9. Can you please clean the dishes after you (DINNER).
10. You are (EXPECT) to be home by 10 pm.

Beginner - How to learn a foreign language? (story)

Complete the gaps with the correct form of the words in the brackets.

There are many theories on how to learn a foreign language. Most of them are just (CONCEPT) and (STEREOTYPE).

For example, one common (BELIEVE) is, that a learner must begin by learning all the (GRAMMAR) rules by hard. Some recent studies have shown this is not of such great . One famous (LINGUISTICS) once said that people carry dictionaries with them when (TRAVEL) not grammar books. This (RECOGNISE) has changed our (PERCIEVE) of language learning.

Although in a language (ROOM) a lot of focus is still put on the grammar also vocabulary is becoming more and more important. To (ILLUSTRATION), many

language courses now also teach students about lexical (COLLOCATE), some (COMPLICATE) word structures and (USE) vocabulary.

In this way students acquire more useful (KNOW), which is probably more important, as people will understand you better if you have a great (VARY) of words at your disposal than if you know all the rules by heart.

Intermediate - Word formation 1 (sentences)

Complete the gaps with the correct form of the words in the brackets.

1. At home I have the entire butterfly (COLLECT).
2. You must listen to your teacher (ATTENTION).
3. Today the weather is very (WIND).
4. At school we learned about the (ATTRACT) between objects.
5. It took her some (COURAGE) words to tell him the truth.
6. Darwin wrote about the natural (SELECT) of species.
7. For the of your dreams you need to work hard.
8. (CONVERSE) between those girls is nothing but gossiping.

Intermediate - How to get back home? (story)

Complete the gaps with the correct form of the words in the brackets.

Last month something strange happened to me.

I was walking in the (WOOD) and didn't even notice the time. When I wanted to go back I realised that it was nearly (NIGHT). I don't know how I could lose the track of time. It was very dark and I realised I got (LOSE). I was (HORRIBLE) and (FRIGHT). Just the (THINK) of being completely (LONELY) was terrible, let alone all the (SCARE) noises I heard from time to time. I had a feeling I could hear my (heart).

I was walking around for (NEAR) two hours, when I finally managed to find my way back home.

Intermediate - Tips for appearance (sentences)

Complete the gaps with the correct form of the words in the brackets.

Did you know that diets don't work? They are not (EFFECT) at all. Of course, when you eat less your (WEIGH) is (LESS), but this is only a (TERM) effect. To really (LOST) a kilogram or two a lot more is (NEED) than that. Here are some tips:

- (EAT) habits must be changed. Eat less at a time and have at least 5 meals per day.
- You must cook more (HEALTH) dishes. For example, doctors (ADVICE) eating vegetables. When was the last time you have eaten salad?
- Also some (IMPROVE) are needed when it comes to physical exercise. Every day walk as much as possible and do some of the (BASE) exercises, like (PUSH). You should go to gym or on some (AEROBIC) classes.
- If you really don't like (SPORT), also walking instead driving by car is an (ADD) trick that can help you (LOW) your body fat.
- Make a list of (PRODUCE) that you must absolutely stop eating in order to see some (RESULT).
- Similarly, (PSYHIC) plays an important role, not only eating in (ACCORDING) with the doctor's instructions.
- Usually positive (THINK) and (OPTIMISM) helps.
- Sometimes people (SIMPLE) lose kilograms when they decide to change their life. They have more fun and (CONSEQUENCE) they are being more active which is also a (CONTRIBUTE) to a happier and less (STRESS) life.

I hope you will find these tips (HELP) and remember that (WHAT) you do, just don't give up and be (CONSIST).

Intermediate - Losing weight (story)

Complete the gaps with the correct form of the words in the brackets.

Summer is coming and Sarah's plan to get back in shape is still not completed, not to mention the (REALIZE) of it. She has been planning to do something about her weight all spring. It all started at a party when she realized that she is so (ALONE) because people didn't recognize her. (RECOGNIZE) was never a problem in the high school, as she had been very slim and (ATTRACT). Now she was wearing an (SIZE) pullover to hide her body. Obviously, something had to be done about the (PROBLEM) issue. She thought she would go to an (PROCEED). But then she quickly realized that that this is a lot of money in (COMPARE) to her (COME). That is why the (DECIDE) to get back in shape by jogging seemed perfect. Running has always been her favourite sport. She even trained athletics when she was young. It is (IMAGINE) for her to run now that she weighs over 100 kilos. Probably that is why she still hasn't started with the (EXECUTE) of her plan.

Now she is suffering from (DEPRESS), because yesterday her husband made a big (ANNOUNCE). He got the (PROMOTE) at work and wanted to surprise her with the (INVITE) to the holidays on Hawaii. Hearing this she decided to really finally start with her (AMBITION) plan. Tomorrow she is going to visit a (FIT) centre. There she will probably exercise very hard to quickly get back the (APPEAR) she used to have. Also her husband is happy and some even say that the (INVENT) of the story was not about his (PROMOTE), but the reason was the (MOTIVE) to make some (IMPROVE) of her body.

Advanced - Bill's war diary (story)

Complete the gaps with the correct form of the words in the brackets.

Bill is fighting in the war. In his diary he explains how the camp is situated near a cave which serves as the (QUARTER) of the camp, where Bill also meets many other members of the band: short- (HAIR) Maya, Peggy, who is half-gypsy, and other members.

There is the (TENSE) felt many times in the camp, (SPECIAL) between Bill and the leader Paul, who (AGREE) on the purpose of the operation, because of different opinions. In (OPPOSE) to Bill's complete (DEVOTE) to the war cause, which is in the centre of all (DESCRIBE), a (RELATION) with Maya is also mentioned. There are also many (PASS) describing enemy planes flying (HEAD). Bill also explains his visit another leader, to get support for the (EXECUTE) of the war operation and to discuss the attack tactics. During the walk to the near-by village where this camp was (LOCATION), Peggy tells a long story about the (BEGIN) of the war in Paul's town, which reminds Bill of the battle in his own town. She also speaks of Maya's (YOUNG) and (BEAUTIFUL), she envies so much. The diary also provides the information how the relationship between Bill and Maya (DEEP) on this journey. Also, Peggy notices the affection between the two and explains their love by telling (TRADITION) gypsy stories. Bill, not being (SUPERSTITION), demands (CONCENTRATE) on work instead of (EXPLAIN) mysteries.

Advanced - Frontier heritage present today (story)

Complete the gaps with the correct form of the words in the brackets.

The frontier past of the United States has been (INFLUENCE) in many aspects of American life today. The experience of the first settlers who came to the "New World" in the early (COLONY) period slowly created certain characteristics in the society that have been present all up until today.

To begin with, first settlers to arrive in America were seeking freedom, be it religious or political independence. The new land offered all men and women equality, as

the (GROUND), religious views, and family relations were not important; the only things that did matter were actions and previous (ACHIEVE). Equality brought with it also great (COMPETE), as all people were equal only success distinguished them, therefore all tried to be as good as possible. This does not (DIFFERENT) today. Competition is very important in the society and in my (OPINE) seen in a positive way, as people feel it is only fair to the (CONSUME) to have more products available and the companies with products of a (LOW) quality will soon be ruined. Therefore, everyone strives to be better and better, similarly like in the frontier past.

Equality and competitions have also had impact on development of the concept of (INDIVIDUALITY) and hard work. Since background of a person was not of that big (IMPORTANT) people became very self- (RELY). In order to be successful in (ACHIEVE) something each individual had to work hard. And hard work was closely connected with the competition. Similarly, today this individuality is present.

Without knowing the past being (CHARACTER) by the frontier values one might be (CRITICS) of Americans, perceiving them as taking care only of themselves and being concentrated mostly on work all the time, but that is all a part of their frontier heritage which brought them to where they are today – being one of the most successful countries in the world.

Along with other values it was exactly the successfulness of the country that made the United States so (APPEAL). Many (MIGRATE) wanted to come to America to succeed there, and the country is still today seen as the land of (COUNT) opportunities. A promised land offers a new beginning to many people, as all have equal possibilities to succeed and only the quality of hard work and (DETERMINE) result in the final (ACCOMPLISH). Thus today, there are many groups of people who migrated to the United States to find a better life here, many of whom come from the regions of Europe and Asia which are stricken with (POOR).

To sum it up, like in the past when people who arrived to America to start a new life where there was freedom, equality and same opportunities for all (REGARD) of their social status, similarly today these values are still present. People are equal and in order to be more successful they are more (COMPETE), self-reliant and hard working. That is why the United States of America have been so successful and still today represent a (PROMISE) land for many.

Advanced - The relationship between church and state (story)

Complete the gaps with the correct form of the words in the brackets.

In the past (FREE) of religion was a notion that existed only in the United States attracting many (PERSON) to come to the first (SETTLE). There was (EQUAL) among people no matter their (RELIGION) beliefs and that is one of the values on which the country was founded on. (CONSEQUENCE), the church and the state were separated. Also, the Constitution (THEORY) separates them. There are, however, many instances where the intertwining between the two notions removes the stick border between them.

On the one hand, ensuring the equality of all men/women regardless of their religious views the state is separated from the church. They do not influence or limit one another and work independently. This is also prescribed by the Constitution, where the first Amendment (CLEAR) sets the state and the church apart by (PROHIBITE) the making of any law "respecting an (ESTABLISH) of religion", impeding the "free exercise of it". Therefore, there is no official religion in the United States. There are also no (LIMIT) to how many different religions there may be. This creates great (DIVERSE) of different kind of religions that are present in the United States, which worship different kind of gods, objects etc. (ONE) may worship or believe in what they want as long as that does not harm other people. Americans perceive such a (PLURAL) of churches as a sign of freedom and I think it is only right that the state has no legal control over them or any kind of power to limit them.

On the other hand, in (REAL) the church and the state are often more connected than it may be seen at the first look or even more connected than the Constitution allows. For instance, no church is financed, yet they do not pay taxes and (CONTRIBUTE) to them are tax-deductible. In this respect such (RELIGION) societies are privileged in (COMPARE) to any other societies that are not engaged in any kind of religion. That is why I believe many organizations that fight for their (BELIEVE) add "church" to their name and become religious (ORGANIZE). "The Church of Stop Shopping" whose mission is to fight against (CONSUME) is in my opinion the most (ILLUSTRATION) example of such a church. The (CONNECT) between church and state are also present when defining what counts as a church and what not

in order to set the standards which state defines which church is excused from paying the taxes.

What is more, even in the oath when the president becomes a (LEAD) of a country biblical references are often used. Similarly, also on a court of law those who give a testimony have the option to place their hand on a Bible and swear an oath. And finally, the sentence "God bless America" has been used on many occasions by (NUMBER) political leaders.

To sum up, there is a (SEPERATE) of church and state on the level of the Constitution, but in many cases this division is only theoretical, as in reality they are intertwined in many aspects, such as tax deduction and giving oaths.

Advanced - Hemingway's biography - part 1 (story)

Ernest Hemingway was born on July 21, 1899 in Illinois, as the second son of six children born.

He was (ENTHUSIASM) about hunting and (FISH) which he took after his father. This is important, as it is (REFLECTION) in his writing; for example, short stories such as *Indian Camp* and *Big Two-Hearted River*.

Besides playing football in high school he boxed, which caused the (INJURE) of the eye and was the reason for him not being (ACCEPTANCE) to the army. However, this experience provided him with the material for stories. His writing (PROFESSIONAL) started with the (EDIT) of a high school paper.

After graduation he got the job as a reporter on the Kansas City *Star*. He wanted to go to Europe and to serve in the war. After not being accepted to the army, he (SUCCESS) in doing so by serving in war as a (VOLUNTARY) American Red Cross ambulance driver. He was (SERIOUS) wounded at Fossalta on the Italian Piave and some (CRITICIZE) suggest that it was exactly this experience that made him obsessed with his own fears and needed to test his courage (THROUGH) the rest of his (LIVE). It also sets the (GROUND) for *A farewell to Arms*. (BESIDE) World War I, Hemingway also (COVER) the Greek-Turkish War in 1920 and the (SPAIN) Civil War in 1937.

GAP FILL

PREPOSITIONAL PHRASES

- pridevnik + beseda + predlog
- Pridevniki in samostalniki iste besedne družine (istega izvora) imajo za sabo enake predloge.
Example: She is **anxious** for news. She couldn't hide her **anxiety** for news.
- Včasih lahko ima en pridevnik več različnih predlogov za sabo.
Example: Angry about/ angry at something/ angry with somebody

ABOUT: <ul style="list-style-type: none"> - anxious about - concerned about - doubtful about - dubious about - enthusiastic about AGAINST: <ul style="list-style-type: none"> - proof against - secure against AT: <ul style="list-style-type: none"> - alarmed at - angry at a thing/with a person - annoyed at somebody's behaviour/with a person - astonished at - bad at (sports) - clever at (maths) - exasperated at - expert at - good at - furious at - hopeless at - impatient at - indignant at - mad at - sad at - shocked at 	FOR: <ul style="list-style-type: none"> - bound for - eager for - famous for - favourable for - fit for - goof for - ideal for - noted for - qualified for - ready for - remarkable for - renowned for - respected for - sorry for - valid for - zealous for FROM: <ul style="list-style-type: none"> - absent from - apart from - apparent from - different from - distinct from one another - exempt from taxes - far from - immune from - remote from - safe from - secure from/against 	IN: <ul style="list-style-type: none"> - absorbed in - advanced in - abundant in - deficient in - disappointed in - engaged in - honest in - inferior in - interested in - involved in - lame in (one leg) - blind in (one eye) - lucky in - poor/rich in (minerals) - proficient in - quick in/at - regular in - skilful - successful in - temperate in - versed in - weak in
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<ul style="list-style-type: none"> - slow at (work) - surprised at - triumphant at 	<ul style="list-style-type: none"> - separate from 	
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OF: <ul style="list-style-type: none"> - afraid of - ashamed of - aware of - born of - (in)capable of - cautious of - certain of - characteristic of - clear of - confident of - conscious of - deprived of - envious of - exclusive of - fearful of - fond of - forgetful of - free of - full of - guilty of - hopeful of - ignorant of - independent of - jealous of - neglectful of - proud of - sensible of - sick of - significant of - suspicious of - tired of - typical of - worthy of 	ON: <ul style="list-style-type: none"> - clear on - dependent on - intent on - keen on TO: <ul style="list-style-type: none"> - accustomed to - adjacent to - appropriate to/for - attentive to - averse to - close to - contrary to - deaf to - disagreeable to - equal to - false to - familiar to - indifferent to - inferior to - liable to - obliged to - partial to - previous to - related to - relevant to - rude to - sensitive to - starved to - subject to - subsequent to - superior to - susceptible to - true to welcome to 	WITH: <ul style="list-style-type: none"> - afflicted with - acquainted with - busy with - clever with - close with - compatible with - content with - convulsed with - disappointed with - dumb with - familiar with - ill with - infected with - intimidated with - mad with - pale with - pleased with - popular with (people) - radiant with - seized with - sympathetic with - vexed with
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INDEFINITE PRONOUNS

❖ SOME – ANY:

Some: (nekaj)

- affirmative sentences, questions with affirmative answers
- (Do you have some sugar? – **Yes**, I do.)

Any: (kaj)

- negative sentences, conditionals, questions with negative answer
- (Do you have any sugar? – **No**, I don't have any. = I have none.)

❖ NONE = not any

❖ –BODY/ONE: somebody/anybody, something, nothing... + singular

- Is somebody home? = Ali je kdo doma?
- Is anybody home? = Ali je sploh kdo doma?

❖ Other pronouns:

- All
- Several
- One
- Each
- No one = none

EXERCISE 1:

Fill in *some, any, not any, none, something, anything...*

1. May I offer you _____ tea? - Yes, please, give me _____.
2. Have you got _____ sugar? - No, we don't have _____, but I will tell Mary to bring _____.
3. Will you take _____ jam, please? – No thank you, I won't have _____ more jam, but you can give me _____ cake.
4. I have brought you _____ books to read. – Is there _____ new? I have not read _____ English books yet.
5. Where can I buy _____ pastry?
6. If you have _____ money you can't buy _____.
7. Will you go and see if there is _____ in the street! - _____ is knocking at the door.

EXERCISE 2:

Form sentences with the following expressions:

- few-little
- many-much
- all-every, each
- some-any
- everybody-nobody
- take-bring
- food-meal
- to-too-two
- offer-take

EXERCISES

Beginner - Illness (story)

Complete each sentence with an appropriate word or phrase.

My daughter is ill the time. She has throat all the time and coughs lot.

Whenever her doctor her the medications it seems as the pills aren't working or maybe the diagnosis is . We tried everything, form pills, special antibiotics and even tried alternative of treating an illness, such using herbs and special tea made plants and flowers.

Nothing helped so far, that is I will probably her to another doctor, probably a specialist in contagious diseases. Maybe will help solve us our never-ending problem.

Beginner - Failed test (story)

Complete each sentence with an appropriate word or phrase.

There are a of grammatical mistakes in your test, that is you did not the test. I think you will have do this exercise again to the result. you want you can try again week or you can study more and come again when you are prepared. Please call before you come, because I need prepare the exercises or you can also write me .

Intermediate - My mother on my party (story)

Complete each sentence with an appropriate word or phrase.

Today I will tell you story. Last week we had a party my place. In my life I have never been embarrassed.

It all started with music. My computer broke that morning and since it was Sunday there was way I could find a person who would repair . Then I forgot to buy drinks. I realised that at the very last moment so husband had to run to the store right before the party started. When guests started to arrive, I was still preparing food and everyone was waiting me. Finally the party started and there was music everyone had good time. People were talking and all seemed to be fine. Then, unexpectedly, my mother came . She was a real pain the neck and wanted to talk to everyone. She was asking people inappropriate questions about their salary, jobs, private affairs and talked about things people weren't interested . She told everyone how proud she is me, and how good I was when I was a small girl. Really terrible.

Finally, I managed to persuade to go home, it was already too late. She ruined my party and people didn't feel staying any longer. Soon there were hardly people left there, because nearly all went home.

Intermediate - My irresponsible sister (story)

Complete each sentence with an appropriate word or phrase.

sister has a two-year daughter. Every now and I babysit her for a few hours. I don't doing it, because I love children and they are happy to be around me. Looking children could be my profession.

Last week my sister asked me a favour. She needed to work hours and asked me to pick her daughter and watch her for only hour. Being free that afternoon I agreed. I brought her home to my flat where we waited for her mommy to finish working. We were playing a of games and many of them involved running jumping. At the end I was really tired. I was also a bit nervous because when there time for my sister to arrive she didn't show . I tried times, even called at her work, get her on the phone, she didn't answer. That is I decided to stop calling her and carried playing with her.

Then my sister finally came. She made a story about traffic and how she wanted to call but since I kept calling her cell phone ran of battery.

Intermediate - Loneliness (story)

Complete each sentence with an appropriate word or phrase.

Sarah was a nice girl. She was always good school. She was the best student her class. She was also very good sports and interested arts. she was perfect every way, she didn't have friends. She tried hard to to know new people, but everyone her strange. Probably they were with envy.

After her mother passed she was completely alone. Because she was alone all the time she herself a new hobby – attending dog shows. She was forward to every show. It wasn't before she bought a dog. It was a big German shepherd. This hobby completely took her life and it became important for her that this became her

lifestyle. She dropped of school and gave all her dreams and ambitions to become a successful business woman.

People thought she crazy, but in she was happier than ever. What is , she also met a lot of new people and now she has friends and more time than before when she was studying.

Intermediate - A special offer for you (story)

Complete each sentence with an appropriate word or phrase.

When was the time you were holidays? I bet it was a time ago. is why we prepared something special for you. We present you a trip to Barcelona.

lasts 14 days and includes a three-star hotel with breakfast, airplane tickets ways and two tours around the city. Barcelona is too far for you or you don't have 14 days, you also the possibility of shorter trips for just two three days. Our special offer available for just days more, so hurry .

Also, the payment is a problem. You pay us three months later or right . Our aim is simply to satisfy customers and their needs, that is why are sure you will enjoy our company and have the time of your life.

Intermediate - Losing weight (story)

Complete each sentence with an appropriate word or phrase.

Summer is on its and Sarah's plan to get back in shape is still not completed, let realizing it. She has been planning to some weight all spring. It all started at a party when she realized that no spoke to her because they didn't recognize her. Not recognizing her to be impossible in the past, as she had been very slim and had always worn short skirts. Now she was wearing a big pullover to hide her body. Obviously, something had to be done about the issue. She thought: "I will my body operated." But then she

quickly realized that that this is expensive. That is why she decided to get back in shape the help jogging. Running has always been her favourite form exercise. She even trained athletics a few years. It is impossible to imagine her running now that she has than 100 kilos. Probably that is the why she still hasn't started executing her plan.

Now she is totally depressed, because yesterday her husband announced big news. He was promoted at work and wanted to celebrate this by inviting her to holidays on Hawaii. Hearing this really her think and now she has decided to really finally start on her body. Tomorrow she is to the gym. There she will probably as many exercises possible in to quickly fat. Also, her husband is happy and some even say that he actually made the story about being promoted just to motivate her and take her to holidays.

Intermediate - Stranger (story)

Complete each sentence with an appropriate word or phrase.

I don't like strangers knocking my door and that is why i usually don't react any doorbell. week a really strange man came my house. I didn't know who was in of my door, because I didn't expect visitors and that is why I was afraid open the door. Somebody a door bell several times in row. I finally opened the door I was shocked. There was a man standing in front of me and he looked a bit confused and scared. I could immediately see that his hands were covered blood and that his clothes were . When I asked him what happened he told me about the car accident. He wasn't involved in , he was just a person, witnessed it all. He explained that an old lady was walking the road when she suddenly stopped and saw something on the other side of the road. Without looking she crossed it just as some driver was passing . The driver managed to avoid the lady, but he hit the tree planted next the road. Luckily, the driver wasn't badly injured, although there was a lot of blood. The man helped him by tearing off his sleeve on a shirt to bound wounds and coming to my house to an ambulance.

Intermediate - Signs (story)

Complete each sentence with an appropriate word or phrase.

I have always liked signs. They are great because they order in society.

For example, one of my favourite ones is keep the grass. It means that you not walk on the grass or have dogs there. Another one is non-smoking in restaurants, which is not only by the law, but also very healthy. I also strongly support government's decision to put those labels saying "Smoking kills!" on the box of cigarettes. It sense if you think about it. Signs can different meanings. They can prohibit, they can suggest or they may even be of explanatory .

It is a that many people don't even notice signs. Some even dislike them, and others don't act in with their message in to be rebels, saying rules are to be broken. Fortunately, there are only people who feel that way and most of them are teenagers.

I think education an important role in this matter. Teachers should emphasize the importance signs more and teach students that rules must be seriously.

Advanced - Novel review (story)

Complete each sentence with an appropriate word or phrase.

The novel *For Whom the Bell Tolls*, written Ernest Hemingway, is in spring in 1937; a month after German troops completely destroyed the Spanish town of Guernica. This was the in the war when there was a standstill and the hope for victory was still possible, the Republicans were planning a large offensive, a small part of which is also described the novel as the blowing of a bridge.

The novel with an epigraph in a form a short quotation John Donne, introducing the novel by explaining that everyone belongs a community.

The novel begins Saturday in May 1937, and is set in the Spanish countryside, introducing Robert Jordan and guide Anselmo. This is the time of the Spanish Civil War, when there is the fight between the two opposing sides – namely, the Fascists and the Republicans. The two characters fight the side of the Republicans and join a small of guerrilla fighters in order to carry a bridge-blowing assignment, as a part of a Republican offensive, ordered by the Russian General Golz. The leader of the band is illiterate Pablo who refuses to take in this operation. However, endangered because soon after having arrived Robert Jordan takes the position of leader, Pablo agrees help. Parallel to the story, by using retrospective there are other stories presented the reader in a form of memories.

One such story is the bombing of an enemy train, which is carried out the help of a Russian operative named Kashkin. This story appears several parts of the novel, slowly revealing the development the operation and the death of the Russian operative.

Advanced - New remains of a dinosaur found? (story)

Complete each sentence with an appropriate word or phrase.

Scientists have always been enthusiastic new finds and the latest discovery of what may presumably be the bones of a dinosaur have many debates in the scientific sphere.

The local newspaper reports some bones were found on a construction during the building of a new shopping centre in some -forsaken town in Germany. Of , it seems almost impossible for the bones to been kept there for such a long time. However, there is no proof the theoretical possibility of dinosaurs actually living in this area.

Whenever a town becomes famous such a historical find it receives a lot of attention the media. But this case also the attention of scientists. Usually just a team of archaeologists are sent to collect the remains, but this time it is different, as the case is different the others, as the bones are not positioned like we would expect in a fossil remains. They are lying a shape of a circle.

People who are experts this particular find say the bones may have been found centuries later and were dragged around by other animals and ended forming a circle coincidence.

Since the government is in the time recession it is not fond financially supporting a larger investigation. But being just deaf financial support is not the only thing, the problem is most scientists work in government institutions and are dependent their policy and cannot just investigate whatever their heart .

This is news for those who are anxious the news and keen the ancient past. Being sympathetic them I must confess to be a bit disappointed such a decision, but I am still optimistic that the politicians will eventually change their and support the project.

Advanced - Biography of Nathaniel Hawthorne

Complete each sentence with an appropriate word or phrase.

Nathaniel Hawthorne (1804-64), many consider the greatest American writer of the nineteenth century, wrote novels and short . He was born in 1804 at Salem, Massachusetts. He was a descendant of Major William Hathorne, who was of the Puritan settlers in America. His ancestor's role persecuting some of Salem's citizens made Nathaniel Hawthorne change name; he this spelling of the family name. He spent a lonely childhood with his mother reading lot. He went to Bowdoin College, Brunswick and later returned to Salem. He began writing stories, sketches and he published a novel *Fanshawe* (1828), at his expense. His stories were collected in *Twice-Told Tales* (1837) and volumes, including *Mosses from an Old Manse* (1846) and *The Snow-Image and Other Twice-Told Tales* (1851). He also wrote books children, as *A Wonder Book* (1852) and *Tanglewood Tales* (1853), which were stories from the Greek mythology. His writing didn't him much money, therefore, he also worked as measurer at the Boston custom house from 1839 to 1841. For several months he was also working at Brook Farm. Based this experience, he wrote a novel *The Blithedale Romance* (1852). He married Sophia Peabody in 1842 and settled in Concord. Later, he worked surveyor of the port of Salem, but lost his job to a change of administration. At time he wrote *The Scarlet Letter* (1850) and *The House of the Seven Gables* (1851). From 1853 to 1857 Hawthorne was in England, as American consul Liverpool. He was appointed this job by Franklin Pierce, as a favour writing him a campaign biography when he for president of the United States. He then spent two years Italy which was an inspiration for *The Marble Faun* (1860). He spent his last years in Concord. In 1863, the sketch *Our Old Home* appeared. He died 1864, at sixty, while a trip to the White Mountains with Franklin Pierce.

Advanced - The Summary of the Short Story "The Birth-mark" (story)

Complete each sentence with an appropriate word or phrase.

The story with an introduction of a brilliant scientist Aylmer. He is completely devoted experimenting and his work a scientist; however, the narrator presents him at the beginning when he abandons his experiments for a short of time to marry the beautiful Georgiana. The story continues a scene where one day Aylmer asks Georgiana she has ever considered removing her birth-mark from her cheek, since this is ruining her almost perfect face. She responds the words that she has always liked her birth-mark and never considered this option. However, when she realises that her husband is asking this in a serious manner she is angry first and does not understand how her husband is able to love her when he the mark so shocking.

Additionally, the narrator of the story explains that the red birth-mark is on Georgiana's left cheek. It has the shape of a tiny hand and it disappears she blushes. The narrator also points that most men find this very attractive contrary some women who think that this ruins her beauty. However, the narrator disagrees saying this is nonsense.

Aylmer becomes obsessed the birthmark. Georgiana's beauty is overshadowed by this mistake. One day Georgiana reminds her husband of a dream he . He was talking sleep saying they must take out her heart. Aylmer is ashamed a terrible dream in which he imagines himself carrying out the operation and removing the birthmark with a knife that went so deep it reached her heart. Realizing her husband's obsession with the birthmark Georgiana eventually agrees risking her life in to remove it. Excited and confident his own abilities Aylmer compares himself to Pygmalion. The passage with a kiss on her cheek... her unmarked cheek...

Advanced - Climate Change, Why Should I Care? (story)

Complete each sentence with an appropriate word or phrase.

Climate change is enormous problem; yet, it seems if no one really cares about it. In order to solve this problem and save our future, power, knowledge, money and determination people are needed. However, it is the selfish nature of humans why nothing is done to the natural catastrophe which is to happen very soon.

It seems as if no one cares about the climate change but individuals such as me. Government, scientists, and all the environmental groups, they do not care any other thing than the one concerning their own interest, the one they research or the one that is being sponsored the government funds. That is it is sad to see such selfishness in this world, especially in those institutions which should, but do not care for our future and that really me angry. That is why I have realized that in to stop climate change process the whole burden responsibility has to be from institutions to individuals who have to do their to save the planet from its self-destruction.

However, I do care about climate change. I do care our planet and I feel I must something to prevent this inevitable disaster happening. To begin , rising awareness is the to success. Children at school should be how they can save the planet and be the heroes they adore in comics. Each individual has to sacrifice a bit of his or her luxury and using public transport be the starting . Also, reducing the amount of energy in a household is in my opinion an important contributing to a possible solution.

READING SKILLS

Reading task 1

Read the text and answer the questions.

The Wonders of the Ocean

The ocean covers more than 70% of the Earth's surface and is home to a vast array of life forms, many of which remain undiscovered. It plays a crucial role in regulating the planet's climate and weather patterns, acting as a giant heat sink that absorbs and redistributes solar energy. The ocean's currents, driven by wind, temperature, and salinity differences, circulate this energy around the globe, influencing weather systems and climate.

Marine ecosystems are incredibly diverse, ranging from the sunlit surface waters to the dark depths of the abyssal zone. Coral reefs, often referred to as the "rainforests of the sea," are among the most productive and biodiverse ecosystems on Earth. They provide habitat for countless species, including fish, invertebrates, and algae, and are vital for the livelihoods of millions of people who depend on them for food, tourism, and coastal protection.

Despite their importance, coral reefs are under threat from a variety of human activities. Climate change, pollution, overfishing, and destructive fishing practices are causing widespread coral bleaching and degradation. Coral bleaching occurs when corals, stressed by changes in temperature, light, or nutrients, expel the symbiotic algae living in their tissues, causing them to turn white and become more susceptible to disease and death.

The deep ocean, which extends beyond the continental shelf, is another area of immense scientific interest. It is home to unique organisms adapted to extreme conditions, such as high pressure, low temperatures, and complete darkness. Hydrothermal vents, where superheated water rich in minerals gushes from the seafloor, support communities of organisms that rely on chemosynthesis rather than photosynthesis for energy. These vents are hotspots of biodiversity and are thought to play a role in the origin of life on Earth.

Human exploration of the ocean has been limited by its vastness and the technical challenges of operating in such an inhospitable environment. However, advances in technology, such as remotely operated vehicles (ROVs) and autonomous underwater vehicles (AUVs), are allowing scientists to explore previously inaccessible areas and make new discoveries. These technologies are helping to map the seafloor, study marine life, and monitor environmental changes.

Protecting the ocean and its ecosystems is essential for the health of our planet. Efforts to establish marine protected areas (MPAs), reduce pollution, and promote sustainable fishing practices are crucial steps in preserving the ocean's biodiversity and ensuring its resilience in the face of climate change. Public awareness and education about the importance of the ocean can also play a significant role in fostering a sense of stewardship and encouraging actions that benefit marine environments.

In conclusion, the ocean is a vital component of Earth's natural systems, supporting a rich diversity of life and influencing global climate and weather patterns. While human activities pose significant threats to marine ecosystems, ongoing research and conservation efforts offer hope for the future. By understanding and protecting the ocean, we can ensure its continued health and productivity for generations to come.

Reading Comprehension Exercise

1. What percentage of the Earth's surface is covered by the ocean?
2. Why are coral reefs referred to as the "rainforests of the sea"?
3. List three threats to coral reefs mentioned in the text.
4. What is coral bleaching and what causes it?
5. Describe the conditions in the deep ocean and name one type of unique ecosystem found there.
6. How do hydrothermal vents support life in the deep ocean?
7. What technological advancements are helping scientists explore the ocean?
8. Why is protecting the ocean important for the health of our planet?
9. What are marine protected areas (MPAs) and why are they important?
10. Summarize the main message of the text in one sentence.

Reading task 2

Read the text and answer the questions.

A Memorable Hiking Adventure

Last summer, Emma and her friends decided to embark on a hiking adventure in the picturesque mountains of Slovenia. They had been planning the trip for months, eagerly anticipating the chance to explore the stunning landscapes and enjoy the fresh mountain air. The group consisted of Emma, her best friend Mia, and two other friends, Alex and Ben.

The journey began early in the morning, with the sun just starting to rise over the horizon. The trail they chose was known for its breathtaking views and diverse wildlife. As they hiked, they encountered various animals, including deer, rabbits, and even a curious fox that watched them from a distance. The path was steep and challenging at times, but the group was determined to reach the summit.

After several hours of hiking, they arrived at a beautiful meadow filled with wildflowers. The vibrant colors and sweet fragrance of the flowers were a welcome sight, and the group decided to take a break and enjoy a picnic. They shared sandwiches, fruit, and snacks while soaking in the serene surroundings. Emma took out her camera and captured the moment, knowing that these memories would last a lifetime.

As they continued their hike, the weather began to change. Dark clouds gathered, and the wind picked up, signaling an approaching storm. The group quickened their pace, hoping to reach the shelter at the summit before the rain started. Despite the challenging conditions,

they remained positive and supported each other, sharing words of encouragement and laughter.

Finally, they reached the summit just as the first raindrops began to fall. The shelter provided a safe haven from the storm, and they huddled together, grateful for their successful journey. From the summit, they had a panoramic view of the surrounding mountains and valleys, a sight that made all their efforts worthwhile.

The storm passed quickly, and the sun reappeared, casting a golden glow over the landscape. Emma and her friends took a moment to reflect on their adventure, feeling a sense of accomplishment and camaraderie. They knew that this hike would be one of many, as their love for nature and exploration continued to grow.

As they descended the mountain, they talked about their next adventure, already excited for the possibilities. The hike had not only strengthened their friendship but also deepened their appreciation for the beauty of the natural world. Emma felt a renewed sense of connection to the environment and a desire to protect it for future generations.

True/False Reading Comprehension Exercise

1. Emma and her friends planned their hiking trip for months. (True/False)
2. The group encountered a bear during their hike. (True/False)
3. They took a break in a meadow filled with wildflowers. (True/False)
4. The weather remained sunny throughout their hike. (True/False)
5. The group reached the summit before the rain started. (True/False)
6. The shelter at the summit provided protection from the storm. (True/False)
7. Emma captured the moment with her camera during their picnic. (True/False)
8. The hike strengthened their friendship and appreciation for nature. (True/False)
9. They decided to never hike again after this adventure. (True/False)
10. Emma felt a renewed sense of connection to the environment. (True/False)

Reading task 3

Read the text and answer the questions.

An Unforgettable Day

It was a sunny Saturday morning when Sarah woke up with a sense of excitement. Today was going to be an incredible day filled with activities she had been looking forward to for weeks. She quickly got dressed and headed to the kitchen for a hearty breakfast. Her first event of the day was a visit to the local farmer's market with her friend, Emily.

At the market, Sarah and Emily wandered through the stalls, admiring the fresh produce, homemade crafts, and delicious baked goods. They sampled some freshly squeezed orange juice and bought a basket of strawberries. After an hour of exploring, they decided to head to the nearby park for a picnic.

The park was bustling with families, joggers, and people walking their dogs. Sarah and Emily found a shady spot under a large oak tree and laid out their picnic blanket. They enjoyed their strawberries, sandwiches, and cookies while chatting and laughing. Suddenly, they heard music coming from the park's bandstand. A local band was setting up for a performance.

Curious, they packed up their picnic and walked over to the bandstand. The band started playing lively tunes, and soon a crowd gathered to listen. Sarah and Emily danced along with the music, feeling the rhythm and energy of the performance. After the concert, they decided to visit the new art gallery that had recently opened in town.

The gallery was filled with stunning artwork from local artists. Sarah was particularly captivated by a series of paintings depicting the changing seasons. She spent time admiring each piece, discussing the techniques and colors with Emily. They even met one of the artists, who shared insights about his creative process.

As the afternoon turned into evening, Sarah and Emily made their way to a nearby café for dinner. The café had a cozy atmosphere, with fairy lights and soft music playing in the background. They ordered their favorite dishes and reminisced about the day's events. Just as they were finishing their meal, Sarah received a text from another friend, inviting them to a rooftop party.

Excited by the unexpected invitation, they quickly paid their bill and headed to the party. The rooftop was decorated with lanterns and offered a stunning view of the city skyline. They mingled with friends, danced to upbeat music, and enjoyed the vibrant atmosphere. As the night drew to a close, Sarah felt grateful for the incredible day she had experienced.

Sequence of Events Comprehension Exercise

1. What was the first event Sarah attended after waking up?
2. Where did Sarah and Emily go after visiting the farmer's market?
3. What did they hear while having their picnic in the park?
4. What did Sarah and Emily do after the concert at the bandstand?
5. Which artwork captivated Sarah at the gallery?
6. Where did Sarah and Emily go for dinner?
7. What unexpected invitation did Sarah receive while at the café?
8. Describe the atmosphere of the rooftop party.
9. What was the last event Sarah attended on this incredible day?

Reading task 4

Read the text and answer the questions.

A Day in the Life in 2050

In the year 2050, life has changed dramatically from what we know today. Technology has advanced to the point where many daily tasks are automated, and people have more time to pursue their passions and interests. Let's take a look at a typical day in the life of Alex, a 30-year-old living in a smart city.

Alex wakes up at 7:00 AM to the gentle sound of his smart alarm, which gradually increases in volume to mimic the rising sun. His bedroom windows, equipped with smart glass, automatically adjust to let in the perfect amount of natural light. As he gets out of bed, the floor warms up to a comfortable temperature, thanks to the integrated heating system.

After a quick shower, Alex heads to the kitchen, where his smart fridge has already prepared a nutritious breakfast based on his dietary preferences and health data. He enjoys a smoothie made from fresh fruits and vegetables, along with a protein bar. While eating, he checks his schedule on his smart watch, which syncs with all his devices to keep him organized.

At 8:00 AM, Alex leaves his apartment and hops into his self-driving electric car. The car is part of a shared fleet, reducing the need for personal vehicle ownership and helping to decrease traffic congestion and pollution. During the ride, Alex catches up on the latest news and listens to a podcast about sustainable living.

He arrives at his workplace, a high-tech office building powered entirely by renewable energy. The building features vertical gardens that provide fresh air and greenery, creating a pleasant and productive environment. Alex works as a software developer, and his job involves collaborating with colleagues from around the world through virtual reality (VR) meetings. These VR meetings make it feel as though everyone is in the same room, despite being thousands of miles apart.

At noon, Alex takes a break and heads to the rooftop garden for lunch. The garden is a communal space where employees can relax, socialize, and even grow their own vegetables. Alex picks some fresh herbs to add to his salad and enjoys his meal while chatting with coworkers.

In the afternoon, Alex attends a workshop on artificial intelligence (AI) and its applications in everyday life. The workshop is held in a mixed-reality classroom, where physical and digital elements blend seamlessly. Participants can interact with holograms and virtual objects, making the learning experience more engaging and immersive.

After work, Alex decides to go for a run in the nearby park. The park is equipped with smart pathways that monitor his fitness levels and provide real-time feedback on his performance. He enjoys the fresh air and the beautiful scenery, feeling grateful for the green spaces that are integrated into the urban environment.

In the evening, Alex meets up with friends at a local café that specializes in plant-based cuisine. The café uses AI to create personalized dishes based on each customer's preferences and nutritional needs. They enjoy a delicious meal and discuss their plans for the weekend, which include a trip to a nearby nature reserve.

Before heading home, Alex stops by a community center to participate in a volunteer program. The center uses technology to connect volunteers with local projects, making it easy for people to contribute to their communities. Alex helps with a project that involves teaching coding to underprivileged children, sharing his skills and knowledge to empower the next generation.

As the day comes to an end, Alex returns to his apartment and unwinds with a virtual reality game that transports him to a fantastical world. He enjoys the immersive experience and the opportunity to relax and have fun. Finally, he heads to bed, feeling satisfied with the day's accomplishments and looking forward to what tomorrow will bring.

Multiple Choice Reading Comprehension Exercise

What time does Alex wake up?

- A) 6:00 AM
- B) 7:00 AM
- C) 8:00 AM
- D) 9:00 AM

How does Alex's smart fridge contribute to his morning routine?

- A) It prepares his clothes.
- B) It makes his bed.
- C) It prepares a nutritious breakfast.
- D) It schedules his meetings.

What type of car does Alex use to get to work?

- A) A self-driving electric car.
- B) A traditional gasoline car.
- C) A bicycle.
- D) A public bus.

Where does Alex have lunch?

- A) In his office.
- B) At a nearby restaurant.
- C) In the rooftop garden.
- D) At home.

What is the focus of the workshop Alex attends in the afternoon?

- A) Sustainable living.

B) Artificial intelligence.

C) Virtual reality.

D) Plant-based cuisine.

What feature does the park have that enhances Alex's running experience?

A) Smart pathways that monitor fitness levels.

B) A swimming pool.

C) A gym.

D) A café.

What type of cuisine does the café specialize in?

A) Italian cuisine.

B) Plant-based cuisine.

C) Fast food.

D) Seafood.

What volunteer activity does Alex participate in at the community center?

A) Planting trees.

B) Teaching coding to children.

C) Cleaning the park.

D) Cooking meals for the homeless.

How does Alex unwind at the end of the day?

A) By reading a book.

B) By watching TV.

C) By playing a virtual reality game.

D) By going for a walk.

What is the main theme of Alex's day?

A) The importance of technology in daily life.

B) The challenges of urban living.

C) The benefits of a plant-based diet.

D) The significance of community service.

Reading task 5

Read the text and answer the questions.

A Day at School in the 1950s

In the 1950s, school life was quite different from what students experience today. Let's take a look at a typical day for a student named Mary, who attended a small public school in a rural town.

Mary's day began early in the morning. She woke up at 6:00 AM to help her mother with chores before getting ready for school. After a quick breakfast of oatmeal and toast, she put on her school uniform, which consisted of a navy blue dress and white socks. Mary then grabbed her satchel, which contained her books, notebooks, and a packed lunch, and headed out the door.

The school was about a mile away from Mary's home, and she walked there with her younger brother, Tom. Along the way, they met up with other children from the neighborhood, and together they made their way to the schoolhouse. The building was a simple structure with a bell tower, a few classrooms, and a playground.

The school day started at 8:00 AM with the ringing of the bell. Students lined up outside their classrooms and waited for their teacher to invite them in. Once inside, they stood by their desks and recited the Pledge of Allegiance before sitting down. The classroom was arranged in neat rows of wooden desks, each with an inkwell and a slate for writing.

Mary's teacher, Mrs. Johnson, was a strict but caring woman who believed in the importance of discipline and hard work. The first lesson of the day was arithmetic. Mrs. Johnson wrote problems on the blackboard, and the students copied them onto their slates. They worked quietly, raising their hands if they needed help. After arithmetic, they moved on to reading. The students took turns reading aloud from their textbooks, practicing their pronunciation and comprehension skills.

At 10:00 AM, it was time for a short recess. The children rushed outside to the playground, where they played games like hopscotch, tag, and jump rope. Mary enjoyed this break, as it gave her a chance to socialize with her friends and get some fresh air.

After recess, the students returned to their classroom for history and geography lessons. Mrs. Johnson used maps and globes to teach them about different countries and historical events. Mary found these subjects fascinating and loved learning about far-off places and important figures from the past.

Lunchtime was at noon, and the students ate their packed lunches at their desks. Mary had a sandwich, an apple, and a homemade cookie. After lunch, they had another short recess before returning to their studies. The afternoon was dedicated to science and art. In science, they conducted simple experiments and learned about plants, animals, and the human body. In art, they drew pictures, painted, and made crafts.

The school day ended at 3:00 PM with the ringing of the bell. Mary and Tom walked home together, discussing what they had learned and sharing stories about their day. Once home,

Mary helped her mother with more chores and did her homework before dinner. In the evening, the family gathered around the radio to listen to their favorite programs before going to bed.

School in the 1950s was a structured and disciplined environment, with a strong emphasis on the basics of reading, writing, and arithmetic. Despite the lack of modern technology and resources, students like Mary received a solid education that prepared them for the future. The sense of community and the close relationships with teachers and classmates made school a memorable and important part of their lives.

Reading Comprehension Exercise

1. What time did Mary wake up in the morning?
2. What did Mary have for breakfast?
3. How did Mary get to school?
4. What did the students do before sitting down in the classroom?
5. Who was Mary's teacher?
6. What was the first lesson of the day?
7. What games did the children play during recess?
8. What subjects were taught after recess?
9. What did Mary have for lunch?
10. What did the family do in the evening before going to bed?

Reading task 6

Read the text and answer the questions.

The Impact of Modern Technology on Daily Life

Modern technology has revolutionized the way we live, work, and communicate. From smartphones to smart homes, technological advancements have made our lives more convenient and connected. Let's explore how these innovations have transformed various aspects of daily life.

One of the most significant changes brought about by modern technology is the way we communicate. Smartphones, social media, and instant messaging apps have made it possible to stay in touch with friends and family no matter where they are in the world. Video calls allow us to see and hear loved ones in real-time, bridging the gap created by physical distance. Social media platforms enable us to share our experiences, thoughts, and photos with a wide audience, fostering a sense of community and connection.

In addition to communication, technology has also transformed the way we work. Remote work has become increasingly common, thanks to tools like video conferencing, cloud storage, and collaboration software. Employees can now work from anywhere, reducing the need for commuting and allowing for greater flexibility in work schedules. This shift has led to a better work-life balance for many people, as they can spend more time with their families and pursue personal interests.

Education has also benefited from technological advancements. Online learning platforms, virtual classrooms, and educational apps have made it easier for students to access information and learn at their own pace. Teachers can use interactive tools to engage students and make learning more enjoyable. Additionally, technology has enabled distance learning, allowing students to attend classes and earn degrees from institutions around the world without having to relocate.

Healthcare is another area where modern technology has had a profound impact. Telemedicine allows patients to consult with doctors remotely, reducing the need for in-person visits and making healthcare more accessible. Wearable devices, such as fitness trackers and smartwatches, help individuals monitor their health and fitness levels, providing valuable data that can be shared with healthcare providers. Advanced medical equipment and diagnostic tools have improved the accuracy and efficiency of medical treatments, leading to better patient outcomes.

Smart homes are becoming increasingly popular, offering convenience and efficiency in managing household tasks. Smart thermostats, lighting systems, and security cameras can be controlled remotely through smartphone apps, allowing homeowners to monitor and adjust their home settings from anywhere. Voice-activated assistants, like Amazon's Alexa and Google Home, can perform various tasks, such as playing music, setting reminders, and answering questions, making daily life more streamlined and enjoyable.

Transportation has also been transformed by modern technology. Electric vehicles (EVs) are becoming more common, offering a cleaner and more sustainable alternative to traditional gasoline-powered cars. Autonomous vehicles, or self-driving cars, are being developed to reduce traffic accidents and improve road safety. Ride-sharing apps, like Uber and Lyft, have made it easier for people to find transportation quickly and affordably, reducing the need for personal car ownership.

Entertainment has seen significant changes as well. Streaming services, such as Netflix and Spotify, provide instant access to a vast library of movies, TV shows, and music. Virtual reality (VR) and augmented reality (AR) technologies offer immersive experiences, allowing users to explore new worlds and interact with digital content in innovative ways. Video games have become more sophisticated, with realistic graphics and complex storylines that captivate players.

While modern technology has brought many benefits, it also presents challenges. Privacy concerns, cybersecurity threats, and the potential for technology addiction are issues that need to be addressed. It is important to use technology responsibly and be aware of its impact on our lives.

In conclusion, modern technology has transformed daily life in countless ways, making it more convenient, connected, and efficient. As technology continues to evolve, it will undoubtedly bring new opportunities and challenges. By embracing these advancements and using them wisely, we can enhance our quality of life and create a better future.

True/False Reading Comprehension Exercise

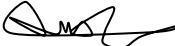
1. Smartphones have made it possible to stay in touch with friends and family worldwide. (True/False)
2. Remote work has decreased due to modern technology. (True/False)
3. Online learning platforms allow students to learn at their own pace. (True/False)
4. Telemedicine requires patients to visit doctors in person. (True/False)
5. Smart homes can be controlled remotely through smartphone apps. (True/False)
6. Electric vehicles are a cleaner alternative to gasoline-powered cars. (True/False)
7. Streaming services provide instant access to movies, TV shows, and music. (True/False)
8. Virtual reality offers immersive experiences. (True/False)
9. Privacy concerns and cybersecurity threats are not issues related to modern technology. (True/False)
10. Modern technology has transformed daily life in countless ways. (True/False)

WRITING SKILLS

Writing a formal letter

1) LAYOUT:

When writing a formal letter in English you have to be very careful about the special layout. Below is the layout of a business letter. Study it carefully.

		(Your name) Company Name Company Address
		Date (17 th June 2021)
(Recipient's name) Recipient's company Recipient's company address		
Dear Sir or Madam (Mr/Mrs Ms Recipient's name)		
Content in several paragraphs		
Yours faithfully (Yours sincerely)  Your name		
Enclosure: - CV		

2) TYPES OF LETTERS:

Study different types of letters. Here are some examples of useful phrases and how to begin and end different types of letters.

1. A LETTER OF APPLICATION:

Beginning:	<i>I am writing to apply for the post advertised in Delo, on 18th August...</i> <i>With respect to your advertisement in Delo for the post of ... I would like to ...</i>
End:	<i>I enclose my CV.</i> <i>I am looking forward to your reply.</i> <i>I am looking forward to your response.</i> <i>I am looking forward to meeting you.</i> <i>I am looking forward to seeing you.</i> <i>I am looking forward to hearing from you.</i>

2. A LETTER OF COMPLAINT:

Beginning:	<i>I am writing to complain about...</i>
End:	<i>I would appreciate an early response.</i> <i>I hope this matter will soon be resolved.</i> <i>I hope this matter will receive your immediate attention.</i>

3. A LETTER OF INQUIRY:

Beginning:	<i>I am writing to inquire about.../to get some (basic) information...</i>
End:	<i>I would like to thank you for your help/time/information...</i> <i>I would appreciate if you could send me the information to the above address.</i> <i>I would appreciate if you could contact me at the above address.</i>

4. A THANK YOU LETTER:

Beginning:	<i>I am writing to thank you for your help.</i> <i>I am writing to thank you for the hospitality.</i> <i>I am writing to express my gratitude for...</i>
End:	<i>I would like to thank you again and...</i>

Writing a report

Study the instructions and an example of the structure of the report.

Your boss has asked you to write a report on houses. Currently you have 2 properties to sell. One is a terraced house located outside the city and the other is a flat in a tall building in the city centre. Write a report of 100-150 words on the advantages and disadvantages of living in both places and suggest which is more suitable for students to live in.

AN EXAMPLE OF THE STRUCTURE OF THE REPORT:

A REPORT ON HOUSES

- Introduction: This is a report on...

DESCRIPTION

- Location
- Prices
- Who is it for
- ...

LIVING IN HOUSE

+ living on your own, your rules, peace, parties, nature, more space, different rooms, parking space...garden

- higher costs for central heating, loneliness, far away from the city, farming, more work, expensive...

LIVING IN A FLAT

+ Cheaper, close to the city (stores), elevator, more people, maintenance, central heating (cheaper), safer

- noisy neighbours, old people, smaller, (gardens), other people's rules (no noise), polluted air, pets, small children screaming, (terrorist attacks)

SUGGESTIONS

Writing a report- numbers

CARDINAL NUMBERS:

- 1 one, 2 two, 3 three, 4 four, 5 five, 6 six, 7 seven, 8 eight, 9 nine, 10 ten, 11 eleven, 12 twelve, 13 thirteen, 14 fourteen, 15 fifteen, 16 sixteen, 17 seventeen, 18 eighteen, 19 nineteen, 20 twenty;
- 21 twenty-one, 22 twenty-two, 23 twenty-three, 24 twenty-four, 25 twenty-five, 26 twenty-six, 27 twenty-seven, 28 twenty-eight, 29 twenty-nine;
- 30 thirty, 40 forty, 50 fifty, 60 sixty, 70 seventy, 80 eighty, 90 ninety, 100 one hundred,
- 200 two hundred, 300 three hundred, 450 four hundred AND fifty, 599 five hundred AND ninety-nine;
- 1,000 one thousand, 7,344 seven thousand three hundred AND forty-four;
- 13,569 thirteen thousand five hundred and sixty-nine, 150,000 one hundred AND fifty thousand, 999,999 nine hundred AND ninety-nine thousand nine hundred AND ninety-nine;
- 1,000,000 – one million, 5,000,000 five million, BUT millions of dollars

YEARS:

- 1897 eighteen ninety-seven, 1963 nineteen sixty-three, 2007 two thousand AND seven.

ORDINAL NUMBERS:

- 1st the first, 2nd the second, 3rd the third, 4th the fourth, ... 12th the twelfth, ... 21st the twenty-first, ... 30th the thirtieth, 31st the thirty-first...
- 40th the fortieth, 50th the fiftieth, the 100th the hundredth, 107th the hundred and seventh ...

DATES:

- It's 5th December 2006 (READ: the fifth of December two thousand and six)
- I'll come on 28th January 2006 (READ on the twenty-eighth of January two thousand and seven)

FRACTIONS AND DECIMALS:

- $\frac{1}{2}$ a half, $\frac{1}{3}$ a third, $\frac{1}{4}$ a quarter, $\frac{3}{4}$ three quarters, $\frac{3}{5}$ three fifths, $\frac{7}{8}$ seven eighths, 5 $\frac{1}{2}$ five and half;
- 0.125 (nought) point one two five
- 0.33 (nought) point three three

- 1.7 one point seven
- 13.75 thirteen point seven five

PERCENTAGE:

- 10% ten percent, 55% fifty-five per-cent, 100% one hundred per cent

CURRENCIES – VALUTE:

- 10 Euros
- 100 pounds
- 1,000,000 dollars
- 30,000,0000 yen

COLLECTIVE NUMBERS:

- 6 half a dozen
- 12 a dozen
- 24 two dozen
- 20 a score
- 144 a / one gross

Writing a magazine article

Useful language

Giving advice

One thing you should remember ...

You had better ...

If you want to ...

Remember to ...

Be careful not to ...

A golden rule is ...

Generalizing

Most people tend to ...

People generally ...

It is common ...

On the whole ...

Generally speaking, ...

A good article has the following features.

- It has an interesting title.
- The first line attracts the reader's attention.
- It is written in a style that is appropriate to the reader.
- It tries to persuade or entertain the reader.
- It is organized into paragraphs.
- It uses appropriate linking words.
- It has a range of grammar and vocabulary.
- It ends with a good conclusion that summarizes the main points.

A good article should have:

- a title. You have to make this up. It should be interesting and catch the reader's attention. Do NOT just copy out the task.
- an introductory paragraph linked to the title. This should make the reader interested in the topic. One way to do this is to begin with a question.
- one (or two) central paragraph/s that develop your main points.
- a final paragraph that summarises the main points and gives your opinion.

EXERCISE: Write an article describing a visit to your local supermarket and explain why you would/wouldn't recommend it to others.

- Paragraph 1 Introduction: Where is it? What is it called?
- Paragraph 2: What is the overall impression?
- Paragraph 3: What does it have? What features does it have? What can you see, hear, smell?
- Paragraph 4 Conclusion: Would you recommend it to the readers? Why/why not? Will you shop there again? Why/why not?

Writing an essay

2 types of paragraph development:

BOLD:

Subject 1 – all characteristics

Subject 2 – all characteristics

POINT-BY-POINT:

Characteristics 1 – Subject 1

Subject 2

Characteristics 2 – Subject 1

Subject 2

Characteristics 3 – Subject 1

Subject 2

Methods of paragraph development:

EXAMPLES

CAUSE AND EFFECT

COMPARISON/CONTRAST

DEFINITIONS

Writing an essay- Topic sentences

Here is an example of topic sentences and paragraph development of an essay with a title “Eating in a fancy restaurant isn't so fancy after all”. Study the topic sentences below. Some ideas are well developed, but some are not supported well enough. Discuss which topic sentences are appropriate and which not and then write an essay of 150-220 words.

Title: Eating in a fancy restaurant isn't so fancy after all

TOPIC SENTENCE: I went to a posh restaurant and I was disappointed.

PRIMARY SUPPORT 1: waiting for half an hour despite the reservation

SECONDARY SUPPORT 1.1: uncomfortable

SECONDARY SUPPORT 1.2: rushing other guests

PRIMARY SUPPORT 2: The waiter was incompetent.

SECONDARY SUPPORT 2.1: appetizers and main course arrived at the same time

SECONDARY SUPPORT 2.2: request for more water ignored

SECONDARY SUPPORT 2.3: wrong desserts served

PRIMARY SUPPORT 3: The food was terrible.

SECONDARY SUPPORT 3.1: cold soup

SECONDARY SUPPORT 3.2: my cousin doesn't like meat

SECONDARY SUPPORT 3.3: burnt sausages

SECONDARY SUPPORT 3.4: it's too cold to have an ice-cream

Writing an essay - Concluding paragraph

The purpose of a conclusion in an essay:

- Reminds the reader of the thesis statement
- Rounds the ideas by providing a final thought

Methods of concluding:

- Prediction
- Recommendation/call for action/warning
- Opinion
- Reference to an introductory statement/example
- A quotation/proverb
- Thought-provoking question/short series of questions
- Appealing to emotions
- A vivid image
- Combination of techniques

EXERCISES:

Choose one title and write an essay of 150-200 words.

TITLES:

1. Vegetarianism is only a fashion
2. Some students get jobs even before the finish school. Do you think this is a good idea?
3. To be a good parent is difficult
4. The internet will bring us closer together
5. Is it better to enjoy in money you've earned or is it better to save it?
6. Should dangerous sports be banned? Yes!
7. Save our sports!
8. A nation of pet-lovers

Writing an essay - Comma in English

❖ RULES:

1. LISTS AND SERIES

- Lists or series: ’

(1) *I went to Spain, Italy, Switzerland, Austria and Germany.*

- The Oxford comma: ’

(2) *Mom made lunch, father prepared the table, and I washed the dishes.*

- Long elements joined by conjunction: ’

(3) *You can turn left at the second fountain and right when you reach the temple, or turn left at the third fountain and left again at the statue of Venus, or just ask a local person how to get there.*

- Abbreviation etc.: ’

(4) *Cats, dogs, parrots, etc., in transit must be confined in cages.*

- Equivalents: ’

(5) *Her books, pens, computer, and so forth, were left at home.*

2. ADJECTIVES

- Two or more adjectives before noun: ’

(6) *It is going to be a long, hot, exhausting summer.*

- Noun and adjective as a unit: ✗

(7) *big house, wooden table, black chair, ...*

- Between short adjectives: ’/(’)

(8) *a tall(,) dark(,) handsome cowboy*

- Repeating one adjective: ’

(9) *Far, far away he sailed.*

- Adjectives that give different kinds of information: ✗

(10) *Have you met our handsome new financial director?*

3. WORD ORDER

- Interjection: ’

(11) *I am, believe it or not, a very honest person.*

- Adverbial or participial phrases: ’

(12) *After reading a note, Henrietta turned pale.*

- Short introductory phrase: ‘/’ ✗

(13) *On Tuesday he tried to see the mayor.*

- Exclamatory *oh* and *ah*: ‘

(14) *“Oh, what a beautiful mornin’...”*

(15) *Ah, here we are at last!*

- Addressing people directly: ‘

(16) *Ms. Jones, will you please take a seat.*

- *Yes, no, well* at the beginning of the sentence: ‘

(17) *Well, maybe you are right.*

4. INDEPENDENT CLAUSES

- Conjunction joining two independent clauses: ‘

(18) *Everyone present was startled by the news, and one man fainted.*

- Conjunction joining two short and closely connected clauses: (‘)

(19) *Timothy played the guitar and Betty sang.*

- Conjunctions in a series: ‘

(20) *Donald cooked, Sally trimmed the tree, and Maddie and Cammie offered hors d’oeuvres.*

(21)

5. DEPENDENT CLAUSES

- Dependent clauses preceding a main clause: ‘

(22) *If you want it back, you will have to pay for it.*

- Restrictive dependent clause: ✗

(23) *We will agree to the proposal if you accept our conditions.*

- Dependent clause merely adding information: ‘

(24) *She ought to be promoted, if you want my opinion.*

- A pair of conjunctions: ✗

(25) *Burton examined the documents for over an hour, and if Smedley had not intervened, the forgery would have been revealed.*

6. RELATIVE CLAUSES

- Restrictive and non-restrictive clauses:

(26) *The man across the street with white jacket is my boss.* ✗

(27) *The man across the street, with white jacket, is my boss.* ‘

- No comma in front of *that*:

(28) *The report that the committee submitted was well documented.* ✗

(29) *The report, which was well documented, was submitted to the committee.* ‘

❖ EXERCISE: *Insert comma where needed and state the rule.*

1. I like apples pears strawberries oranges and blueberries.
2. If you want to read that book you will have to buy it.
3. That guy in front of the store wearing blue jeans is my father.
4. Many many people came to the party.
5. My brother Josh plays football. (I have two brothers.)
6. You must keep meat eggs cheese mayonnaise etc. in the fridge.
7. Today I met Sally's annoying new boyfriend.
8. He is indeed an annoying person.
9. Mike heard that the police rang the bell and gasped.
10. He should go to the doctor if you want my opinion.
11. The article which was well written was published in a local newspaper.
12. John decided that if his wife didn't call by midnight he would call her.
13. Yes I believe that's true.

ANSWERS:

1. I like apples, pears, strawberries, oranges and blueberries. (lists)
2. If you want to read that book, you will have to buy it. (dependent)
3. That guy in front of the store, wearing blue jeans, is my father. (restrictive)
4. Many, many people came to the party. (repeated adjective)
5. My brother Josh plays football. (relative clause) (no comma)
6. You must keep meat, eggs, cheese, mayonnaise, etc., in the fridge. (comma before etc)
7. Today I met Sally's annoying new boyfriend. (no comma between different kind of info)
8. He is, indeed, an annoying person. (interjection)
9. Mike heard that the police rang the bell, and gasped. (compound predicate)
10. He should go to the doctor, if you want my opinion. (non-restrictive dependent clause)
11. The article, which was well written, was published in a local newspaper. (non-restrictive relative clause)
12. John decided that if his wife didn't call by midnight he would call her. (dependent clauses, pairs of conjunctions)
(no comma)
13. Yes, I believe that's true. (comma after yes no to indicate pause)

Writing an essay - Linking words

SEQUENCE/ORDER:

to begin with, for one thing, in the first place, firstly, next, then, secondly, thirdly, finally, lastly, in the end, to conclude

CONCLUSION/SUMMARY:

To conclude, to sum up, to summarize, in sum, in summary, finally, in the end, in the final analysis, on the whole, altogether, overall, in short, in a word, in brief, thus, so, then, therefore

EXPLANATION/REFORMULATION:

~~So~~, in other words, that is to say, in fact, as a matter of fact, actually, namely.

EXAMPLE/ILLUSTRATION:

~~For example~~, for instance, such as, to illustrate, specifically, namely

ADDITIONAL SUPPORT/EVIDENCE:

Again, ~~also~~, and, ~~as well~~, besides, equally important, moreover, further, furthermore, in addition, additionally, above all, what is more, then

CAUSE AND EFFECT:

~~So~~, therefore, consequently, in consequence, as a result, thus, hence, accordingly

REFERING/POINTING:

with regard to/regarding, as far as...is considered, talking about, with reference to, in terms of

EMPHASIS:

Indeed, in fact, ~~of course~~, truly, even

NARROWING DOWN:

Particularly, especially, including

GENERALIZATION:

Generally, on the whole, in most cases, broadly speaking, as a rule

SHOWING THE ATTITUDE:

In my opinion, personally, I believe, frankly, no doubt, I'm afraid, regretfully, sadly, luckily, fortunately

EXCEPTION/CONTRAST:

but, yet, still, however, at the same time, although, in spite of, despite, on the one hand ...on the other hand, nevertheless, nonetheless, notwithstanding, though, in contrast, by contrast, on the contrary, conversely

EXPRESSING SIMILARITY:

similarly, likewise, not only...but also, also, in the same way, just as ... so to

TIME EXPRESSIONS:

before, easily, now, currently, then, subsequently, later, after, afterward, immediately, during, simultaneously, recently, meanwhile, at last, nowadays

PLACE/POSITION:

Here, there, adjacent (=close to), nearby, above, below, beyond, in front, in back