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**DISPOSITIVO DE APOYO ACADEMICO
POR TAREAS AUTOADMINISTRADAS**

INGLES, 1

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***DACTA
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. PREFACIO

La Facultad de Humanidades y Ciencias de la Educación de la Universidad Nacional de La Plata inicia la Publicación de la serie DACTA, Dispositivo de Apoyo Académico por Tareas Autoadministradas, en el marco de un conjunto de estrategias de mejoramiento de la calidad educativa y desarrollo de proyectos innovadores.

Este número inaugural de DACTA INGLES conjuga el esfuerzo de un equipo de trabajo y programas en avance en la Facultad y en la Universidad. Está dirigido a afianzar y desarrollar competencias lingüísticas escritas en idioma francés para iniciación en los estudios universitarios.

Es importante consignar nuestro agradecimiento a la Prosecretaría de Asuntos Universitarios de la Universidad Nacional de La Plata, especialmente a la Profesora María Rosa Depetris, cuyo respaldo ha posibilitado la concreción de este proyecto

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Language Skills for Students Entering University Courses in English

A Reading Comprehension and Use of Language Guide



Introduction

Admission to our degree courses in English involve certain entrance requirements. The student must show that his/her earlier education in the English language has reached, at least, an *upper intermediate* level and has qualified him/her to speak, write and understand English sufficiently well as to attend university courses in this language.

However, even those students who already fulfill the abovementioned requirements, may feel that their command of the English language is limited and sometimes insufficient. Many students may find that:

- They are often not used to reading or listening to authentic language.
- Their vocabulary and syntactic resources are often limited, particularly in the areas of informal colloquial English and academic/technical language.
- Their writing is often inaccurate and disorganised.
- They need to revise much of the grammatical ground that they covered at earlier stages of their training.
- They do not perceive that they are making progress.
- They are often not independent as learners.

The overall aim of the present guide is to help students overcome some of these limitations. The handbook is divided into **four modules**, each focusing on a different aspect of language learning.

- **Module 1** consists of a graded series of *Reading Comprehension* texts. Each text is followed by two sets of multiple choice exercises and, occasionally, by one or two short writing activities, conveniently designed for self administration on the part of the student. The introduction to this module shows how certain problems can be overcome by developing specific reading skills and provides a few suggested follow-up writing activities.
- **Module 2** focuses on *Use of Language* and *Vocabulary*. It includes a variety of exercises which have been compiled and graded with the aim of helping the student improve their use of certain language structures, enlarge their vocabulary and develop their ability to assess the occurrence of lexical items in different syntactic contexts.
- **Module 3** includes a student's guide to literary text reading, focusing particularly on the *short story* form. A brief short story has been reprinted to serve as a model together with a questionnaire, which can be worked out once the initial reading guide has been dealt with. A second questionnaire for a longer and more complex short story has also been included, as well as a brief novel-reading helpline.
- **Module 4** is a *Grammar Reference* section which describes certain structures and explains their meaning. Each description is followed by a comprehensive list of examples to illustrate the relevant constructions and their use. In certain cases, different syntactic constructions sharing a similar meaning have been grouped for the student to enrich his/her language resources.

• Introduction

The student should bear in mind that each module is composed of several exercises which are freestanding and may be used independently of one another. Furthermore, it is not necessary to finish a whole module in order to continue with the next one, but it is advisable to complete a single set of exercises and check the answers with the key before continuing with another activity. In order to re-do exercises which have turned out to be difficult, the student can complete the handbook in pencil when going through it for the first time.

The degree of difficulty of each set of exercises is indicated by **dots** on top of the corresponding heading: one dot (●) means fairly easy, two dots (● ●) slightly more difficult, and three dots (● ● ●) fairly difficult.

The activities in Modules 1, 2 and 3 have been designed to be worked out at a certain **speed**. Each Reading Comprehension text with its corresponding exercises should be dealt with within a period of 55 minutes at most.

Likewise, the Use of Language and Vocabulary exercises should not take longer than 15 minutes each.

Finally, each set of questions following the literary texts in Module 3 should be answered in less than 40 minutes. This time limit does not include the reading activity proper, which should be conducted carefully and at each reader's convenient pace.

Introduction: How to Cope with Reading Activities

The aim of this module is to expose you to different instances of written language with the purpose of helping you consolidate what you already know, increase your vocabulary and give yourself practice in the main sub-skills involved in the general activity of reading.

Achieving success in a reading comprehension activity implies to get the maximum information from a text with the minimum of misunderstanding. If what you want is to be able to read accurately and efficiently, you must be aware that you may encounter obstacles which you will have to identify and try eventually to surmount. For instance:

- You may find it difficult to get a clear idea of the overall meaning of a text even if you read slowly and carefully, paying much attention to individual points.
- You may, conversely, have a tendency to read quickly, not paying enough attention to detail and therefore misunderstanding particular points.
- By overlooking an important small word (for instance a conjunction, a modal verb, a negation) you may get a completely false impression of the meaning of part of the passage.
- You may find that you already know something about the subject of the text, or that you have strong opinions or prejudices about it, and may consequently interpret the text in the light of your own viewpoints, finding it difficult to separate what the writer says from what you feel yourself.
- You may find that, although you are familiar with all the words and structures in a passage, complexities in the way the writer expresses himself present obstacles to efficient comprehension.
- The syntactic complexity of certain long sentences may cause you to lose the thread.
- You may require special practice to *see through* the words to the often very simple ideas which underlie them, particularly if the writer favours a wordy and repetitive style.
- You may need to be sensitive to the implications hidden in a text; important ideas may be expressed indirectly and you will have to draw inferences from what is not overtly stated.
- You may feel disturbed by unfamiliar vocabulary, but remember how easy it is sometimes to guess the meaning of many unknown words by simply studying the context, or that in case of serious difficulty you may always resort to a dictionary.

Remember that modules 2 and 4 contain exercises and explanations designed to help you understand and use certain structures and vocabulary items accurately. For example, Reading Text 5 makes use of '*habit in the past*' structures; if, while reading the text, you go to Module 4 and have a look at the examples provided there, you will easily overcome certain comprehension problems.

It is a good idea to give yourself time limits for the exercises of reading comprehension, reducing these progressively until you are able to work efficiently at speed. Begin by slowly get-

ting acquainted with the techniques you will require to solve the problems you will encounter.

Finally, if a given word or expression prevents your comprehension of a whole sentence or paragraph, consult your dictionary, but remember that dictionaries are not allowed in most language examinations, and it is in any case important for advanced students to get used to dealing confidently with unfamiliar vocabulary.

Summarising, several important reading skills are involved in the reading comprehension exercises included in this guide. These skills are:

- Determining the main idea of the passage
- Summarising the passage by providing a *title* for it
- Recognising *key supporting details*
- Making inferences about information not explicitly stated in the passage
- Understanding vocabulary in context

As a follow-up activity to the Reading Comprehension exercises in Module 1, you can, for instance:

- Write ***Anne's letter to Daphne*** (Module 1, passage #2), inviting and persuading her pen-friend to visit her country, and describing her house, her family, her everyday life, etc.
- Write a list of ***operating instructions*** for a Gesture Recognition System, such as the one presented in Module 1, passage #6, paragraphs 1-3.
- Write a ***preliminary outline*** for the report about Krakatoa presented by the expedition team of ecologists, upon their return to England, to the authorities at Hull university. Include as much information as possible about the history of the islands, their present day conditions and their prospective development as an ecological system.

Text 1

Read the following passage: _____ ● ○ ○

Science has learnt a great deal from polar expeditions. For instance, we now know a lot more about the effects polar conditions have on a person's mind and body.

In the early days, explorers often went mad. One cause of this madness was later discovered: when people aren't used to living in extreme cold, their bodies use up a lot of energy to keep warm and this gets rid of all the vitamins in the body. The brain, deprived of vitamins, can't work normally, at least until the body gets used to the cold. After a certain period, the body adapts itself to its new environment and makes the most of whatever vitamins are available.

The time spent in total darkness also has a negative effect on people's minds. Winter in polar regions is characterised by permanent night and lasts several months. Human beings are not used to spending long periods of time in the dark. In northern latitudes people get depressed during the dark winter months. Now we know that this depression –known as *SAD* (Seasonal Affective Disorder)– can be reduced by the use of sun lamps.

Low temperatures can cause any part of the body to freeze. This painful condition is called *frostbite*. Although the body does get used to functioning in low temperatures, the danger of *frostbite* is always there if temperatures fall below freezing point. Nowadays, polar explorers carry medication which they can take to allow the blood to flow and slowly defrost the affected parts.

Another common disorder attitude is sickness. The ice is sometimes more than three kilometres thick, which makes Antarctica one of the highest regions in the world. At that altitude there is little oxygen, so headaches, vomiting and dehydration –the symptoms of altitude sickness– are common. After about a year at high altitude, the body gets used to the lack of oxygen in the air. It compensates by storing more oxygen in the blood.

Adapted from: Ana Acevedo and Marisol Gower. Highflyer - Upper Intermediate. Student's Book. Longman

1. Choose the answer which you think fits best according to the text.

a) In what way has the scientific study of polar conditions been positive? _____ ● ○ ○

- I.- It has helped cure madness.
- II.- It has helped explorers to make the most of available vitamins in their bodies.
- III.- It has enabled scientists to diagnose and treat the effects of polar conditions on man.
- IV.- It has allowed expeditioners to explore unknown regions.

b) Which are the main causes for the disorders suffered by polar explorers?

- I.- Constant darkness and extreme cold.
- II.- Lack of energy and vitamins in their bodies.
- III.- Their incapacity to adapt to new environments.
- IV.- Seasonal affective disorders.

c) Why is the condition known as *frostbite* dangerous?

- I.- Because the body cannot function in low temperatures.
- II.- Because it prevents the blood from flowing freely through a certain part of the body.
- III.- Because it is an irreversible condition.
- IV.- Because certain parts of the body cannot be defrosted.

d) How can "sickness" be best defined in this context?

- I.- As one of the effects of thickness.
- II.- As a very common disorder.
- III.- As a negative effect of altitude.
- IV.- As lack of oxygen in the blood.

2. Are the following statements true or false, according to the passage? _____ ● ○ ○
Explain the false ones.

- a) Polar conditions are appropriate for the development of science. _____
- b) Polar explorers do not go mad any longer. _____
- c) Explorers cannot get used to the cold unless they get rid of vitamins. _____
- d) Polar explorers may go blind during the dark winter months. _____
- e) The use of sun lamps may help reduce *SAD*. _____
- f) Due to *frostbite*, temperatures fall below freezing point. _____
- g) In the early days it was very difficult to defrost parts of the body affected by *frostbite*. _____
- h) A three-kilometre walk on the ice is enough to cause headaches, vomiting and dehydration. _____

Text 2

Read the following passage: _____ ● ○ ○

The plane turned slowly and she looked down at the collection of doll's houses and duck ponds. The 'No Smoking' sign flashed on. People fastened their seatbelts, packed away paperbacks and magazines, and above the roar of the engines conversation seemed to hum and ripple. Daphne looked down through the cabin window again at the toy town, wondering what it would be like to really live there for six whole weeks.

She'd read about England, of course. Everybody had read about it at school. She knew, for example, it was a constitutional monarchy; that London was the capital with about seven million people living in it; that the currency was the pound sterling, the main agricultural products dairy farming, livestock and fishing –and that her mother wanted her to bring home a lambswool sweater and some jars of marmalade.

But none of that made it seem any more touchable, and she trembled suddenly –a sick feeling, that had nothing to do with the plane's dropping height, was grasping hold of her.

She'd been away from home before, of course. Last summer she'd spent a fortnight in Mykonos with Katerine. And the summer before that, when she was only fourteen, she and Irene Manikis had actually been allowed to go on a school trip to Athens. But that was different. Katerine and Irene were friends. She'd known them and their families all her life. They talked the same language and understood the same jokes. In the spring holidays she and Irene had even fallen in love with the same boy.

In England, in London, there would only be Anne to talk to –whom she'd written to, but never met.

The sick feeling turned to near panic.

She'd boasted such a lot about the English trip and told everybody how she'd think of them doing the same old boring summer things down in their old village by the Aegean sea while she was busy shopping in the King's Road and waving to Prince Charles. Now it was all here and happening, and as the Olympic plane touched down and began to roll along the runway she took a deep breath and whispered: "Good Luck!"

Adapted from: Paul Roberts. Cambridge First Certificate. Reading & Vocabulary. C.U.P., 1994

1. Choose the answer which you think fits best according to the text. _____ ● ○ ○

a) What kind of area is Daphne's plane flying over?

- I.- A huge amusement park with lodging facilities next to it.
- II.- A small village in Greece.
- III.- The outskirts of London.
- IV.- A deserted toy town with a collection of doll's houses and duck ponds.

b) What is Daphne planning to do in England?

- I.- Buy English dairy products and lambswool sweaters from a farmer living near London.
- II.- Pay a six-week visit to a pen-friend.

III.- Interview Prince Charles.

IV.- Buy several jars of marmalade in a shop in the King's Road.

c) Why did Daphne suddenly tremble?

I.- Because someone sitting behind her had unexpectedly grasped her arm.

II.- Because she was unable to touch what she saw.

III.- Because the plane was dropping height violently.

IV.- Because she was suddenly afraid that she might feel too insecure in England.

d) In what way had Daphne's previous trips been different from this one?

I.- In previous trips she had not been away from home longer than a week.

II.- She had always taken trips within her native country, in the company of friends.

III.- In her previous trips she had always fallen in love.

IV.- She had always travelled in the company of her parents.

e) What attitude had Daphne taken before leaving her country?

I.- She looked sad and told her friends that she would miss them very much.

II.- She refused to communicate with anyone except her friend Anne.

III.- She adopted an attitude of superiority towards her friends.

IV.- She was afraid that she might be unable to communicate with people in England.

2. Are the following statements true or false, according to the passage? _____ ● ○ ○
Correct the false ones.

a) The 'No Smoking' sign came on and Daphne went on talking despite the roar of the engines. _____

b) Greek children learn a lot about England at school. _____

c) England was strange and unfamiliar to Daphne, despite her having read a lot about it. _____

d) In Mykonos, Daphne and Katerine had lodged in an ancient fort for a week. _____

e) An episode with a boy put an end to Daphne's and Irene's friendship last spring. _____

f) Daphne was not as close to Katerine and Irene as they were to each other. _____

g) Daphne and Anne had been pen-friends for quite a while already. _____

h) Daphne was very proud of her prospective English trip when she was still in Greece. _____

3. Explain in your own words the meaning of the following expression from the text: _____ ● ○ ○

a sick feeling ... was grasping hold of her

Text 3

Read the following article: _____ ● ● ○

When BBC television decided to make a programme on *voluntary euthanasia* –or, as it is sometimes called, ‘mercy killing’– the *Radio Times* sent a reporter to Holland to interview two doctors, Gertruida and Andries Postma for an accompanying article. In 1973 Dr Gertruida Postma had been tried for the ‘mercy killing’ of her mother, Mrs Margina Gravelink.

The *Radio Times* writer discovered that when she was 78 years old, Mrs Gravelink suffered serious brain damage from a cerebral haemorrhage and went into a coma. She regained consciousness and though she still had a clear mind she was so ill physically that she became very unhappy. In fact, she was so unhappy that she attempted suicide by throwing herself from a high bed. She survived but her health grew even worse and she had to be moved to an old people’s home. When Dr Postma visited her there, she felt that her mother was waiting for her to help her out of her misery.

One day, a few weeks later when she went to see her mother, Dr Postma took a phial of morphine to the bedside. She injected her mother with the drug and Mrs Gravelink died within a minute. The speed with which she died showed –people said later– what a terrible condition her mother had been in. The dose might have taken an hour to kill a healthy person.

When the *Radio Times* writer asked Dr Gertruida Postma and her husband how they felt now about ‘mercy-killing’ they replied jointly: “There are two kinds of euthanasia –active and passive. In active euthanasia, the patient’s life is deliberately ended, perhaps by giving the patient a drug. In passive euthanasia, the patient is merely allowed to die... In any hundred doctors there will be perhaps twenty who practise active euthanasia, sixty who practise passive euthanasia and twenty who are completely against it and believe that life must be maintained in all circumstances, no matter how hopeless it is and even if the patient’s life has become terrible or reduced to the level of a vegetable.

“Our object is to encourage doctors to talk about euthanasia and to declare their practice openly. Then the law could be changed straight away. The old medical laws are not fitted to modern medical science, where we can keep life going beyond its human limits, where we can continue physical life when the brain has ceased to function, when life has no dignity or personal meaning.

“We want to see a change in the law allowing for voluntary euthanasia. We must make the way clear for patients so that they are able to discuss their situations and make a rational choice about their death.

“Three conditions must govern euthanasia in every case: the patient must be obviously and unmistakably dying with only days or weeks to live; the patient must ask for death; and the doctor must make known what he has done so that there can be no question of, for example, murder for gain. Death certificates should be quite clear, saying, for instance: ‘Patient with secondary cancer – euthanasia performed.’ There must be nothing secret about it..”

The Postmas want to encourage a situation in which people could make a ‘testament of life’ in the days of their good health to make sure of their own euthanasia if they are ever injured and lose the use of their rational minds, for example, in a road accident.

1. Choose the answer which you think fits best according to the text. _____ ● ● ○

a) Why were doctors Gertruida and Andries Postma interviewed by the *Radio Times*?

I.- Because the BBC wanted them to appear on a TV programme about euthanasia.

- II.- Because their story would illustrate the subject of euthanasia in a written article.
- III.- Because Gertruida Postma had been in prison since 1973.
- IV.- Because the Postmas wanted the subject of euthanasia to be advertised by the BBC.

b) Why did Mrs Margina Gravelink feel so unhappy?

- I.- Because her mind was disturbed.
- II.- Because she threw herself from a high bed and this made her feel dizzy.
- III.- Because she was suffering very much from physical illness.
- IV.- Because it took her too long to regain consciousness after the coma.

c) Why are old medical laws not fitted to modern medical science, according to the Postmas?

- I.- Because they do not allow patients to discuss the problem of euthanasia.
- II.- Because modern science can maintain physical life even beyond its human limits.
- III.- Because they force doctors to reduce their patient's life to the level of a vegetable.
- IV.- Because they allow passive euthanasia but forbid active euthanasia.

d) Why do the Postmas wish to see a change in the law?

- I.- Because life without euthanasia has no dignity or personal meaning.
- II.- Because voluntary euthanasia enables patients to die without suffering.
- III.- Because doctors should not be allowed to declare their practice openly.
- IV.- Because patients should be allowed to make a rational choice about their death.

e) Which are the main conditions under which they say euthanasia should be practised?

- I.- Doctors must state that euthanasia was performed in all death certificates.
- II.- The patient must make a testament saying that he wants to be put to death.
- III.- The patient must be terminally and seriously ill and explicitly ask for death.
- IV.- The patient must suffer from secondary cancer.

2. Are the following statements true or false, according to the passage? _____ ● ● ○

Correct the false ones.

a) The Postmas were put on trial because of Mrs Margina Gravelink's death. _____

b) Dr Postma decided to help her mother because the old woman was short of money. _____

- c) Mrs Margina Gravelink passed away shortly after she was injected with morphine. _____
- d) Most doctors believe that life must be maintained in all circumstances. _____
- e) Most doctors practise passive euthanasia when the patient's life is hopeless. _____
- f) The Postmas want to encourage doctors to practise euthanasia. _____
- g) Euthanasia should be practised only under certain strict conditions _____
- h) Everybody should be allowed to make a 'testament of life'. _____

3. Explain in your own words the meaning of the following expression from the text: _____ ● ● ○
murder for gain

4. Write a summary of Mrs Margina Gravelink's story (70 - 80 words) _____ ● ● ○
Use your own words.

Text 4

Read the following passage: _____ ● ● ○

Information gathered by British ecologists on Krakatoa –the cluster of islands near Java almost wiped out by the world's greatest known explosion, about a hundred years ago– may provide crucial data for scientists battling to save the planet's endangered trees and plants. The ecologists, from Hull University, are just completing a three-week investigation on Krakatoa, now one of the world's intriguing natural laboratories.

In the gigantic eruption the island's volcano blasted almost three cubic miles of rock into the air, hurled one-hundred-foot tidal waves on to the Java coast, killing at least 36.000 people, and sent an atmospheric shock wave three times round the globe. On its own, the explosion was a remarkable event –for it produced enough dust to cool weather throughout the world for the next three years. However, Krakatoa still has lessons to teach the world.

After the ash clouds cleared, the first scientists to arrive found only three small pieces of island left above water. All traces of life had been obliterated under layers of glowing, fiery ash and pumice seven hundred feet thick. It was a desolate scene, yet within three years a gelatinous layer of blue-green algae began to cover the ash and pumice fields. Then grass and ferns started to grow from seeds brought by birds to the islands. By the turn of the century young forests began to spring up, and a variety of animals, including rats, snakes and lizards, set up homes on Krakatoa.

It is a story which suggests that biology is capable of encouraging adaptability. In fact, the history of Krakatoa hides a far more disturbing truth. Although its islands are now coated in greenery, their forests are still immature. A century after the blast, the forests of teak, mahogany and other ancient trees that once covered the island are still absent. 'The world's tropical rain forests are made up of trees that used to flourish on Krakatoa,' said Mr Peter Jones, a post-graduate ecologist on the Hull expedition, who returned home last week. 'These rain forests are being destroyed by humans. Yet the evidence from Krakatoa is that they will take more than a hundred years to replace.' That view was backed by Dr Norman Robson, a botanist at London's Natural History Museum, which is to launch a Krakatoa exhibition this week.

Unfortunately, there are signs that Krakatoa's scientific uniqueness is being threatened. The islands are protected reserves, but evidence of logging by local islanders and of turtle egg stealing by fishermen has been discovered by the Hull team.

Its destruction remains a potent reminder of our frailty in the face of nature's mighty forces. Those forces, we now know, were caused by the meeting of two gigantic subterranean geological plates. One plate is slowly being shoved under the other, and gases, water and soil are also being pushed under. Eventually they boiled back to the earth's crust –under Krakatoa. When the pressure grew too much, the island simply blew apart –with a bang that was heard in Africa and Australia.

A total of 36.000 people were officially reported killed –although it was probably nearer 100.000. Strangely, those at the sea fared best –such as the captain of the British ship Charles Bal, which passed close to the eruption during its climax, and who provided a vivid description of the event in his log. 'At 11:15 a.m. on August 27, there was a fearful explosion in the direction of Krakatoa. We saw a wave rush right on to Button Island, apparently sweeping right over the south part. This we saw repeated twice. The same waves seemed also to run right on to the Java shore. By 11:30 we were enclosed in a darkness that might almost be felt. We had to grope about the decks, and although speaking to each other, could not see each other. This horrible state and downpour of mud continued until 1:30 p.m., the roarings of the volcano and lightnings being something fearful.'

1. Choose the answer which you think fits best according to the text. _____ ● ● ○

a) Where do you think the preceding passage was taken from?

- I.- It was published in a special section of a newspaper.
- II.- It forms part of a ship's log-book.
- III.- It forms part of the Hull team's report on their expedition.
- IV.- It was published in a scientific magazine.

b) What was the purpose of the Hull team's expedition to Krakatoa?

- I.- To encourage the adaptability of the plants now growing on Krakatoa.
- II.- To gather material for the Krakatoa exhibition at London's Natural History Museum.
- III.- To collect information that may help save endangered species of plants.
- IV.- To prevent the local islanders from damaging the ecological system on the islands.

c) Why is Krakatoa said to be an "intriguing natural laboratory"?

- I.- Because gases, water and soil are being pushed under one of its geological plates.
- II.- Because it enables scientists to witness the gradual development of an ecological system.
- III.- Because certain animal species would not be able to survive in Krakatoa.
- IV.- Because the island's rain forest has been preserved from destruction by the islanders.

d) Why were those on board the Charles Bal enclosed in darkness, groping about the decks?

- I.- Because they were blinded by the vapours produced by the explosion.
- II.- Because the mud, rocks and ashes sent into the air covered the sunlight completely.
- III.- Because the explosion took place in the middle of the night.
- IV.- Because the huge tidal waves covered the sunlight completely.

e) Why is it thought that Krakatoa's scientific uniqueness is being threatened?

- I.- Because the ash clouds have not cleared yet.
- II.- Because too many scientists are going to the islands.
- III.- Because the movement of subterranean geological plates may cause the island to blow apart.
- IV.- Because the local islanders are damaging their environment.

2. Are the following statements true or false, according to the passage? _____



Correct the false ones.

- a) Krakatoa's explosion has produced irreversible effects over the world. _____
- b) The blast hurled gigantic tidal waves on to the coasts of Africa and Australia. _____
- c) The ecologists from Hull have not been the first scientists to investigate the islands. _____
- d) Krakatoa was once covered by a rain forest. _____
- e) A gelatinous layer of blue-green algae obliterated other forms of life on the islands. _____
- f) The islands haven't yet recovered their forests of teak and mahogany. _____
- g) Dr Norman Robson is in charge of the Krakatoa exhibition organised at London's Natural History Museum. _____
- h) If the Charles Bal had not been destroyed by the blast her captain would have provided a vivid account of the event. _____

Text 5

Read the following passage carefully: - ● ● ●

We settled down to a routine, my cousin Rachel and myself, which seldom varied, and it seemed to suit us well. When the weather permitted it, she would spend the morning in the grounds directing the gardeners about the planting, or watching the progress of the terraced walk we had decided upon, which had necessitated the employment of extra men, besides those who worked in the woods; while I did my usual business about the estate, riding to and fro amongst the farms, or visiting others in the outlying districts, where I held land also. We met half-past twelve for a brief meal, cold usually, a ham, or pie, with cake. It would be my first sight of her for the day, for she always took breakfast in her room.

When I was out and about on the estate, or in my office, and heard the clock on the belfry strike noon, followed almost at once by the great clanging bell that summoned the men to their dinner, I would be aware of a rising excitement within me, a sudden lifting of the heart...

When we had eaten luncheon she would go upstairs to rest, or if it was a Tuesday or a Thursday I might order the carriage for her, and the coachman would drive her about the neighbourhood to return the calls that had been made upon her. Sometimes, if I had business on the way, I would ride with her for a mile or so, and then get out of the carriage and let her go her way... I would not see her again until we dined at five, and the intervening hours became something to be gone through for the evening's sake. Whether I was on business, or about the estate, or talking with people, all the time I had a sense of urgency, and impatience to be done. What was the time? I looked at my watch. Still only half-past four? How the hours dragged. And coming back to the house by way of the stables, I would know at once if she had returned, for I would see the carriage in the coach-house, and the horses being fed and watered. Going into the house, passing into the library and the drawing-room, I would see both rooms were empty, and this would mean she had gone up to her rooms to rest. She always rested before dinner. Then I would take a bath, or wash, and change, and go down into the library below to wait for her. My impatience mounted as the hands of the clock drew nearer to five. I would leave the door of the library open, so that I could hear her step...

The butler would announce dinner, and we would pass into the dining-room and take our places, I at the head of the table, she at my right hand, and it seemed to me this had always happened, there was nothing new in it, and nothing strange, and I had never sat there alone, in my old jacket, unchanged, with a book propped up in front of me so that I did not have to talk to the butler. Yet, if it had always happened, it would not have seemed stimulating to me, as it did now, with the mere process of eating and drinking becoming, in a sense, a new adventure.

The excitement did not lessen with the passing of the weeks, rather it increased, so that I would find myself making excuses to be about the house, for the sake of five minutes or so, when I might catch a glimpse of her, thus making an addition to the regular time of midday and evening when we would be together.

Adapted from: Capper Johnson. First Certificate Skills. Evans Brothers Ltd. Adapted from My Cousin Rachel by Daphne du Maurier

1. Choose the answer which you think fits best according to the text. _____ ● ● ●

a) What is the main purpose of the preceding text?

I.- To narrate an episode in the life of the character using the first person singular.

II.- To express the first person character's opinions with respect to a particular subject.

- III.- To offer a descriptive account of the character's habitual activities and feelings.
- IV.- To persuade the reader of the advantages of country life.

b) Why did the narrator usually feel a rising excitement within him at noon?

- I.- Because he would soon see his cousin for the first time in the day.
- II.- As a consequence of the great clanging bell that summoned the men to their dinner .
- III.- Because he was usually very hungry at that time.
- IV.- As a consequence of his morning ride around the farms.

c) What did the coachman sometimes drive Rachel about the neighbourhood for?

- I.- In order to return objects that she had previously borrowed from her neighbours.
- II.- So that she could visit some of her neighbours.
- III.- For her to return insults she had previously received when riding about the farms.
- IV.- To offer her help to those in the neighbourhood who might need it.

d) How did the narrator usually feel between 2:30 pm and 5:00 pm every day?

- I.- He was eager to feed and water the horses at the stable.
- II.- He was tired after talking with people for hours.
- III.- He looked forward to seeing his cousin again at the dinner table.
- IV.- He felt pleased with the increasing prosperity of his estate.

e) Who had the narrator usually shared his dinner table with before Rachel's arrival?

- I.- With the butler, who would take his place at the head of the table.
- II.- With the rest of the household, each dinner becoming a new adventure.
- III.- With his parents, who were now in charge of another estate.
- IV.- He would have dinner by himself, wearing an old jacket and reading a book.

2. There are four suggested ways of completing each of the following unfinished statements about the passage. Choose the one you think fits best. _____ ● ● ●

a) The life of the young man telling the story and his cousin Rachel was...

- A. too busy
- B. of a regular pattern

- C. very boring
- D. extremely exciting

b) ***"She would spend the morning in the grounds..."*** means that she...

- A. wanted to spend the morning in the grounds...
- B. liked spending the morning in the grounds...
- C. usually spent the morning in the grounds...
- D. could spend the morning in the grounds...

c) ***In the morning, the young man...***

- A. supervised his property
- B. worked on the farm
- C. trained horses
- D. bought land

d) ***"the intervening hours became something to be gone through"*** means that they had...

- A. to be spent pleasantly
- B. to be anticipated
- C. to be passed quickly
- D. to be endured

e) ***The young man looked forward to the evening...***

- A. despairingly
- B. calmly
- C. uncertainly
- D. eagerly

f) ***The young man often went to the stables before entering the house to...***

- A. check that the horses were in the stables
- B. find out if his cousin had returned home
- C. pass the time
- D. go round the outbuildings before dark

g) *"The book was propped up"* means the book was...

A. leaning against a support

B. flat on the table

C. held in his hand

D. placed upright

3. Write a short paragraph describing the narrator's feelings towards Rachel. Use evidence from the text to account for your judgement (60 – 70 words). Use your own words. _____ ● ● ●

Text 6

Read the following passage carefully:

It's late evening in Munich station and you need a bed for the night. The tourist bureau is closed and there's no phone in sight. So what's new? Well, there's still the latest information system to try out.

Projected as an image on a wall in the station is a street map of the city and a set of icons. You point to the hotel icon and then circle with your finger the district you want. A more detailed street map, with flashing spots representing the hotels.

You point to one of the spots, and a list gives price and availability of rooms. You book by pointing to the telephone icon. A message on the wall tells you that a car is on its way to pick you up.

The fantasy could be a reality within a year or two, says Christoph Maggioni, of the German electronics group *Siemens*. His research team at the company's laboratory in Munich has already built working prototypes. They remove the need to master tricky procedures on the keyboard, and leave little hardware on show for vandals to wreck. "These are the two great advantages," Mr Maggioni says.

"The systems are also fine for sterile environments and for clearing the [office] desktop." He sees doctors using gesture recognition systems in hospital operating theatres where unsterilised equipment is banned.

In the office, the clutter of telephones, diaries and address books on a desk could be a thing of the past. When you wanted to make a call, the image of a keypad could be projected on to the pile of papers beside you and you would move your fingers over the numbers as you do with a real telephone. Speakers and a microphone would be buried in the furnishings. For around \$6,500 the system is also fairly cheap. It consists of a standard video camera and projector, and a computer.

For decades, researchers in the US, Japan and Europe have been looking at ways of getting rid of the keyboard and of using gestures, voice and even eye movements to simplify the manner in which humans communicate with computers.

A number of companies, including *Siemens* and the Japanese electronics group *Sharp*, claim to have built working prototypes of a computer system that recognises head movements. This could be an important advance in the development of 3D television. Researchers now say that they can generate two images from a single screen and use a video camera to track the head to ensure that each image goes to the correct eye.

For Mr Maggioni, the next big advance will be computers controlled by a combination of gestures and speech. Over the next few months, *Siemens* is due to launch a computer for the medical profession that will let doctors input data by talking to the machine, he says.

Adapted from Computers 'will soon jump to our every word' by Bill O'Neill. Article published in The Buenos Aires Herald

1. Choose the alternative which you think fits best according to the text in order to complete the following statements.

a) Three introductory paragraphs present a situation in which...

- I.- A homeless person tries to make use of a free accommodation service run by the state.
- II.- A foreign visitor arrives at Munich station and seeks accommodation.
- III.- An expert in electronics wants to test a new information system.

IV.- The whole scene takes place at a film studio.

b) "...a car is on its way to pick you up" and take you to... (paragraph 3)

I.- A telephone booth.

II.- An open tourist bureau.

III.- The hotel.

IV.- The centre of the city.

c) One of the two great advantages of this system is that...

I.- Vandals will not be able to damage its instruments.

II.- Tourists will be able to get the information they want in no time.

III.- Anybody will be able to find accomodation through it.

IV.- The working prototypes have proved to be more efficient than other systems.

d) The other great advantage of this system is that...

I.- Its keyboard enables users to follow a wide range of new procedures.

II.- It can easily be removed in case of fire.

III.- Those who are totally unacquainted with the use of computers will be able to operate it.

IV Its keyboard can be operated in sterile environments.

e) At the office this system offers the possibilly of...

I.- Getting rid of telephones.

II.- Getting rid of microphones and speakers.

III.- Using a keypad instead of a keyboard.

IV.- Using a video camera to track your head.

f) 3D TV will be easily developed if researchers find the means to...

I.- Have the screen direct a separate image to each of the eyes of the viewer.

II.- Operate TV sets using head movements.

III.- Control computers by means of a combination of gestures and speech.

IV.- Generate several images within a single screen.

2. Are the following statements **true** or **false**, according to the passage? **Correct the false ones.** _____ ● ● ●

- a) It is possible to operate certain computers by pointing to icons on a projected image. _____
- b) Vandals usually wreck computer hardware placed in public areas. _____
- c) Images of keypads can only be projected on piles of papers. _____
- d) It is not allowed to use traditional computers in hospital operating theatres. _____
- e) Gesture recognition systems could never be used in hospital operating theatres. _____
- f) For decades, the Japanese have used eye movements to communicate with computers. _____
- g) Mr Maggioni is going to build a working prototype of 3D television. _____
- h) A gesture recognition system costs \$6.500. _____

3. Explain in your own words the meaning of the following expression from the text: _____ ● ● ●

master tricky procedures on the keyboard

Reading

Text 1

1.- Choose the answer which you think fits best according to the text.

- a) III
- b) I
- c) II
- d) III

2. Are the following statements true or false, according to the passage? Explain the false ones.

- a) F – Polar conditions are irrelevant to the development of science.
- b) T
- c) F – They can get used to the cold by making the most of their vitamins.
- d) F – They may get depressed during the dark winter months.
- e) T
- f) F – Temperatures falling below freezing point can cause *frostbite*.
- g) T
- h) F – An altitude of 3km above sea level can cause headaches, vomiting and dehydration.

Text 2

1. Choose the answer which you think fits best according to the text.

- a) III
- b) II
- c) IV
- d) II
- e) III

2. Are the following statements true or false, according to the passage? Correct the false ones.

- a) F – The text does not say that Daphne was talking at all then.
- b) T
- c) T
- d) F – They stayed there for two weeks, but we do not know where they lodged.
- e) F – There is no evidence of the consequences of that incident.
- f) F – There is no evidence as to whether Katerine and Irene were friends at all.
- g) T
- h) T

Key

3. Explain in your own words the meaning of the following expression from the text.

a sick felling ... was grasping hold of her

she was gradually overcome by an unpleasant felling

Text 3

1. Choose the answer which you think fits best according to the text.

- a) II
- b) III
- c) II
- d) IV
- e) III

2. Are the following statements true or false, according to the passage? Correct the false ones.

- a) F – Only Dr. Postma had been tried for it.
- b) F – The old woman was in a condition of great unhappiness and physical pain. Money is not mentioned.
- c) T
- d) F – Only 20%
- e) T
- f) F – They want to encourage doctors to talk about euthanasia and to declare their practice openly.
- g) T
- h) T

3.- Explain in your own words the meaning of the following expression from the text:

murder for gain

To obtain some kind of profit by mercy killing.

4.- Write a summary of Mrs Margina Gravelink's story (70 – 80 words). Use your own words.

(Paragraphs 2 and 3 in the text) Mrs Margina Gravelink, an old woman, suffered from a serious illness and almost died from a cerebral haemorrhage. When she recovered from coma, she felt miserable because she was not physically well at all. She even tried to commit suicide. As a consequence, her health got worse and she was sent to an old people's home. Her daughter, who was a doctor, decided to apply mercy killing so as to end with her mother's wretched life. (76 words)

Text 4

1. Choose the answer which you think fits best according to the text.

- a) I
- b) III
- c) II

- d) II
- e) IV

2.- Are the following statements true or false, according to the passage? Correct the false ones.

- a) F – The effects, though serious, are not irreversible.
- b) F – The tidal waves were not hurled that far.
- c) T
- d) T
- e) F – On the contrary, this algae layer favoured the development of other forms of life.
- f) T
- g) F – He may be, but the text does not say so.
- h) F – The Charles Bal was not destroyed and her captain did provide an account of the event.

Text 5

1. Choose the answer which you think fits best according to the text.

- a) III
- b) I
- c) II
- d) III
- e) IV

2. There are four suggested ways of completing each of the following unfinished statements about the passage. Choose the one you think fits best.

- a) B
- b) C
- c) A
- d) D
- e) D
- f) B
- g) A

3. Write a short paragraph describing the narrator's feelings towards Rachel. Use evidence from the text to account for your judgement (60 – 70 words). Use your own words.

The narrator seems to be deeply in love with his cousin. In his account of his daily activities, the outstanding moments are those when he sees her. Their brief morning meal, luncheon which they would share daily, a short carriage journey on Tuesdays and Thursdays, and dinner in the evenings. He spends most of the time between meals thinking of his cousin, looking forward to seeing her.

Text 6

1. Choose the alternative which you think fits best according to the text in order to complete the following

statements.

- a) II
- b) III
- c) I
- d) III
- e) I
- f) I

2. Are the following statements true or false, according to the passage? Correct the false ones.

- a) T
- b) T
- c) F – Images of keypads could be projected on piles of papers.
- d) T
- e) F – Gesture recognition systems would be ideal for hospital operating theatres.
- f) F – They've tried to find the means to use eye movements to communicate with computers.
- g) F – *Siemens* and other companies might eventually build a working prototype of 3D television.
- h) T

3. Explain in your own words the meaning of the following expression from the text.

master tricky procedures on the keyboard

be able to use a computer keyboard skillfully

Introduction

This module was designed to give you extra practice of the grammar points covered at an *upper-intermediate level*, which is the level required to enter university courses in English. In order to attain this level, you should have an active control of grammar and vocabulary, and, by working on this module, you will be able to become familiar with the type of exercise which generally forms part of the training offered in our introductory courses.

In the following section, the emphasis is both on **vocabulary** and **sentence construction**:

- **Multiple-choice cloze exercises** (a text with gaps and four-option-choice questions)
- **Word formation exercises** (a text with gaps, in which each gap must be filled with the correct form of the word given at the end of each line)
- **Cloze exercises** (a text with gaps, in which the emphasis is mainly on grammar)
- **Key word transformation exercises**: most of the major upper-intermediate level grammar structures are tested in this type of exercise as well as vocabulary in the form of *idioms* and *multiple-word verbs*. Exercises on *verb tenses* have also been included in this module for you to revise them.

Remember that it is not necessary to finish the complete module in order to start a new one. You can handle the booklet freely. We advise you to start with the easiest exercises (●) and then gradually move on towards more difficult tasks (● ●), (● ●●).

Key Word

Transformation Exercises

The following set of exercises consists of a series of three sections with varying degrees of difficulty. In the first section you will have to use lexical equivalents, modal auxiliaries and indirect speech constructions. The second and third sections add more complex lexical alternatives and certain idiomatic expressions including some phrasal verbs. Use a dictionary if necessary. The answer keys present only one possible alternative for each sentence, but these are not meant to exclude other correct choices.

Complete the second sentence in each of the following pairs, so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between two and five words in each case, including the word given. There is an example at the beginning (1).

Example:

0.- After the storm the repairs to my house cost me £300.

have

It cost me £300 *to have my house repaired* after the storm.

Section A

1. I gave her my address.

where

I _____ lived.

2. You should telephone him.

speak

You should _____ on the telephone.

3. The population of Europe is increasing.

people

The _____ is increasing

4. Too many sweets are bad for you.

eat

It is _____ too many sweets.

5. You should join the football club.

member

You should _____ the football club.

6. He was holding some flowers when he knocked at Julia's door.

hand

He had _____ when he knocked at Julia's door.

7. I didn't expect to win.

think

I _____ win.

8. The firemen had to break the door down.

necessary

It _____ to break the door down.

9. Claude knows a lot of people in Italy.

acquaintances

Claude _____ in Italy.

10. Billy was definitely first in the queue.

doubt

There's _____ first in the queue.

Section B

1. A neighbour is looking after the children while I'm out.

care

A neighbour _____ the children while I'm out.

2. You will have to pay at least \$400 to get the camera you want.

impossible

You'll find _____ get the camera you want for less than \$400.

3. I can't move until I've sold my house.

unable

Until I've sold my house _____ move.

4. After this, I won't give you any more warnings.

last

This is _____ give you.

5. The return fare is double the single fare.

twice

The return fare _____ the single fare.

6. The box was too heavy for Michael to carry on his back.

weight

Because of _____ carry the box on his back.

7. I slept until the thunder woke me at seven o'clock.

woken

I _____ at seven o'clock.

8. I haven't received a reply from Christine yet.

still

Christine _____ a reply.

9. I got the impression that they weren't enjoying themselves.

seem

They _____ enjoying themselves.

10. You ought to fasten your seat-belt before driving away.

without

You shouldn't _____ your seat-belt.

Section C

1. Patricia had difficulty in accepting the situation.

difficult

Patricia _____ the situation.

2. This is the best music I've ever heard.

better

I've _____ this.

3. "Would you like to go out for a meal?" Sandy asked my father.

felt

Sandy asked my father _____ out for a meal.

4. Could I stay with you for the weekend?

put

Could you _____ for the weekend?

5. We had to have our windows mended.

someone

We had to _____ our windows.

6. She took two hours deciding which dress to buy.

mind

She took two hours _____ which dress to buy.

7. The train is due now.

time

It _____ arrived.

8. The frosty weather is killing all the plants in our garden.

due

All the plants in my garden _____ the frosty weather.

9. We suddenly saw the traffic lights and I had to reduce my speed.

down

We suddenly saw the traffic lights and I had _____.

10. I couldn't understand what I was reading.

sense

I couldn't _____ what I was reading.

11. You should put a label on your baggage, it might get lost at the airport

in

Put a label on your baggage _____ at the airport.

12. Tanya normally drinks water with every meal.

to

Tanya's _____ water with every meal.

13. In La Plata it's unusual to queue for the bus.

not

I'm _____ the bus.

14. Sue seemed more talkative than Laura.

as

Laura didn't _____ Sue.

15. I haven't seen Peter since Tuesday.

time

The _____ was on Tuesday.

16. Julia is better paid than Sally.

as

Sally _____ Julia.

17. A famous engineer built that bridge.

built

That _____ a famous engineer.

18. Someone's painting my garage next week.

am

I _____ next week.

19. It's two weeks since I received an e-mail.

not

I have _____ two weeks.

20. She didn't arrive in time for the appointment.

too

She _____ for the appointment.

Vocabulary

and Use of English

Tip

When you are reading and you are not sure what words mean, it is possible to guess their meaning from the context. This is a very **important skill** because in most language examinations **you are not allowed** to use a dictionary and you **cannot ask** anyone to explain vocabulary to you.

The following set of exercises have been designed to help you to develop this skill and also as a revision of the use of tenses.

SECTION 1

Exercise 1

Fill each of the numbered blanks in the following passage. Use only one word in each space.

One Saturday, Henry Dombey was in his jewellery shop, waiting for customers. At 10 a.m., _____ (1) first customer, a smartly-dressed, middle-aged man arrived and, after looking around, _____ (2) a £400 watch, which he paid for _____ (3) cheque.

Half an hour later, the same customer returned to the shop with _____ (4) waiter from a _____ (5) cafe. He was trying to sell the watch to the waiter for £200 cash _____ (6) wanted Mr Dombey to confirm that the watch was worth at _____ (7) that much. Mr Dombey became very suspicious and called the police. He assumed that the cheque was _____ (8), since otherwise the customer would have lost £200. When the police arrived, the customer explained that, after _____ (9) the shop, he had _____ (10) remembered an important business meeting in Manchester _____ (11) afternoon. He realised that he didn't have enough cash to cover his expenses, so he had _____ (12) to sell the watch because the meeting was more important _____ (13) losing £200. Mr Dombey didn't believe this and neither _____ (14) the police, and the customer _____ (15) arrested.

Mr Dombey was very surprised when, on Monday, the bank paid the cheque without question. He was _____ (16) more surprised when, on Tuesday, he received a letter from the customer's lawyers telling _____ (17) he was _____ (18) to be taken to court _____ (19) making false accusations. Eventually, Mr Dombey had to pay £5,000 in compensation to the customer.

It was, of course, an elaborate trick _____ (20) the customer had planned very carefully.

Exercise 2

Complete the following story with the correct form of the verbs:

My parents (move) away from London in the year I (leave) school and I (never - live) there since, but about a year ago, when I (be) there on business, a curious coincidence (lead) to my going back to the suburb where

I (grow) up. I (stand) outside my hotel, waiting for a taxi, when a man on the opposite side of the road (catch) sight of me, (stop), and suddenly..... (cross) the road (speak) to me. He (come) straight up to me, (hold) out his hand, and (say): 'Hello, Martin! You (be) Martin Scott, (not - be) you? You (not - change) much in thirty years!'

He..... (be) tall and thin, almost bald-headed, with grey hair and deep lines across his forehead, but I (recognise) him from his eyes and expression. Something (remind) me of a boy with thick, black, curly hair who (be) one of my closest friends at school. 'Peter Lindsay!' I (exclaim).

We (stand) talking on the pavement for a few minutes, briefly telling each other the story of our lives since we (last - meet). He still (live) in the house he..... (inherit) from his parents and before we (part), I..... (promise) that I (visit) him the next time I..... (come) to London. When I..... (tell) him that I (not - be) to Woodbury, the suburb where we..... (grow) up, for nearly thirty years, he (say) I (be) amazed at the changes that (take) place.

Exercise 3 _____ ● ○ ○

Fill each of blanks in this story with one suitable word.

It has often _____ assumed that _____ emotions are primary and others secondary. _____ the names given to the primary emotions differ slightly, most of the following _____ agreed upon: anger, fear, joy, sorrow, acceptance, disgust, and surprise. Rarely, if ever, does a _____ experience one emotion alone. Secondary _____ are formed _____ the mixing of primary emotions, like the mixing of primary colors to form _____. Interestingly enough, the names _____ secondary, or mixed, emotions are often the same _____ those used _____ describe personality: for example, a person _____ habitually experiences feelings _____ anger and disgust might be called a sarcastic person; _____ who is accepting and joyful would be called sociable. Investigators have shown that emotions are related _____ only to personality, but to psychiatric diagnoses _____ ego defenses as _____. They are _____ closely related to MOTIVATION. Emotions are thus fundamental processes in all _____ organisms and _____ related to many aspects of functioning.

Exercise 4 _____ ● ○ ○

Read the text below and look carefully at each line. Some of the lines are correct, and some have a word which should not be there.

If a line is correct put a tick (✓) on the line. If a line has a word which should not be there, write the word on the line.

WHY I AM LEARNING ENGLISH

0 I am learning English because I am studying law and when _____✓_____

0 0 I will finish my course I would like to work for a big company, or _____will_____

- 1 possibly, I will be continue my studies in Britain or the U.S.A. _____
- 2 To do either of these things, it is important to reach at a certain _____
- 3 level of English. Another reason is that I want to communicate _____
- 4 with foreign people because of nowadays countries are _____
- 5 becoming so closer and closer. You need to be able to speak a _____
- 6 foreign language if you want to travel without any problems. _____
- 7 My sister, who lives in England, she says that life is very _____
- 8 different in there and the weather is not so good. Later this _____
- 9 year I am going to visit England and stay with my sister _____
- 10 for two months. I hope that to improve my level of English _____
- 11 during that time. I am certainly looking forward much to _____
- 12 spending the summer in England. After studying at a college _____
- 13 for six weeks I will be going on the holiday with my sister. _____
- 14 We plan to hire a car and visit the south-west of the country, _____
- 15 which I have heard is very interesting, with a lovely countryside. _____

Exercise 5



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

A Famous Sportsman

You have probably never heard of Charles Burgess Fry but in the (0) **B** _____ years of this century, he was the most famous man in England. He became famous while (1) _____ at university, mainly on (2) _____ of his achievements in sport. He was, at the same time, captain of the university football, cricket and athletics teams and (3) _____ the world record for the long jump. He was also a (4) _____ sports journalist. He was so famous that letters addressed to 'Mr Fry, Oxford' were (5) _____ to him without any difficulty. His college, (6) _____ it had quite a different name, was (7) _____ as 'Fry's College'.

Some people have (8) _____ Fry's sporting achievements. They (9) _____ out that he lived at a time when standards were quite (10) _____ and it was much easier to (11) _____ well in several sports. It is certainly true that athletes of that time did not have the totally dedicated (12) _____ of modern athletes. However, it is only (13) _____ to judge him (14) _____ the standards of his own time. There is no doubt that he had extraordinary skill (15) _____ with an ability to write about sport with style and intelligence.

	A	B	C	D
0.	primary	early	initial	begining
1.	still	yet	then	already
2.	case	account	view	regard
3.	held	did	made	reached
4.	common	usual	normal	popular
5.	posted	diverted	delivered	carried
6.	despite	although	however	otherwise
7.	referred	named	called	known
8.	complained	contradicted	criticised	contrasted
9.	point	give	put	speak
10.	bad	small	low	weak
11.	make	be	go	do
12.	approach	style	method	skill
13.	balanced	rational	fair	precise
14.	for	by	as	with
15.	attached	combined	connected	related

6. Fill each of the numbered blanks in the following passage using one of the alternatives {a, b or c} for each blank. See list below.

Dolly never goes {1}..... without an empty spectacles case. It is as vital {2}..... her as her purse. Yet, she doesn't wear glasses. The reason she can't do {3}..... it is because she can't read and she {4}..... write. If {5}..... she gets into any situation {6}..... she might be expected to do {7}..... of these things, she fishes {8}..... in her bag for the specs case, finds it's empty, and asks the person concerned to do the reading {9}..... her. Dolly is now {10}..... her late thirties. She's capable and articulate and {11}..... a few months ago {12}..... anybody knew she was illiterate. Her husband didn't know and her children didn't know. The children {13}..... don't. She had any number of tactics for {14}..... her difficulty – for example, never lingering {15}..... a phone at work, in {16}..... she had to answer it and might be required to write something {17}..... But, in fact, it is easier for illiterates to conceal the truth {18}..... the rest of us {19}..... imagine. Literacy is so much taken for {20}..... that people simply don't spot the giveaway signs.

	A	B	C
1.	somewhere	anywhere	nowhere
2.	at	on	to
3.	from	apart	without
4.	don't	can't	hasn't
5.	ever	always	never
6.	where	when	whence
7.	many	either	some
8.	beyond	around	apart
9.	on	about	for
10.	in	at	on
11.	for	from	until
12.	exactly	hardly	sharply
13.	still	already	yet
14.	condescending	concealing	consenting
15.	near	above	underneath
16.	fact	part	case
17.	out	down	off
18.	that	thus	than
19.	ought	might	has
20.	free	given	granted

SECTION 2

Exercise 1

Fill each of the numbered blanks in the following passage. Use only one word in each space.

Romeo and Juliet are the two young lovers famous throughout the world because of the play that Shakespeare wrote about their love story. The story takes _____ (1) in Verona, Italy. Romeo is a member of the Montague family _____ (2) Juliet is a member of the Capulets. For many years there has been bitter disagreement _____ (3) the two families.

When Romeo and Juliet meet, they immediately _____ (4) in love with _____ (5) other. They want to get _____ (6), but because of the bad feeling that exists between the two families, they realise that their wedding _____ (7) have to take place in secret. A priest, Friar Lawrence, _____ (8) the ceremony. _____ (9) the day of the wedding, there is a fight in the street and Romeo kills Tybalt, a relative of Juliet's. _____ (10) a punishment, he is ordered to go away to live in another city. Juliet's father, ignorant of Juliet's marriage to Romeo, wants her to marry someone _____ (11). As part of a plan to _____ (12) this, Juliet, with the help of Friar Lawrence, takes some medicine that makes it seem as _____ (13) she is dead. The plan is _____ (14) Romeo will rescue her. But _____ (15) Romeo hears that Juliet has really died. He comes back to Verona to see Juliet for the _____ (16) time, takes poison and dies. Juliet wakes up and finds him _____ (17). She kills _____ (18) with a knife.

The parents of _____ (19) young people are _____ (20) shocked by the tragedy that they decide to end their quarrel.

Exercise 2

Complete the following story with the correct form of the verbs:

One day, long ago, the local ferryman was ill, so the inestimable teacher Nasruddin, (take) his place. After he (wait) for quite a long time, there at last (come) along a fare, a tall supercilious-looking man who (drop) a coin into Nasruddin's hand with a look of condescension. 'I (hope) you are an active fellow,' he said 'and that you (get) me across pretty quickly.

'I (do) my best, Sir,' said Nasruddin humbly, and (set) to work.

After a time, Nasruddin (venture) to make a remark, and his passenger (look) at him in horror and (say): 'You (just, make) a very bad mistake in grammar, my man. (you, not, learn) grammar at school?'

Nasruddin, who (row) vigorously (shake) his head.

'Well, that (be) a pity,' said the passenger. 'You (lose) half of your life.'

Nasruddin (contrive) to look woebegone, but said nothing. After he (row) on until they (be) about half way across the river, Nasruddin (look) up and (catch) his passenger's eye.

'.....(you, teach) to swim when you (be) a boy? '

'To swim? Good heavens, no!', answered the passenger.

'Then you..... (lose) all your life: this boat (sink).'

Exercise 3

Fill each of the numbered blanks in the following passage. Use only one word in each space.

To be stuck in a lift (0) FOR any length of time is a nightmare (1) _____ true for many people. So pity poor Gabriel Hammer (2) _____ was trapped inside one for *three whole* days! One Saturday morning in 1986, he decided to go to work at his office, which was (3) _____ the second floor of a large office block.

Somewhere (4) _____ the first and second floor, the lift stopped. He pushed the alarm bell. As (5) _____ was the weekend, the office block was empty. The noise (6) _____ not be heard from outside the building.

He tried shouting, but no one was able to hear that (7) _____. Eventually, he decided (8) _____ he would just have to wait. Nobody reported him missing because he was living with (9) _____ parents at the time and he often spent weekends away (10) _____ home. He began to get thirsty, and then hungry. By Sunday he was dreaming of long cool drinks, and the lovely meal that people (11) _____ be enjoying in the pub (12) _____ he worked at weekends.

Monday was a national holiday, so it was not (13) _____ Tuesday morning that he was rescued by his boss. By that time he was very weak and ill. He had to have several days (14) _____ work, and still gets headaches even today. Now he refuses to enter any lift which does not (15) _____ a telephone installed!

Exercise 4

Read the text below and look carefully at each line. Some of the lines are correct, and some have a word which should not be there.

If a line is correct put a tick (✓) on the line. If a line has a word which should not be there, write the word on the line.

0 Noody can deny that supermarkets are very much much
00 convenient. The whole idea behind them is that they ✓

1. give customers more for choice at a cheaper price. But _____
2. the current fashion of building enormous supermarkets _____
3. on the outskirts of towns that is having the opposite effect. _____
4. These supermarkets are putting off small shopkeepers out _____
5. of business. Shops in town centres are closing down _____
6. because they cannot compete up with the low prices the big _____
7. supermarkets are being able to offer their customers. Town _____
8. centres are dying. Instead of shopping in town, people _____
9. are driving them to the out-of-town supermarkets, buying _____
10. all the food they need for a week or two, then driving _____
11. home again. That is their choice. But soon they will be have _____
12. no choice in the matter because all rest of the shops in their _____
13. town will have closed down, This is why some of town _____
14. councils are refusing to give supermarket chains no _____
15. permission to build in their region. Nobody wants to live in a ghost town. _____

Exercise 5

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

Salt is (0) C to life. At one time it was considered so valuable that it was (1) _____ worshipped as a god. Roman soldiers (2) _____ to be paid "salt money", which is where the word "salary" originated (3) _____. Nowadays, however, salt is so common that few people even (4) _____ to think about it. But perhaps they (5) _____.

The human body needs so little salt to (6) _____ that it is very easy to consume too much of it. An excess of salt in the diet can (7) _____ to high blood pressure, which in turn can (8) _____ the risk of heart disease. Cooking with salted water (9) _____ 50% of its iron, compared to only 19% when boiled in salt-(10) _____ water. Many people have the habit of (11) _____ salt to their food when they are at the table. Some even do this (12) _____ they have tasted the food. This is one of the reasons why the (13) _____ person in Britain eats two and a half to three teaspoons of salt every day. The (14) _____ recommended dose is one and a half, and the (15) _____ dose is just half a teaspoon.

	A	B	C	D
0.	compulsory	needed	essential	absolutely
1.	actually	really	currently	factually
2.	were	would	once	used
3.	out	from	off	to
4.	mind	worry	bother	dare
5.	ought	should	would	had
6.	survive	last	keep	maintain
7.	bring	reach	end	lead
8.	lift	increase	rise	grow
9.	drops	kills	loses	throws
10.	free	clean	empty	clear
11.	putting	mixing	including	adding
12.	without	instead	before	prior
13.	medium	average	common	usual
14.	top	extreme	maximun	most
15.	ideal	superior	good	excellent

Exercise 6

Fill each of the numbered blanks in the following passage using one of the alternatives {a, b or c} for each blank. See list below.

In 1886, those Victorian readers {1}..... had bought the new *Beeton's Christmas Annual* found {2}..... it a story {3}..... Arthur Conan Doyle, {4}..... hero had a novel approach {5}..... unmasking murderers. His

name was Sherlock Holmes. {6}..... doubt they greatly enjoyed the tale, but few {7}..... any could have guessed that in 1998 Sherlock Holmes would be read of {8}..... their own language by Eskimos in the North {9}..... Basutos in southern Africa. What {10}..... for this extraordinary popularity? I think the answer lies {11}..... the happy conjunction of a {12}..... of factors. Firstly, we have the important fact {13}..... Holmes was a scientific detective who {14}..... into being just as our age {15}..... science was getting into its stride. Secondly, the character of Dr. Watson {16}..... every inch as remarkable an invention as {17}..... of Holmes himself. Thirdly, Doyle's adventures take us {18}..... to a vanished world where, {19}..... the murders and horrors, life seemed {20}..... safe.

	A	B	C
1.	which	who	what
2.	above	under	in
3.	from	by	for
4.	which	whom	whose
5.	beyond	ahead	towards
6.	little	no	much
7.	if	unless	though
8.	Æ	in	off
9.	and	from	to
10.	accounts	explains	derives
11.	on	beneath	in
12.	collection	number	bunch
13.	that	about	provided
14.	came	burst	appeared
15.	from	for	of
16.	left	was	stretched
17.	which	that	hence
18.	back	forth	up
19.	although	unless	despite
20.	fairly	somewhat	slightly

SECTION 3

Exercise 1

Use the word given in capitals at the end of each line to form a word that fits in the space.

If you have children, there are certain things to remember when you are visiting (1) _____ else's home. Children (2) _____ behave well in company and other people are (3) _____ to find them more (4) _____ than you do. It's important that children are either (5) _____ in the conversation or given (6) _____ else to do. If your children (7) _____, you must discipline them (8) _____ as your hosts may have (9) _____ rules about behaviour than you do at home. (10) _____, if your children damage any of your hosts' (11) _____ you must either replace the damaged object or offer a (12) _____ gift in its place. You must never offer your hosts money to replace the object.

- BODY
- RARE
- LIKE
- ANNOY
- INCLUDE
- SOME
- BEHAVE
- IMMEDIATE
- STRICT
- FINAL
- POSSESS
- SUIT

Exercise 2

Use the correct form of the multiple-word verbs below to rewrite the second sentence so that it means exactly the same as the first sentence.

- call on
- set off
- run out
- check out
- take off
- take part
- catch out
- call for

1. We began our journey to France on 1 April.

We _____.

2. Mr Thomas paid the hotel bill and handed in his keys this morning.

Mr Thomas _____.

3. Our supply of food is almost gone.

Our _____.

4. A lot of people were put in a difficult situation by the sudden fall in house prices.

The sudden fall in house prices _____.

5. Unfortunately, the song never really became successful in the United States.

Unfortunately, the song _____.

6. Why didn't you visit me when you were in town?

Why didn't you _____?

7. A great deal of strength and fitness is needed for rock-climbing.

Rock-climbing _____.

8. There was some fighting at the football match, but Gary did not become involved.

Gary did not _____.

Exercise 3

Use the word given in capitals at the end of each line to form a word that fits in the space.

According to some (0) _____ high-risk sports can be particularly (1) _____ for certain types of people. Such activities help them to learn that being (2) _____ doesn't mean that they have to lose control. The recent fashion for jumping from bridges, attached to a (3) _____ of elastic rope, known as 'bungee jumping', has now been tried by over one million people (4) _____, and interest in it is continuing to grow.

Before the special elastic rope (5) _____ around them, jumpers reach speeds of nearly 160 kph. First-timers are usually too (6) _____ to open their mouths, and when they are finally (7) _____ safely to the ground, they walk around with broad smiles on their faces, saying (8) _____ how amazing it was. However, for some people it is only the (9) _____ of refusing to jump at the last minute that finally persuades them to conquer their fear of (10) _____ and push themselves off into space.

SCIENCE

VALUE

FRIGHT

LONG

WORLD

TIGHT

TERROR

LOW

REPEAT

EMBARRASS

HIGH

Exercise 3

Fill each of the numbered blanks in the following passage using one of the alternatives {a, b or c} for each blank. See list below.

The Seychelles republic is an archipelago of some 115 islands, {1}..... across the western Indian Ocean, northeast of the island of Madagascar. The country {2}..... of two distinct island groups: the Mahé group {3}..... the north and the low-lying coral islands {4}..... to the south. The 32 islands of the Mahé group are formed of granitic rocks and have hilly interiors {5}..... to elevations greater than 900 m. The 83 coral islands {6}..... largely without water resources, and most are uninhabited. About 90 percent of the country's population lives on Mahé. Most people are of mixed French and African {7}.....; Indian and Chinese minorities are also present.

Tourism, agriculture, and fishing are the principal {8}..... of the economy.

Possibly known to the Arabs as {9}..... as the 9th century AD, the Seychelles were visited {10}..... the Portuguese in 1502. In 1756 France {11}..... the islands, which were then uninhabited, and French planters and their slaves {12}..... on them. In 1794 Great Britain annexed the Seychelles. The islands were administered {13}..... Mauritius during most of the 1800s, and in 1903 they were {14}..... a separate British dependency. When independence was {15}....., on June 29, 1976, a coalition republican government was formed, {16}..... Mancham as president and René as prime minister. In 1978 René {17}..... the country a one-party state, and a new constitution to that {18}..... was proclaimed in 1979. Seychelles turned {19}..... a multiparty system in 1991. René was elected {20}..... a fourth term in 1993.

	A	B	C
1.	shattered	scattered	splashed
2.	comprises	conforms	consists
3.	in	on	at
4.	stretching	straining	streaming
5.	raising	rising	racing
6.	have	are	spend
7.	dissension	descending	descent
8.	sectors	samples	particles
9.	quickly	nearly	early
10.	from	for	by
11.	claimed	attacked	became
12.	set	settled	sat
13.	for	since	from
14.	done	become	made
15.	deceived	achieved	relieved
16.	on	at	with
17.	declared	decreased	deceased
18.	matter	outcome	effect
19.	on	in	toward
20.	to	toward	over

Key Word Transformation Exercises

SECTION -A-

- 1.- told her where I
- 2.- speak with him
- 3.- number of people in Europe
- 4.- bad for you to eat
- 5.- become a member of
- 6.- some flowers in his hand
- 7.- didn't think I would
- 8.- was necessary for the firemen
- 9.- has many acquaintances
- 10.- no doubt that Billy was

SECTION -B-

- 1.- is taking care of
- 2.- it impossible to
- 3.- I'll be unable to
- 4.- the last warning I'll
- 5.- costs twice as much as
- 6.- its weight, Michael couldn't
- 7.- was woken by the thunder
- 8.- still hasn't sent me
- 9.- didn't seem to be
- 10.- drive away without fastening

SECTION -C-

- 1.- found it difficult to accept
- 2.- never heard better music than
- 3.- *if / whether* he felt like going
- 4.- put me up
- 5.- get someone to mend
- 6.- to make up her mind
- 7.- is time that the train
- 8.- are dying *due to*
- 9.- to slow down
- 10.- make sense of
- 11.- in case it gets lost
- 12.- used to drinking
- 13.- not used to queuing for

Key

- 14.- seem as talkative as
- 15.- last time I saw Peter
- 16.- not as well paid as
- 17.- bridge was built by
- 18.- am having my garage painted
- 19.- not received an e-mail for
- 20.- arrived too late

Vocabulary

and Use of English

Section 1

Exercise 1

Fill each of the numbered blanks in the following passage. Use only one word in each space.

1. SO
2. A
3. FROM
4. TOWARDS
5. WITH/USING
6. AFTER
7. GONE
8. WHAT
9. NOT
10. A
11. WHICH
12. BOTH

Exercise 2

Complete the following story with the correct form of the verbs:

- 1) moved
- 2) left
- 3) have never lived
- 4) was
- 5) led
- 6) had grown
- 7) was standing
- 8) caught
- 9) stopped
- 10) crossed

- 11) to speak
- 12) came
- 13) held
- 14) said
- 15) are
- 16) aren't
- 17) have not changed
- 18) was
- 19) recognised
- 20) reminded
- 21) had been
- 22) exclaimed
- 23) stood
- 24) had last met
- 25) lived
- 26) had inherited
- 27) parted
- 28) promised
- 29) would visit
- 30) came
- 31) told
- 32) had not been
- 33) had grown
- 34) said
- 35) would be
- 36) had taken

Exercise 3

Fill each of blanks in this story with one suitable word.

It has often been assumed that some emotions are primary and others secondary. Although the names given to the primary emotions differ slightly, most of the following are agreed upon: anger, fear, joy, sorrow, acceptance, disgust, and surprise. Rarely, if ever, does a person experience one emotion alone. Secondary emotions are formed by the mixing of primary emotions, like the mixing of primary colours to form others. Interestingly enough, the names given secondary, or mixed, emotions are often the same as those used to describe personality: for example, a person who habitually experiences feelings of anger and disgust might be called a sarcastic person; someone who is accepting and joyful would be called sociable. Investigators have shown that emotions are related not only to personality, but to psychiatric diagnoses and ego defences as well. They are also closely related to MOTIVATION. Emotions are thus fundamental processes in all living organisms and are related to many aspects of functioning.

Exercise 4

Read the text below and look carefully at each line. Some of the lines are correct, and some have a word which should not be there.

1. be
2. at

3. ✓
4. of
5. so
6. ✓
7. she
8. in
9. ✓
10. that
11. much
12. ✓
13. the
14. ✓
15. a

Exercise 5

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

1. A
2. B
3. A
4. D
5. C
6. B
7. D
8. C
9. A
10. C
11. D
12. A
13. C
14. B
15. B

Exercise 6

Fill each of the numbered blanks in the following passage using one of the alternatives {a, b or c} for each blank. See list below.

1b; 2c; 3c; 4b; 5a; 6a; 7b; 8b; 9c; 10a; 11c; 12b; 13a; 14b; 15a; 16c; 17b; 18c; 19b; 20c

Dolly never goes {1} anywhere without an empty spectacles case. It is as vital {2} to her as her purse. Yet, she doesn't wear glasses. The reason she can't do {3} without it is because she can't read and she {4} can't write. If {5} ever she gets into any situation {6} where she might be expected to do {7} either of these things, she fishes {8} around in her bag for the specs case, finds it's empty, and asks the person concerned to do the reading {9} for her. Dolly is now {10} in her late thirties. She's capable and articulate and {11} until a few months ago {12} hardly anybody knew she was illiterate. Her husband didn't know and her children didn't know. The children {13} still don't. She had any number of tactics for {14} concealing her difficulty – for example, never lingering

{15}near a phone at work, in {16}case she had to answer it and might be required to write something {17}down. But, in fact, it is easier for illiterates to conceal the truth {18}than the rest of us {19}might imagine. Literacy is so much taken for {20}granted that people simply don't spot the giveaway signs...

SECTION 2

Exercise 1

Fill each of the numbered blanks in the following passage. Use only one word in each space.

1. place
2. while/whereas/and/but
3. between
4. fall
5. each
6. married
7. will
8. performs
9. On
10. As
11. else
12. avoid
13. if/though
14. that
15. dead
16. last
17. dead
18. herself
19. the
20. so

Exercise 2

Complete the following story with the correct form of the verbs:

- 1) took
- 2) had waited
- 3) came
- 4) dropped
- 5) hope
- 6) will get
- 7) will do
- 8) set
- 9) ventured
- 10) looked
- 11) said
- 12) have just made
- 13) haven't you learned/t
- 14) was rowing
- 15) shook

- 16) 's
- 17) have lost
- 18) contrived
- 19) had rowed
- 20) were
- 21) looked
- 22) caught
- 23) were you taught
- 24) were
- 25) have lost
- 26) is sinking

Exercise 3

Fill each of the numbered blanks in the following passage. Use only one word in each space.

1. come
2. who
3. on
4. between
5. it
6. could
7. either
8. that
9. his
10. from
11. would
12. where
13. until
14. off
15. have

Exercise 4

Read the text below and look carefully at each line. Some of the lines are correct, and some have a word which should not be there.

1. for
2. ✓
3. that
4. off
5. ✓
6. up
7. being
8. ✓
9. them
10. ✓
11. be

- 12. rest
- 13. of
- 14. no
- 15. ✓

Exercise 5

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

- 1. A
- 2. D
- 3. B
- 4. C
- 5. B
- 6. A
- 7. D
- 8. B
- 9. C
- 10. A
- 11. D
- 12. C
- 13. B
- 14. C
- 15. A

Exercise 6

Fill each of the numbered blanks in the following passage using one of the alternatives (a, b or c) for each blank. See list below.

1b; 2c; 3b; 4c; 5c; 6b; 7a; 8b; 9a; 10a; 11c; 12b; 13a; 14a; 15c; 16b; 17b; 18a; 19c; 20a

In 1886, those Victorian readers {1}who had bought the new *Beeton's Christmas Annual* found {2}in it a story {3}by Arthur Conan Doyle, {4}whose hero had a novel approach {5}towards unmasking murderers. His name was Sherlock Holmes. {6}No doubt they greatly enjoyed the tale, but few {7}if any could have guessed that in 1998 Sherlock Holmes would be read of {8}in their own language by Eskimos in the North {9}and Basutos in southern Africa. What {10}accounts for this extraordinary popularity? I think the answer lies {11}in the happy conjunction of a {12}number of factors. Firstly, we have the important fact {13}that Holmes was a scientific detective who {14}came into being just as our age {15}of science was getting into its stride. Secondly, the character of Dr. Watson {16}was every inch as remarkable an invention as {17}that of Holmes himself. Thirdly, Doyle's adventures take us {18}back to a vanished world where, {19}despite the murders and horrors, life seemed {20}fairly safe.

SECTION 3

Exercise 1

Use the word given in capitals at the end of each line to form a word that fits in the space.

- 1. somebody

2. rarely
3. likely
4. annoying
5. included
6. something
7. misbehave
8. immediately
9. stricter
10. finally
11. possessions
12. suitable

Exercise 2

Use the correct form of the multiple-word verbs below to rewrite the second sentence so that it means exactly the same as the first sentence.

1. set off for France on 1 April.
2. checked out (of the hotel) this morning.
3. supply of food is running out/has almost run out.
4. caught a lot of people/ caught out a lot of people.
5. never really took off in the United States.
6. call on me when you were in town.
7. calls for a great deal of strenght and fitness.
8. take part in the fighting at the football match.

Exercise 3

Fill each of the numbered blanks in the following passage using one of the alternatives (a, b or c) for each blank. See list below.

1b; 2c; 3a; 4a; 5b; 6b; 7c; 8a; 9c; 10c; 11a; 12b; 13c; 14c; 15b; 16c; 17a; 18c; 19c; 20a

The Seychelles republic is an archipelago of some 115 islands, {1}scattered across the western Indian Ocean, northeast of the island of Madagascar. The country {2}consists of two distinct island groups: the Mahé group {3}in the north and the low-lying coral islands {4}stretching to the south. The 32 islands of the Mahé group are formed of granitic rocks and have hilly interiors {5}rising to elevations greater than 900 m. The 83 coral islands {6}are largely without water resources, and most are uninhabited. About 90 percent of the country's population lives on Mahé. Most people are of mixed French and African {7}descent; Indian and Chinese minorities are also present. Tourism, agriculture, and fishing are the principal {8}sectors of the economy. Possibly known to the Arabs as {9}early as the 9th century AD, the Seychelles were visited {10}by the Portuguese in 1502. In 1756 France {11}claimed the islands, which were then uninhabited, and French planters and their slaves {12}settled on them. In 1794 Great Britain annexed the Seychelles. The islands were administered {13}from Mauritius during most of the 1800s, and in 1903 they were {14}made a separate British dependency. When independence was {15}achieved, on June 29, 1976, a coalition republican government was formed, {16}with Mancham as president and René as prime minister. In 1978 René {17}declared the country a one-party state, and a new constitution to that {18}effect was proclaimed in 1979. Seychelles turned {19}toward a multiparty system in 1991. René was elected {20}to a fourth term in 1993.

Reading

a short story

Module 3

Introduction

Fictional narrative texts can be analysed in terms of the following basic elements:

- *Point of view*
- *Setting*
- *Plot*
- *Characters*
- *Theme*

The point of view taken by the narrator of a fictional piece varies between the **third** and the **first** person singular. By using a third person point of view, the narrator can function either as a character in the story or as an **omniscient narrator**, detached from the events which he/she relates. The latter is, however, in a position from which he/she can relate and describe both external events and the inner reality of the characters, their feelings and thoughts. In a more restricted way, a *limited omniscient narrator* will relate only certain external events and the thoughts of only one of the characters. An *objective narrator* will refer only to external appearances and observable facts of reality.

When a first person point of view is used, either one of the characters tells his/her own story or some bystander recounts a story he/she has witnessed or heard from somebody else. The narrator's interpretation of the events narrated may be similar to the reader's but not necessarily the same.

The setting establishes the time, place and social context(s) in which the story's narrated events are set. In most stories the setting is a highly significant element, crucial to the interpretation of the other elements of the story.

The plot is the action itself, the sequence of events in which the characters of the story are involved. These events are arranged in a unified order from the beginning through the end. The narrator may begin by presenting the setting and the characters, and then indicating what their initial situation is. Then he/she may introduce an element of motivation –a spark– which moves the characters into action. The **conflict** or *knot* is the complication in the story, the opposition of two forces, the *antagonist* and the *protagonist*, which may be embodied by two opposed characters, but also by one of the characters and his environment, or by contrasted thoughts, needs and emotions within a single character. In some cases all three types of conflict may occur simultaneously. The rising action is sustained by the tension between these two forces, which creates suspense. The **climax** occurs when the conflict develops to a moment of *crisis*. This is the turning-point, the highest peak, when a choice must be made, an action performed, a recognition achieved. The **dénouement** (French word meaning *the untangling of a knot*) or *outcome* is the resulting –negative or positive– consequences of the conflict.

Certain **devices** may be used in order to increase the effectiveness of the plot:

- **Foreshadowing:** clues or hints of events that will occur at some point in the story,

which are presented early in the sequence of events.

- **Flashback:** an episode of the characters' past that explains or comments on their present situation.
- **Dilemma:** two unpleasant choices.
- **Contrast:** sudden change in the tone, pace or rhythm of the narration –use of long or short sentences or paragraphs–, meant to cause surprise.
- **Irony:** unexpected relation between words, concepts or situations, which are not usually connected, used in order to increase emotion.
- **Special vocabulary:** everyday language, alliteration, economy of words, poetic language, etc.

The characters can be described as **static**, when they remain relatively unchanged, or **dynamic**, when they go through some development in the course of the narration. They will also be **round**, if they have fully developed, complex personalities; **flat**, if they are less significant, oversimplified, or a mere **stereotype**, a stock character. Characters are generally handled by *implications*, that is to say, depicted indirectly. In any case, they must be plausible, motivated and consistent.

The theme is the *central and* unifying idea about human experience that grows out of all the elements in the story. It is not the *subject matter*, like "death", "love", "treason", etc., but rather an interpretation of life. It may be universal or topical, i.e. it can refer to only a given setting or to a certain person in that setting.

In order to discover the *theme* we should look to the generalisations about human experience that the narrator might have made in the story, either directly or through one of the characters. If we cannot find an explicit statement of *theme*, we may have to ask ourselves what the central characters have learnt from their experiences since the beginning of the story, or what we have learnt as a result of their experiences.

After the process of identification and discovery of these basic elements, *the critical analysis* ends with an attempt to reintegrate the story in our minds, to find all the connections that exist among the elements of the story. It is the interaction of all these elements that sets forth the emotions we experience when reading fiction.

a) Read the following short narrative carefully:

Puppet on a string

Patrick Wolrige Gordon

Paul was a mentally retarded fourteen-year-old. Today he was taking a great step: this was the first time he had ever travelled on a bus and the first time he had ever left home alone. He climbed excitedly up the stairs and sat down on a vandalised seat next to a young man who was chewing gum and reading the *Sun*.

'What do you want?' he asked Paul, offended that this obnoxious boy should sit on his seat when the whole of the upper deck was empty.

'I'm going to play with Andy,' said Paul, his excitement betraying his mental condition. 'This is the first time I've been in a bus.'

'What's your name?'

'Paul.'

'Paul who?'

'Paul who?' came the incredulous reply.

'Yeah.'

'I ... I don't know what you mean.'

'Ah, I see ... then I've got something to tell you, Paul. Something very important...'

'Oh?'

'I'm a police agent and I want to see your pass.'

'My pass?'

'Yeah ... to show you've got official permission to come upstairs on a bus.'

'I haven't got permission. I'm sorry,' Paul stuttered, terrified. 'Please don't send me to prison. I'll be good!'

'Normally, of course, I'd have to send you to prison; hut there is an alternative.'

'I'll do anything ...'

'Good lad. Get off the bus at the next stop. You'll see a man there wearing a green coat and jeans, reading a book. Give him this package. Get going now - he'll tell you what to do next.'

As the bus shuddered and lurched to a stop, Paul got out at a run, carrying the package tightly under one arm. No sooner had the bus driven off than a man ran past and seized the package; but Paul's grip was good, and the man only managed to break the wrapping paper and make off with one of the two boxes that were inside. He was wearing a green coat and carried a book. That was odd, thought Paul. Oh well, he had done as much as could be expected. He sat down in the bus-stop shelter. He waited for a few minutes until rainwater dripping through the roof of the shelter disturbed his dreams. He was still clutching the box in one hand. He was in a sad-looking suburb over which the sky was crying gently. And he was lost. He did not live here and neither did Andy. Oh dear, he thought; and his mother had told him not to get mixed up with strangers. He sobbed to himself for some time. Then with a start he realised what a fool he was.

'I don't think policemen count as strangers,' he said aloud. So he got up and walked down the road in search of a police station.

Presently Paul, was climbing a flight of stone steps towards an impressive pair of blue doors with the word POLICE emblazoned above them. He was soon telling a policeman all that had happened. He apologised for not having completely succeeded in doing what he had been told. The police officer opened the box and was in conversation with the Chief Inspector within seconds.

'... That's right, sir. Looks like heroin to me. Must be worth a bomb ...Yes ... Claims he was told to make the drop by a plain clothes officer ... If you ask me, sir, it's a load of rubbish ... No, I don't know why he should give himself up. Fit of remorse, maybe, and I reckon he's putting on an act of being nuts or something so he can get off lightly ... Yes, we have a cell free ... No, I understand - no maltreatment. Yes ... just so - not a leg to stand on in court. Borstal. I should think ... a touch of the short, sharp shock, eh? That's right - make decent citizens of them ... Bye.' The policeman put the phone down.

'Can I go home?' asked Paul.

'Look, you can stop your act now, lad. You're in the proverbial hands of the law. This way.'

From: Christopher Woodland (Editor). *Inside Comprehension*. Cambridge University Press, 1984

B) A GUIDE TO Patrick Wolrige Gordon's *Puppet On A String*

1. After having read the preceding literary text complete the following table:

SETTING (time & place)
CHARACTERS
OUTCOME
POINT OF VIEW
THEME

2. Tick (✓) the devices which appear in this short story:

Foreshadowing _____

Flashback _____

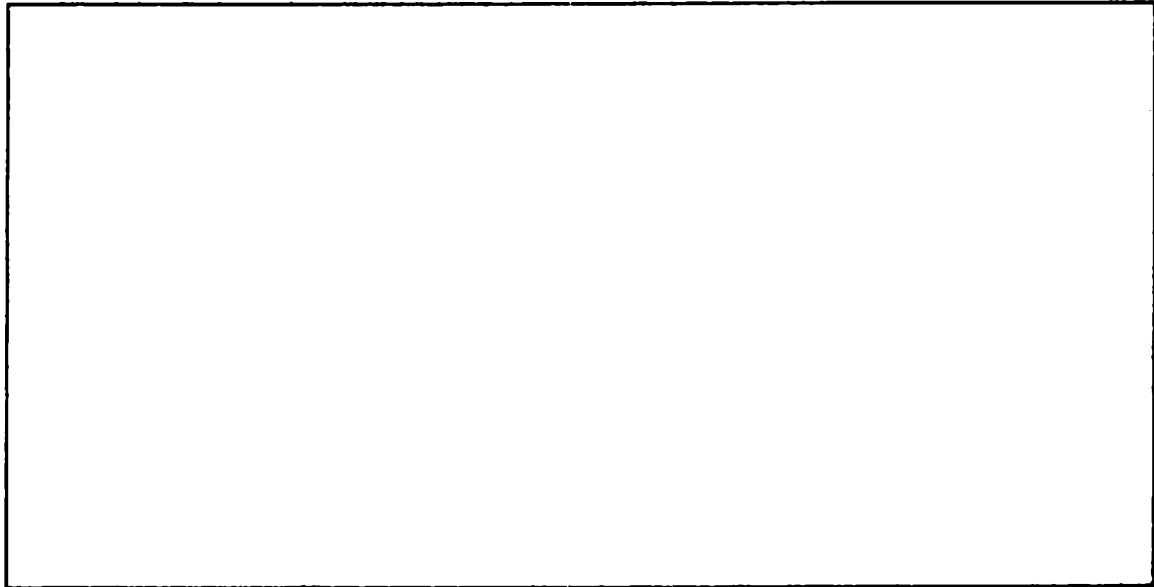
Dilemma _____

Contrast _____

Irony _____

Special vocabulary _____

3. An element on the bus boarded by Paul foreshadows the characteristics of the world Paul is soon going to encounter, which is that element?
4. How would you describe the dialogue between Paul and the young man sitting next to him? (characterise its tone, pace, rhythm, etc.)
5. Can you identify any stereotypes among the characters of this story? If so, why are they stereotypes?
6. Number the events in the story.



7. Discuss the outcome of the story.
8. What do you think the title makes reference to?

C) A GUIDE TO John Wyndham's *Stitch In Time*

John Wyndham's *Stitch in Time* is one of the short stories included in the anthology A Window On The Universe. Short Stories. Oxford Bookworms Collection. With the purpose of guiding you towards organising your reading of these literary texts, we are presenting here a model questionnaire to be used with *Stitch in Time*.

Read the text carefully and answer the questions below.

1. Discuss the setting in which the events related in this story take place. Compare Thelma's house as it is in 1963 with what it looked like in 1913.
2. The long paragraph beginning at the bottom of page 105 and running through most of page 106 makes extensive use of the Past Perfect tense, in order to refer to two different moments prior to the afternoon the story is

initially set in. Which are these two different moments?

3. What aspects of Mrs Dolderson's personality can be inferred from the text?

4. Is Thelma a static or a dynamic character?

5. Life's reality and dream, or even death, are sometimes contrasted with each other in the text. Find adjectives or expressions used in order to define or characterise reality as opposed to any of its possible counterparts (i.e. dream, death, etc.).

6. Discuss Harold Dolderson's attitude towards Arthur.

7. Harold's speech –and his attitude towards Arthur– reveals certain features of this character's personality. Describe him in a short paragraph using your own words and expressions.

8. Where would you say the *climax* of this story is placed?

9. After he had been sent back to his own time, why do you think Arthur never got in touch with Thelma again?

10. Have you found any instances of *foreshadowing* in this story? Indicate where they are.

11. Does Thelma face any *dilemma* in the course of the narration?

12. Indicate which type each of the *phrasal verbs* listed on page 120 belongs to (*see the relevant section in Module 4*).

B) Reading

a novel

Reading and studying any novel can be demanding. Long novels, with many characters and twists of plot may pose special problems.

Setting

- At what historical time is the novel set approximately? Identify the elements which characterise this period, as well as any unusual practices or ideas which may surprise you.
- The novel may be set in particular environments or places. Which are the most significant locations in the novel? How does the narrator help you imagine these?

Plot

- As you read you will be working out what is going to happen next. It is particularly important to notice where significant changes occur. Which are the main turns in the story?
- When are new characters or new developments introduced?
- How many different stories are there? How are they connected?

Characters

- Who are the main characters? What is your first impression of each of them? How does your attitude towards them change as you read?
- Which secondary characters are important to the development of the story? What do you think of them?
- Which characters do you like and which do you dislike? Can you work out how the narrator wants you to feel about the characters? Does he/she use any particular strategies to encourage you or to put you on?

Themes

- What are the *themes*, i.e. broad ideas or types of experience, running through the novel?
- How do these *themes* develop?
- Do you think the writer is trying to make a point or teach you something?

Style form and structure

Once you know what happens, who the characters are and what the setting is like, you are in a position to think about the way the story is put together.

- Who tells the story? What point of view is used? Does this add any interest to what is said?
- Look at any particularly interesting ways of saying or describing things. Note them down.
- Dialogue is important in the telling of a story. How is it used? Is it effective?
- Are there ways individual characters speak which you think are memorable?

Your response

- Reading a novel, you may experience anger, pleasure, excitement, annoyance, anxiety, fear. What are your feelings about the characters, the events, the way things turn out?
- Have you been made to think about any *theme* or ideas in the book? Do you agree or disagree with the way these ideas are presented?

**B) A GUIDE TO
Patrick Wolrige Gordon's Puppet On A String**

1. After having read the preceding literary text complete the following table:

SETTING (time & place)	Present time on a bus Bus stop (suburb) Police station
CHARACTERS	Paul (static) A young man (flat, stereotype)
OUTCOME	Paul is sent to prison
POINT OF VIEW	Third person singular and the narrator functions as an omniscient narrator.
THEME	Deceit

2. Tick (✓) the devices which appear in this short story:

Foreshadowing _____

Flashback _____

Dilemma _____

Contrast (use of short sentences in general and specifically when the police officer has a phone conversation with the Chief Inspector.)

Irony (the boy goes through an expected situation)

Special vocabulary (poetic language: "the sky was crying gently")

3. An element on the bus boarded by Paul foreshadows the characteristics of the world Paul is soon going to encounter, which is that element?

The vandalised seat on which he sits down.

4. How would you describe the dialogue between Paul and the young man sitting next to

Key

him? (characterise its tone, pace, rhythm, etc.)

Violent, cruel, striking, quick...

5. Can you identify any stereotypes among the characters of this story? If so, why are they stereotypes?

The young drug dealer on the bus and the police officer at the police station are stereotypes. The first one is a totally evil character without any good feature in him, and the second one is a typical, suspicious policeman, incapable of sensitivity and ready to act repressively.

6. Number the events in the story.

Events in the story: trip on a bus; meeting with a young man and their conversation; seizing of the packet; telling the story to the police officer.

C) A GUIDE TO John Wyndham's *Stitch In Time*

1. The garden has changed, the trees are bigger and some plants have been replaced. The view from the house is different, the surrounding neighbourhood now includes houses that were not there in 1913. The wallpaper and some ornaments and furniture inside the house are different.

2. a) Earlier the same day, at lunch time, when Mrs Dolderson is talking with Harold about the experiment which would take place that very afternoon.

b) An earlier time ("last time") when she had first talked with Harold about "dimensions" and felt she could not understand him well.

3. The fact that she is a sensitive, well educated woman, though tired of life and living in a permanent state of nostalgia. She spends her days in passive contemplation from her wheel-chair, and still wonders what may have happened to Arthur on that summer day fifty years back.

4. She is a dynamic character. Her mood changes in the course of the story. She is deeply moved by Arthur's visit, and she is happy to discover that he has forsaken her due precisely to his time travel.

5. p. 108; paragraph 4: *undreamlike; sharp; clear; familiarly reasonable; solid* p. 111; top: *(too) textured; (too) solid; (too) real; (too) sensible*

6. He ignores that his mother once loved this man, and treats him almost disrespectfully.

7. Harold's main concern is his work, his scientific project and the company he works with. He seems to have a somewhat detached relationship with his mother. He is a practical man in the sense that he would not let his emotions or imagination affect him. One wonders what he would say or do if he learnt that his mother and Arthur were once about to get married.

8. The moment when Thelma faints.

9. Probably because he now knew that she would marry another man.

10. The contrast between the past and the present, which is explicit in the first few paragraphs of the story; expressions like: *the scene was, for her, timeless* (p.104); *one could almost, for a moment, forget a whole lifetime* (p.104); and her half-dream after lunch, which took her back fifty years to the afternoon when she had been waiting for Arthur (p.106), foreshadow Arthur's incredible appearance.

11. Yes, apparently, when she is talking to Arthur, and gradually realises what has happened, she faces the dilemma of either lying to him about her own identity or revealing the whole truth.

12. keep up (2); give up (2); crop up (1); fall out (1); break off (1); put under (2); turn out (1)

Conditionals

Module 4

Conditional sentences often include an *if*-clause. The action expressed by the main clause will take place provided that the condition expressed in the *if*-clause is fulfilled. That is to say, something will happen only if something else also happens. There are three types of conditional sentences.

Conditional Sentences Type 1:

- When something normally happens as a result of a given condition or cause (general truths), the **conditional sentence** will have a Simple Present Tense verb in its *if*-clause and another Simple Present Tense verb in its main clause:

If you don't water plants, they often die.

If you drop a glass, it breaks.

If water freezes, it turns to ice.

- When talking about situations which are likely to happen in the future and their probable results, the *if*-clause will have a verb in the Simple Present Tense and the main clause, a *will*-Future verb; a *going to*-Future verb; an Imperative; or a modal auxiliary like *can*, *may*, *might*, etc.:

If you do that again, I'll scream.

If it rains tomorrow, we'll have to put off our trip.

If you fall, I won't be able to catch you!

We're going to get wet if it rains,

If those bags are too heavy, I can help you carry them.

If (or When) you see a blue sign, turn left.

If I come, I shall see you.

If she gives you a negative answer, you might get angry.

- Words other than *if* can also introduce the condition in sentences of Type 1, and other verb forms (like the Imperative, the auxiliary *should*, the Present Perfect and the *going to*-Future) can also appear in the clause expressing the condition:

Unless you leave at once, I'll call the police.

Provided you leave now, you'll catch the train.

As long as you don't tell her the truth, she'll agree to do what you want.

Get me some cigarettes, and I'll give you some money later.

If you should see James, can you give him a message?

If you are going to the post office, I'll come with you.

If you have already finished, we will go.

Conditional Sentences Type 2:

This kind of sentence describes an imaginary or unreal situation and its possible result. Although the form of the verb in the *if*-clause is similar to the Simple Past tense form, the time referred to is **not past**, but imaginary or hypothetical, and the verb in these cases expresses **Subjunctive Mood**.

The verb in the main clause will normally follow modal auxiliaries like *would*, *might* or *could*.

If I were you, I wouldn't do it.
If you fell, you could hurt yourself.
If I were taller, I'd join the basket-ball team.
If you became a millionaire, you might be very unhappy.
If they were to offer me the job, I'd turn it down.
You would be ill if you ate too much.

Conditional Sentences Type 3:

This kind of sentence describes and speculates about an imaginary or unreal situation and its imaginary consequences, but the time referred to is **past** time. The *if*-clause has a verb with **Past Perfect** form which expresses Subjunctive Mood in the past, and the verb in the main clause is usually a **perfect Infinitive** following a modal auxiliary like *would* or *might*.

If you had written more, you would have got better marks.
If you had tried harder, you might have succeeded.
If she hadn't moved the mustard pot, he wouldn't have killed her.
If you had invited me last week, I would have been able to come.

Wish + Subjunctive Mood:

● The verb *wish* can be followed by a clause with a verb bearing a past (simple or continuous) tense form, with present subjunctive meaning, in order to express dissatisfaction with a state, habit or action in the present and a wish that it was different:

I wish (that) I had dark hair.
I wish you didn't drive so fast.
He wishes I weren't your friend.
She wishes she could swim.
I wish I could speak French.

● Other varieties include sentences introduced by *if only* (with the same meaning as the preceding ones); sentences whose second clause has a verb preceded by the modal auxiliary *would*, and sentences in which *wish* is followed by a clause with a verb in the **past subjunctive mood**:

If only I had dark hair.
If only I hadn't said such a thing.
I wish you wouldn't work so hard.
I wish they would go away.
I wish I had gone to university. (But I didn't)
I wish you hadn't said that. (But you did)
She wishes she hadn't visited Peter while he was in hospital.

Reported Statements

Most tenses in direct speech change in reported speech:

Present simple	→	Past simple
Present perfect		Past perfect
Present perfect continuous		Past perfect continuous
Present continuous		Past continuous
Past simple		Past perfect
Past continuous		Past perfect continuous

Note: The Past Perfect remains the same in reported speech. Other similar forms change in similar ways:

am going to	→	was going to
am used to doing		was used to doing
have to		had to
am able		was able
have something done		had something done

There are occasions where you needn't change the tense:

1. Where facts are *still* true:
My name is John - He said his name is John.
2. Past simple to Past Perfect depends on time references:
'Jack left when I arrived' - She said Jack left when she arrived. (Time references are clear - no need to change.)
'He was ill' - She said he had been ill. (here the Past Simple (*he was*) could be misinterpreted as representing the Present simple i.e., *he is ill now*)

Modal verbs can be divided into those that change and those that do not:

These can change:	
can	could
may	might
will	would
must	had to
shall	should

These stay the same:	
should	
could	
would	
ought	
might	

NOTE: *Would* does not change to *would have* in reported speech.

Time Indicators

Main changes:

today	that day
now	then
this	that
here	there
ago	before / previously
tomorrow	the next day / the following day
yesterday	the day before / the previous day
last night	the night before / the previous night
next week	the following week / the week after (that)

Reported questions

a) *Wh* questions:

'What time is it, Julia?' - Ned asked Julia what time it was.

Do not forget to change the word order and omit the question mark, because in reported speech these are not questions any more.

b) Yes / No questions:

'Are you coming to the cinema, Julia?' - Ned asked Julia whether /if she was coming to the cinema.

c) Requests:

'Would you pass the salt please, Sam?'

This type of question can be reported in full:

Tony asked Sam if he would pass him the salt.

Or with an infinitive, which summarises the action:

Tony asked Sam to pass him the salt.

d) Orders: usually an Imperative:

'Go to bed!' - Shirley's mother told her to go to bed.

• Reported **statements** are introduced by verbs like these, followed by **that**

add admit announce answer complain explain find out inform someone let someone know reply report say shout suggest tell someone whisper
--

'I'm afraid I made a mistake.' → She admitted that she had made a mistake.

'Oh, and I'm sorry.' → She added that she was sorry.

'Listen everyone: we're getting married!' →

They announced that they were getting married.

- Reported orders, promises, offers, requests and advice are introduced by verbs like these, followed by *to + infinitive verbs*:

advise	ask	encourage	invite	offerorder	persuade	recommend
promise	recommend	remind	tell	threaten	want	warn

'You'd better be careful.' → She *advised* me *to be* careful.
 'Will you help me, please?' → He *asked* me *to help* him.
 'Don't drop it.' → She *warned* me *not to drop* it.
 'Go on, have another try.' → She *encouraged* me *to try* again.

- Reported questions are introduced by verbs like these, followed by a *Wh-question word*:

ask	inquire	try to find out	wonder	want to know
-----	---------	-----------------	--------	--------------

'What are you doing?' → He *asked* me *what* I was doing.

- *Yes / No questions* are reported with *if* or *whether*:

'Are you feeling all right?' → She *asked* me *if / whether* I was feeling all right.

Prepositions

Adapted from "Practical English Usage" by Michael Swan, OUP, 1981.-

Remember that it is difficult to use prepositions correctly. Most of them have several different functions. So it is easy to make mistakes. There are not many rules to help you choose correctly in some cases, so you have to learn each expression separately. This is a list to help you with some of the most common expressions which often cause problems for students of English.

Prepositions after particular words and expressions

ability at
afraid of
agree with a person
agree about a subject of discussion
agree on a matter of decision
agree to a suggestion or proposal
angry with a person for doing something
angry about sth
apologize for
arrive at
astonished at / by
bad at
believe in God, Father Christmas (have faith in)
believe a person or a statement
borrow sth from sb
clever at
congratulate+ object ; or congratulations on
depend on
die of
different from
difficulty with sth ; in doing sth
disappointed with sb; disappointed with or at or about sth
discussion with sb; with or at or about sth
discussion about or on or of sth
disgusted with sb; with or at sth
divide + object into
dream of (think of, imagine)
dream about (while asleep)
dress in
drive into
explain sth to sb
explanation of or for sth
get in(to) and out of a car, taxi, a small boat
get on(to) a bus, train, plane or ship

good at
ill with
impressed with
independent of
influence on
insist on
interest in
kind to
laugh at
listen to
marriage to; (get) married to
nice to sb
participate in
pay for
pleased with
polite to
prevent + object + from ...ing
proof of
reason for
red with anger, embarrassment, etc.
remind sb of
responsible for
rude to
search for
shivering with (cold)
shocked at
shoot at
shout at
skill at
skilled at
skilful at
smile at
speak to or with
succeed in (or at)
success in (or at)
successful in (or at)
suffer from
superlatives + in (referring to places) eg.: the most... in the world
surprised at
take part in
talk to (or with)
think of (or about)
throw + object + at (aggressive)
throw + object + to (in a game, etc.)
trembling with rage or fear
typical of
white with fear, anger, dust, etc.
in the end (=finally, after a long time, after a lot of complications)
at the end (= at the point where sth stops)
write (to)
wrong with

Concession

Concessive constructions can be either

- embedded clauses introduced by conjunctions like **although** and **(even) though** or by the intensifier **however** followed by an adjective or an adverb of manner;
- embedded **though...** or **as...** clauses with *inversion*, introduced by an adjective or an adverb;
- prepositional phrases headed by **despite** or with the form **In spite of...** ; or
- prepositional phrases headed by **for** + the quantifier **all** preceding the object to the preposition.

These constructions are used to introduce a fact or a state of affairs which somehow contradicts the action referred to in the main clause by making it appear surprising or unexpected, e.g.:

***Though** he hadn't stopped working all day, he wasn't tired.*

*It wasn't entirely my decision, **though** I think I agree with it.*

*He can play the violin, **although** he is only five years old.*

*She wore a fur coat, **even though** it was a very hot day.*

***Although** I didn't like him, I was polite to him.*

***However** unhappy she might have been with him, she didn't despise him.*

*She couldn't remember, **however** hard she tried, the first time they had met.*

***However** ill he may have been, he looks pretty fit.*

*He recognized his own name, badly pronounced **though** it was.*

*Tired **though** she was, she managed to finish all her work on time.*

*Strange **as** it may seem, Mary invited her ex husband to her wedding.*

***Although** apparently interested in his work, she refused to talk to my friend.*

*She took her dog on the bus with her, **In spite of** its size.*

***Despite** the difference in their ages they were close friends.*

*The cost of public services has risen steeply **despite** a general decline in their quality.*

***For** all her sensitivity, she's extremely tough.*

***For** all their differences among themselves, they reached some kind of consensus.*

Habits

● Actions which happen again and again, events which are repeated periodically with more or less frequency, are generally referred to as HABITS. The **Simple Present Tense**, often in combination with *adverbs of frequency*, is used when we want to refer to actions which occur on a habitual basis. In a similar way, it is possible to use the **Simple Past Tense** to refer to actions which constituted a habit in the past.

● However, there are also certain verb forms which are specifically used in the expression of habits. These are the aspectual auxiliaries **will** and **would**, for present and past habits respectively, and the periphrastic form **used to + Infinitive** for past habits exclusively.

[Note that all these verb forms, with the exception of the auxiliaries *will* and *would* are also used with certain verbs (i.e. *stative verbs*) to express present and past **states**. In American English, in opposition to what occurs in British English, the use of the aspectual auxiliary *would* includes the expression of *past states*. Note also that the auxiliaries *will* and *would* behave as **aspectual** auxiliaries only when they are involved in the expression of habits (or states), otherwise they function as **modal** auxiliaries]

● The following **adverbs of frequency** (often used in combination with the Simple Present Tense, are listed according to the approximate degree of frequency that they express.

<i>always</i>	100%
<i>usually</i>	
<i>often</i>	
<i>every now and then</i>	
<i>sometimes</i>	50%
<i>seldom</i>	
<i>rarely</i>	
<i>hardly ever</i>	
<i>never</i>	0%

Usually, these adverbs come before the main verb.

● The following are a list of sentences exemplifying the use of *different verb forms* in the expression of **habits**. Relate each of the examples below to the explanation provided above.

He always goes to work by bus.

She seldom visits her grandparents.

They rarely see each other.

He won't usually speak to us at breakfast time but he'll play games with us in the evenings

A second hand car dealer will always look at the bodywork rather than the engine.

Every morning I got up, worked for a few hours and then went off to meet Janet.

When I was in Goa I used to swim for a while before breakfast.

Did you use to go out with Jeremy?

My grandfather would always read the sports page first.

I remember the days when we walked through the woods, we'd sit on a bench for a while.

- Certain **Progressive** verb forms, sometimes in combination with the adverb of frequency *always*, can be used to refer to **annoying habits**:

She's always cleaning the house even when it's not necessary.

He keeps talking when I'm trying to listen to my music.

- The aspectual verb form **used to + Infinitive** described above is easily mistaken for a different type of construction, i.e. **Be / Get + used + "to" Prepositional Phrase**, which is not used to express habits, but rather to imply that someone *is* or *has become* familiar with a certain activity or state.

In *be used to (+ noun or -ing form of verb) used* functions as a predicative **adjective**, meaning *accustomed*, and *to* is a preposition.

She's used to his strange ways.

I'm used to getting up early.

Get used to something / doing something suggests a change in state.

I have got used to driving on the left, but I wasn't used to it before.

Remember that **got** can also be used with other adjectives or verbs to show a change in state:

She's going to get dressed in a minute.

They got to like their teacher.

Phrasal Verbs

This helpline will give you some help with one of the most difficult areas of the English language: **phrasal verbs**. Most students struggle to learn how and when to use them, and this is so because the meaning of the *phrasal verb* may be very different from the normal meaning of the verb when used on its own. Furthermore, changes in the additional particles following the verb (adverbial particle or preposition) will also result in significant changes in meaning.

There are four basic types of *phrasal verbs* and these are explained below.

Type 1

verb + adverbial particle (no object)

The verb and the adverbial particle cannot be separated, e.g.:

break down = stop working

The car **broke down** and we had to walk.

With this meaning you **cannot** say

break something down

or

break down something

Type 1 phrasal verbs have no passive form

Pronunciation: the *adverbial particle* and not the *verb* is usually stressed

Type 2

verb + adverbial particle + object or

verb + object + adverbial particle

The verb and the adverbial particle can be separated.

- If the object is a **noun**, the *adverbial particle* can come before or after the noun.

- If the object is a **pronoun**, the *particle* must come after the object, e.g.:

put off = postpone

We must **put off** the meeting for a week

We must **put** the meeting **off** for a week

We must **put it off** for a week

Pronunciation: the *adverbial particle* and not the *verb* is usually stressed

Type 3

verb + preposition + object

The preposition cannot be separated from the verb, e.g.:

take after = resemble older relative

He **takes after** his mother.

He **takes after** her.

Pronunciation: the *preposition* is not stressed unless contrast is intended.

Type 4

verb + adverbial particle + preposition + object

The verb is followed by an adverbial particle and then by a prepositional phrase and this order cannot be altered, e.g.:

Put up with = tolerate

I can't **put up with** his behaviour anymore.

I can't **put up with** it anymore.

Pronunciation: the stress usually falls on the *adverbial particle* and not on the *preposition*

Further examples

Type 1 (phrasal verbs which cannot be separated) **verb + adverbial particle (no object)**

*The plans **fell through**.*

*They **turned up** unexpectedly.*

*They **called in** to see us.*

Type 2 (phrasal verbs which *can* be separated) **verb + adverbial particle + object** *or*
verb + object + adverbial particle

- If the object is a noun it can come **before** or **after** the adverbial particle:

*He **looked** a word **up** in the dictionary.*

*He **looked up** a word in the dictionary.*

- If the object is a pronoun (e.g. *it*), it must come **before** the adverbial particle

*He **looked** it **up***

Type 3 (prepositional verbs –i.e. ordinary verbs + prepositional phrases– which *cannot* be separated)
verb + preposition + object

- The object must come **after** the preposition, even when it is a pronoun:

The boy ran up the street.

He stepped over the puddle.

He stepped over it.

Type 4 (phrasal verbs + prepositional phrases, which *cannot* be separated)
verb + adverbial particle + preposition + object

- Even when the object is a pronoun, it must come after the adverbial particle + preposition.

We dropped in on the Smiths.

We dropped in on them.

Verbs Which CAN be Separated

Back

back... up – *support*

Break

break ... off – *bring to an end (talks, engagement)*

break ... up – *smash to pieces*

Bring

Bring ... about – *cause*

bring ... back – *return*

bring ... off – *succeed in doing something*

bring ... out – *make clear*

bring ... round – *help to regain consciousness*

bring ... up – *raise (a family, a point)*

Call

call ... off – *cancel*

call ... up – *take people into the army*

Carry

carry... out – *finish / perform a duty*

Check

check ... in – *present your ticket / luggage at an airport*

check ... out/ over – *make sure everything is as it should be*

Clear

clear... up – *make tidy*

Count

count ... in – *include*

count ... out – *not include*

count ... up – *add up*

Cross

cross ... out – *put a line through something written*

Cut

cut ... off – *disconnect (on the phone) / make unavailable*

cut ... out – *remove with scissors*

cut ... up – *divide into parts*

Do

do... out of – *cheat, stop from having*

Draw

draw... out – *take money (out of the bank)*

ge t... across – *explain what you mean*

Get

get ... back – *regain possession of*

get ... down – *write down / depress, make unhappy*

Give

give ... away – *betray, reveal / not take money for*
give ... back – *return*
give ... out – *distribute*
give ... up – *stop doing something*
Hand
hand ... in – *present something official*
hand ... out – *distribute*
hand ... over – *give up*
Have
have ... in/ round – *receive as guests*
Hold
hold ... back – *restrain*
hold ... up – *delay / rob (a bank, a shop)*
Keep
keep ... back (from) – *not tell something, keep secret*
keep ... down – *retain in the stomach – control*
keep ... in – *not allow out*
Knock
knock ... down / over – *make fall*
knock ... out – *make lose consciousness*
Leave
leave ... out – *omit*
let ... in – *allow to come in*
let ... off / out – *allow to go free*
Let
let ... down – *disappoint / not keep a promise*
Look
look ... over – *examine closely*
look ... up – *search for and find in a book or list*
Make
make ... out – *see clearly / write in certain details*
make ... up – *invent in order to deceive /*
forget your differences /anger
Pass
pass ... off – *pretend to be (as)*
Pay
pay ... back – *return something borrowed*
Pick
pick ... up – *go and collect / take hold of and lift*
Pull
pull ... down – *demolish*
pull ... off – *succeed in doing*
Put
Put
put ... off – *not do something at the proper time / delay*
Put ... on – *switch on / dress in*
put ... out – *switch off*
put ... through – *connect people on the telephone*

put ... up – *raise the price of*

Ring

ring ... back – *phone again*

ring ... up – *phone*

Rub

rub ... out – *make disappear*

Run

run ... over – *hit and knock down*

See

see ... off – *say goodbye to*

Send

send ... off – *post*

send ... on – *forward by post*

Set

set ... back – *halt progress*

set ... up – *organize, establish*

Show

show ... in – *bring in*

show ... off – *display / boast about*

Take

Take

take ... away – *remove / subtract*

take ... back – *withdraw what you said / return an object*

take ... in – *deceive / absorb, understand*

take ... on – *accept responsibility for*

take ... over – *gain control of*

take ... up – *start a hobby*

Think

think ... over – *consider carefully*

Throw

throw ... out – *get rid of*

Try

try ... on – *check clothes for size*

try ... out – *see if it works*

Turn

turn ... down – *reject an offer / lower sound (of TV, radio, etc.)*

turn ... into – *change into something different*

turn ... off – *switch off*

turn ... on – *switch on*

turn ... up – *make louder*

Wear

wear... out – *make exhausted/ useless*

Work

work ... out – *solve a problem / draw up a plan*

Verbs Which CANNOT be Separated

Ask

ask after - inquire how someone is getting on

ask for - request

Break

break down - stop working (e.g. a car) - collapse emotionally

break into - enter by force

break out - escape (e.g. from prison)

break up - separate (e.g. husband and wife)

Burst

burst in (to) - enter suddenly

Call

call (in) on – visit

call for - require, demand

Care

care about - take an interest in, love

care for - like, look after

Carry

carry on - continue

Catch

catch on - become fashionable

Check

check in - register at a hotel

check out - leave a hotel

check up (on) - make sure everything is correct

Clear

clear off - disappear quickly

clear up - stop raining

Come

come across - find by accident

come by - pass

come down - be reduced in price

come forward – appear / present oneself

come off - succeed

come out - appear (sun, flowers)

come round – visit / regain consciousness

come up against - face or meet a problem

come up with - produce, find

Count

count on - rely or depend on

Cut

cut down (on) - reduce expenses

Do

do away with - get rid of, abolish
do without - manage if you haven't got something

Draw

draw up - stop (e.g. cars etc.)

Drop

drop in (on) - visit without an arrangement
drop out - not take part in at the last minute

Face

face up to - confront problems

Fall

fall for - be very strongly attracted to / be deceived by
fall in with - agree to
fall out - have an argument

Feel

feel like - want to do
feel up to - be capable of

Get

get along (with) - have a good relationship with
get away - escape
get away with - not be punished for
get by - survive, manage
get in(to) / out - enter/ leave a car
get off / on - board / leave a train / bus
get on with - continue doing / have a good relationship with
get out of - escape or avoid (work, a meeting, etc.)
get over - recover from (an illness, surprise, etc.)
get round to - find the time to do something
get through - succeed in doing / spend, reach
get up - get out of bed

Give

give in - surrender

Go

go after - pursue, follow
go down - fall (prices)
go down with - become ill with
go in for - take up an interest / enter competitions
go off - become bad (e.g. food)
go on - continue
go out - stop burning, shining (of light)
go out with - go to a theatre, etc. with a boy / girlfriend
go over/ through - examine
go through - suffer, endure
go up - rise, increase
go with - match (e.g. colours)

Hang

hang about / around - stand about doing nothing
hang back - hesitate

hang on - wait

hang onto - keep a grip on something

hang up - put the telephone receiver down

Hold

hold on - wait

hold onto - not let go

Join

join in - take part in

join up - enter armed forces

Keep

keep back - stay away from (danger)

keep off - stay away from

keep on - do something more than once

keep up - maintain, not allow to end or fall

keep up (with) - go at the same speed or pace

Live

live on - support oneself by means of

live through - survive a difficult period

live up to - do what is expected of you

Look

look after - take care of

look around - inspect, survey

look for - search for

look in on - visit unexpectedly

look into - investigate

look through - examine, inspect

look up to - respect

look out (for) - take care

Make

make for - go towards

make up for - compensate for

Pass

pass away - die

pass out - lose consciousness

Pull

pull in/up - stop (e.g. cars)

pull out - move out (to overtake oars etc.)

Put

put in for - apply for

put up with - stand for, tolerate

Ring

ring off - put the phone down (in anger)

Run

run away / off with – elope / take something which does not belong to you

run into - encounter, meet / collide with

run out (of) - have no more

run over/ through - read or examine quickly

See

see about / to - arrange, attend to

see through - not be deceived by

Send

send for - ask to come and see

Set

set off/out - depart/leave

Sit

sit for - take an exam

Stand

stand back - not come too near

stand by - stick to what you say / give help, support

stand for - mean / tolerate

stand in for - act as a substitute for

stand out - be noticeable

stand up for - act in support of

stand up to - resist

Stick

stick to - not change course

Stop

stop over - spend the night

Take

take after - resemble

take down - write down

take off - leave the ground

take to - like straight away

Think

think of - have an opinion about / remember

Turn

turn back - go back where you started from

turn out - be the result in the end

turn up - arrive unexpectedly

Wear

wear off - disappear (effects of something)

Write

write away (for) - send away (for) by post

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Some passages in Module One were taken and adapted from the following books:

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Johnson, Capper . First Certificate Skills. Evans Brothers Limited, 1977

Ana Acevedo and Mariso Gower. High Flyer Upper Intermediate Student's Book. Longman, 1996.

An article taken from Buenos Aires Herald « Computers «will soon jump to our every word»», 1997.

Some exercise in Module Two were taken and adapted from the following books:

Susan Morris and Alan Starton. Test Yourself for First Certificate. Nelson, 1989.

Specifications and Sample Papers for the Revised F.C.E. examination.(Handbook) UCLES. 2nd Edition 1995.

A short story called «Puppet on a String» by Patrick Wolrige Gordon in Module Three was taken from Christopher Woodland (Editor). Inside Comprehension,. Cambridge University Press, 1984

In Module Four some information from the grammar references were taken and adapted from the following books:

Bell, Jan and Roger Gower, Upper Intermediate Matters, Student's Book, Longman, 1994.

O'Neill, Robert, Michael Duckworth & Kathy Gude. Success at First Certificate. OUP,1987.

Recommended supporting material

(The following reference books are recommended if you want to improve your language. They are not compulsory, it is just a list for you to consult.)

Dictionaries:

Longman Dictionary of Contemporary English. New Edition. Longman

Longman Dictionary of Common Errors by J.B. Heaton and N.D. Turton. Longman, 1989

Longman Language Activator, Logman1994.

Grammar, Vocabulary and Punctuation Reference Books:

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