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**ПОСІБНИК ДЛЯ САМОСТІЙНОЇ
РОБОТИ З АНГЛІЙСЬКОЇ МОВИ ЗА
ПРОФЕСІЙНИМ СПРЯМУВАННЯМ
ОБОВ'ЯЗКОВОЇ ЗАГАЛЬНОЇ
ПІДГОТОВКИ ЗА ОСВІТНЬО-
ПРОФЕСІЙНОЮ ПРОГРАМОЮ
«ПРАВО» ПІДГОТОВКИ ЗДОБУВАЧІВ
ЗА ПЕРШИМ (БАКАЛАВРСЬКИМ)
РІВНЕМ ВИЩОЇ ОСВІТИ У ГАЛУЗІ
ЗНАНЬ 08 «ПРАВО» ЗА
СПЕЦІАЛЬНІСТЮ 081 «ПРАВО»**

НАВЧАЛЬНИЙ ПОСІБНИК

Черкаси 2021

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С 72

*Рекомендовано до друку методичною радою
Черкаського інституту пожежної безпеки
імені Героїв Чорнобиля НУЦЗ України,
протокол № 1 від «14» вересня 2021 року*

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Навчальний посібник призначений для використання під час самостійної роботи здобувачів вищої освіти денної та заочної форми навчання, що навчаються за першим (бакалаврським) рівнем вищої освіти у галузі знань 08 «Право» за спеціальністю 081 «Право».

Мета посібника – удосконалення граматичних та лексичних навичок, якими повинні володіти студенти 4 курсу. Матеріал охоплює різні аспекти вивчення мови, але основна увага приділяється вивченню юридичної лексики.

У посібнику застосовуються завдання для підготовки до складання єдиного вступного іспиту для вступу для здобуття ступеня вищої освіти магістра за спеціальністю 081 «Право» (блок «Англійська мова»).

Посібник для самостійної роботи з англійської мови за професійним спрямуванням обов'язкової загальної підготовки за освітньо-професійною програмою «Право» підготовки здобувачів за першим (бакалаврським) рівнем вищої освіти у галузі знань 08 «Право» за спеціальністю 081 «Право». / [О. О. Спіркіна, Ю. П. Ненько, О. А. Іващенко] – Черкаси: Черкаський інститут пожежної безпеки імені Героїв Чорнобиля НУЦЗ України, 2021. – 82 с.

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ПЕРЕДМОВА

В умовах змін, що відбуваються у системі вищої освіти України на сучасному етапі, процес викладання іноземних мов для майбутніх фахівців юридичних спеціальностей характеризується постійним зростанням ролі та значення самостійної роботи студентів.

Збільшення частки самостійної роботи націлено на розвиток творчих здібностей студентів, підвищення їх мотивації та сприяння розвитку не лише їх лінгвістичних знань, але й усвідомлення відповідальності студентів щодо отримання знань. Це є необхідною складовою формування майбутніх фахівців юридичних спеціальностей у галузі викладання іноземної мови за професійним спрямуванням, здатних самостійно та творчо вирішувати завдання, що постають перед ними.

Навчальний посібник для самостійної роботи з англійської мови за професійним спрямуванням обов'язкової загальної підготовки за освітньо-професійною програмою «Право» підготовки здобувачів за першим (бакалаврським) рівнем вищої освіти у галузі знань 08 «Право» за спеціальністю 081 «Право» складено відповідно до силабусу та робочої програми з англійської мови за професійним спрямуванням, розроблених у Черкаському інституті імені Героїв Чорнобиля Національного університету цивільного захисту України.

Посібник призначений для студентів 4 курсу денної та заочної форми навчання ЧІПБ імені Героїв Чорнобиля НУЦЗ України та може бути використаний у ЗВО України, які готують майбутніх юристів та фахівців правоохоронних органів.

Перша частина посібника – автентичні тексти, в основному юридичного спрямування, що є типовими завданнями частини «Читання» єдиного вступного іспиту з англійської мови для вступу на навчання для здобуття ступеня магістра.

У другій частині посібника містяться лексичні тести, виконання яких допоможе вдосконалити перекладацькі навички та краще пізнати особливості англійської лексики.

Третя частина посібника сфокусована на граматичному матеріалі, без знання якого неможливо знати іноземну мову на високому рівні та виконати завдання у частині «Використання мови» єдиного вступного іспиту для вступу на навчання для здобуття ступеня магістра.

TEXTS FOR READING

Task 1. Read the text below. Match choices (A-H) to (1-5). There are three choices you do not need to use.

Corporal Punishment in Modern Schools of the USA

1. _____

School corporal punishment, which typically involves striking a child with a wooden board or paddle, is currently legal in public schools in 19 U.S. states. More than 160,000 children from 36,942 public schools in all 4,460 districts in these states were disciplined using corporal punishment in the United States in this school year, according to data released by the U.S. Department of Education.

2. _____

Schoolchildren were punished with corporal punishment for a range of behaviours, varying from serious incidents like setting off fireworks in school, to minor behaviours like use of cell phones and not completing homework. In states where corporal punishment is legal, it can be used on children of all ages. Punished children had to seek medical attention such as treatment for bruises, hematomas, broken bones, and nerve and muscle damage.

3. _____

The Supreme Court ruled in 1977 that school corporal punishment was constitutional. At that time, only two states had banned corporal punishment in public schools. In 2016 a total of 31 states have banned it from public schools. Juvenile crime has not increased in states that have removed corporal punishment from schools.

4. _____

Hitting an animal to the point of injury is a felony in most U.S. states, hitting a child to the point of injury as punishment in a public school is exempt from child maltreatment laws in most states where corporal punishment in schools is legal. This means that, in some states, a behaviour that would be considered abuse when inflicted by a parent on a child cannot be prosecuted if inflicted by a school employee.

5. _____

There are widespread disparities in the administration of corporal punishment by race, gender, and disability status. For example, in Alabama and Mississippi, Black children are at least 51% more likely to be corporally punished than White children in over half of school districts. In eight states, boys are five times more likely to receive corporal punishment than girls in at least 20% of school districts. Children with disabilities are over 50%

more likely to be corporally punished than their nondisabled peers in many southeastern states. A 2009 Human Rights Watch publication found that school administrators sometimes use corporal punishment on children for behaviours that stem directly from their disability, including those common to autism and Tourette syndrome.

- A** Contradictions in the US Legislation
- B** The Disproportionate Use of Corporal Punishment
- C** Alternatives to Punishments Intended to Cause Physical Pain
- D** Governmental Data on the Ongoing Use of Physical Punishment in the USA
- E** Students' Academic Performance and Corporal Punishment
- F** Judicial Attitude to Physical Punishment
- G** Proper Application of Corporal Punishment
- H** Corporal Punishment and Its Effect on Child Wellbeing

Task 2. Read the text below. For questions (6–10) choose the correct answer (A, B, C or D).

Twitter as a Powerful Tool in Forecasting Crime

“My initial hypothesis was that there would be no correlation between Twitter use and crime. After all, people don’t share with the world that they intend to or have just committed a crime,” said University of Virginia Professor of Systems and Engineering Information Matthew Gerber. “What they do share are things like social events or outings that could lead to criminal activity.” Gerber chose Twitter over other social media platforms for its openness and the fact that anyone can access GPS-tagged tweets generated in a given area.

His statistical method involved collecting more than 1.5 million public tweets tagged with Chicago-area GPS coordinates spanning January to March of 2013, as well as crime records covering the same period and geographic area. After dividing and mapping out tweets and crime records onto a grid and identifying common topics of discussion (e.g., sports, restaurants, and entertainment) appearing in tweets, Gerber combined conclusions from this analysis with older forecasting models to predict crimes over the next month. The result of his combined method was more precise, accurately predicting 19 out of 25 crime types.

“Some cities that utilize such methods as a basis for resource allocation have seen dramatic decreases in crime,” said Gerber. As for the causal connection between tweets and crimes, Gerber admits his method cannot answer that. Even so, **it** is gaining attention from police departments

all over the United States, including Chicago and New York City. His work could further assist departments in resource allocation, deciding where and when to deploy officers.

Gerber co-directs UVA's Predictive Technology Laboratory, which uses data to create predictive models with the goal of promoting better decision making. In addition to applying models to the field of policing, the lab is also conducting research in other important fields like health care and the military.

6. What was the first reaction of Professor Matthew Gerber to the idea of using Twitter for forecasting crime?

A He believed that Twitter due to its openness was an effective tool.

B He recognized its potential because anyone could access this social media.

C He could not expect that there was relationship between tweets and crime prediction.

D He agreed that social events or outings could not lead to criminal activity.

7. According to the second paragraph, which of the following is true?

A Older forecasting models were of no use for the new research.

B On reading tweets Professor Gerber could accurately predict the geographic area of future crimes.

C Identifying only criminal topics of discussion in tweets Professor Gerber forecast crimes.

D In his studies the researcher dealt both with criminal records and tweets.

8. What were the consequences of applying new prediction methods?

A Crime rate declined significantly.

B It proved that there was no causal connection between tweets and crime.

C Police departments showed lack of interest in these methods.

D New research was used to test police offices.

9. What does the word “it” in bold (paragraph 3) refer to?

- A casual connection
- B Professor Matthew Gerber’s method**
- C resource allocation
- D tweets and crime

10. What is Predictive Technology Laboratory specialization?

- A It promotes better decision making.
- B It focuses only on creating predictive models.**
- C It is characterized by multifaceted nature of its activity.
- D It deals exclusively with applying models to the field of policing.

Task 3. Read the texts below. Match choices (A-H) to (11-16). There are two choices you do not need to use.

11. This law course will help you to understand these complex legal issues by teaching you basic norms governing armed conflicts, also known as “**International Humanitarian Law**” (“IHL”). This course provides essential theoretical and practical knowledge for students, researchers and academics who wish to specialize in this field. It is also dedicated to professionals, including members of NGOs, involved in armed conflict situations, or members of armed forces.

12. Fundamentals of Business Law. This course reviews important principles found in business law. It explains principles of business law in a clear and easy to understand way. The course also covers topics such as legal requirements, legal recommendations, financial status, taxation, and liability related to these principles. This free online course will be of interest to business professionals and students of law who would like a greater knowledge and understanding of laws relating to business and commerce.

13. Introduction to Contracts in Law. This free online course reviews the elements which make up a contract and reviews a scenario about how a contract can be breached if one or more of the parties involved do not fulfill their part of the agreement. Resolving broken contracts in the form of damages is also discussed. It will also be of interest to the average lay person who wishes to clearly understand the implications of having a written contract should they wish to enter into a legal agreement with another party.

14. Introduction to Copyright Law in America. This free online course is an introduction to copyright law as practised in the United States. The course reviews the structure of copyright under federal law, the basics of legal research and legal citations. It examines copyright and its

applications in the music and broadcasting industries, and looks at legal cases involving examples such as Napster, Grokster and peer-to-peer file sharing services. It also reviews software licensing, and the General Public License and free software. The course is designed for professionals and law students.

15. The Adversary Trial System. This second installment of the free legal studies course examines the court and trial system in detail and explores various civil and criminal procedures in the context of real-world case studies. This course is a useful information to law students who wish to learn and understand the role law plays in modern society and the intricacies of the justice and court system.

16. Laws and the Judicial System. This free online law course presents the learner with a basic introduction to the world of legal studies. The lessons explore the definition of law and the role it plays in society, the differences between civil and criminal law and how various laws evolve over time. The course is an ideal study-aid for law students who wish to acquaint themselves with the fundamentals of legal systems.

According to the advertisements which law course _____?

- A** provides elementary concepts of law and legal process
- B** is connected with the law of only one country
- C** develops interdisciplinary knowledge and skills
- D** is designed not only for professionals and law students but also for non-professionals
- E** deals with legal framework that regulates the conduct of war
- F** allows students to gain expertise in general management practices
- G** is about the law governing the dealings between persons in commercial matters
- H** is a part of a free legal studies course

Task 4. Read the text below. Choose from (A-H) the one which best fits each space (17-22). There are two choices you do not need to use.

Northern Irish Police Raid Women's Homes in Crackdown on Abortion Pills

As abortion is a criminal offence in Northern Ireland, where women face (17) _____. Police in Belfast have carried out a number of raids for abortion pills.

It is estimated that more than a thousand women each year travel to Great Britain for terminations. However, Northern Irish women (18) _____ on the National Health Service, despite (19) _____

and they instead must pay for private procedures. Activists say this means low-income women are increasingly unable to travel and are instead buying abortion pills online and taking them at home in Northern Ireland.

A number of prosecutions have recently been taken against women in Northern Ireland. Last April, a 21-year-old woman (20) _____ after she experienced an unplanned pregnancy when she was 19. She told the court she tried to raise money in time to travel to England for an abortion but could not afford to do so and instead ordered pills online and performed an abortion on herself at home. Another Northern Irish woman is currently awaiting trial, (21) _____ her 15-year-old daughter to access abortion pills.

In November 2016, Belfast High Court found that Northern Ireland's abortion laws are (22) _____.

- A are not entitled to free abortions
- B a breach of international human rights legislation
- C life in prison for having the procedure
- D being strictly against anti-abortion legislation
- E was found guilty of committing an abortion
- F being UK taxpayers
- G beneficial health effects for both mothers and infants
- H charged with helping

Task 5. Read the text. Choose the paragraph of the text corresponding to each statement:

- A Innocent people can be imprisoned.
- B The justification is given for compromising the principle that people ought not to be kept in prison without being given a fair trial.
- C An alternative policy has been adopted in a European country.
- D Suspected terrorists can stay in jail indefinitely.
- E Some intelligence reports that often form the basis for the arrest of suspected terrorists are far from perfect.

The Rule of Law: a Victim In the War Against Terrorism?

1. If the police in the UK or the USA receive information alleging that someone is connected somehow with a terrorist organization, they can arrest the person and hold him in a prison cell indefinitely.
2. Suspects have been locked up for years like this, without being taken to court and tried and without even being told why the authorities suspect that they are terrorists.

3. This contravenes one of the basic principles established over the centuries in our legal systems. There may be a number of people the government would like to lock up or execute or deport but if there is respect for the rule of law it will have to gather the evidence and prove its case in court.

4. Instead, it is argued that when you have someone who may be plotting to kill hundreds of thousands of people, you don't want to take any risks, even when it means trampling on a few long-established principles.

5. The problem is many innocent people are locked up along with the few individuals who are determined to wreak havoc.

6. One of the reasons why it happens concerns the intelligence reports that are usually the basis for the arrest.

7. Some experts say they have seen reports which were little more than gossip – reports which relied, for instance, on unproven allegations.

8. Is there an alternative approach?

9. In Sweden, when the government debated the issue of whether to detain terrorist suspects without a proper trial or to maintain the high standards of their legal system, they chose the latter.

10. When evidence was lacking they adopted the policy of releasing suspects and then keeping them under constant surveillance.

Task 6. Read the text. Choose the paragraph of the text corresponding to each statement:

A Three different suppliers will most likely be involved in the production of apple's new iPhone screens.

B Companies are making bigger display screens because consumers are using phones for things they used to do on their laptops.

C Apple's new screen will be bigger, compared to the old one.

D Apple is competing against a South Korean company.

E Not all the suppliers are in Japan.

Apple Inc To Increase Screen Size On iPhones

1. Apple Inc plans to use a larger screen on the next generation iPhone and has begun to place orders for the new displays from suppliers in South Korea and Japan.

2. The new iPhone screens will measure 4 inches from corner to corner. That would represent a roughly 30 per cent increase in viewing area, assuming apple keeps other dimensions proportional.

3. Apple has used a 3.5 inch screen since introducing the iPhone in 2007.

4. Early production of the new screen has begun at three suppliers: Korea's LG Display Co LTD, Sharp Corp and Japan Display Inc, a Japanese government-brokered merger combining the screen production of the companies.

5. It is likely all the screen suppliers will get production orders from Apple, which could begin as soon as June.

6. That would allow the new iPhone to go into production as soon as August, if the company follows its own precedent in moving from orders for prototypes for key components to launch.

7. Apple's decision to equip the next iPhone with a larger screen represents part of a competitive Response to Samsung Electronics Co Ltd.

8. Samsung unveiled its top-of-the line Galaxy smartphone with a 4.8-inch touch-screen and a faster processor earlier this month.

9. With consumers becoming more and more comfortable using smartphones for tasks they once performed on laptops, like watching video, other smartphone manufacturers have also moved toward bigger displays.

10. A report in March by a South Korea business newspaper said Apple would use a "retina" display on the next iPhone, the same technology in its latest iPad that enhance image quality.

Task 7. Read the text. Choose the paragraph of the text corresponding to each statement:

A The balance of power concept was believed to sustain peace.

B Some states attempt to revise the existing international order.

C Diplomacy is a form of power.

D There used to be two poles in the international system.

E There is a theory suggesting some states take advantage of others.

Concepts in International Relations

1. International relations are often viewed in terms of levels of analysis. The systemic level concepts are those broad concepts that define and shape an international environment.

2. The concept of "power" in international relations can be described as the degree of resources, capabilities, and influence in international affairs. It is often divided up into the concepts of "hard power" and "soft power".

3. Hard power relates primarily to coercive power, such as the use of force, and soft power commonly covers economics, diplomacy and cultural influence.

4. Polarity in international relations refers to the arrangement of power within the international system. The concept arose from bipolarity during the Cold War, with the international system dominated by the conflict between two superpowers. The collapse of the Soviet Union led to “unipolarity”, with the United States as a sole superpower.

5. Several theories of international relations draw upon the idea of “polarity”.

6. The balance of power was a concept prevalent in Europe prior to the First World War, the thought being that by balancing power blocs it would create stability and prevent war.

7. Hegemonic stability theory also draws upon the idea of polarity, specifically the state of unipolarity. Hegemony is the preponderance of power at one pole, and the theory argues this is a stable configuration because of mutual gains by both the dominant power and others in the international system.

8. Many advocate that the current international system is characterized by growing interdependence, the mutual responsibility and dependency on others.

9. Dependency theory is most commonly associated with Marxism, stating that a set of core states exploit a set of weaker periphery states for their prosperity.

10. States can be classified by whether they accept the international status quo, or are revisionist seeking to fundamentally change the rules and practices of international relations, feeling disadvantaged by the status quo.

Task 8. Read the text. Choose the paragraph of the text corresponding to each statement:

A The UN emerged on the basis of another organization.

B The UN aims at promoting cooperation between the countries.

C The UN member states provide financial support to the organization.

D The UN activities are determined by a special document.

E Not all the countries of the world are members of the UN.

The United Nations

1. The United Nations (UN) is an international organization whose stated aims are to facilitate cooperation in international law, international security, economic development, social progress and human rights issues.

2. The UN was founded in 1945 to replace the League of Nations, to stop wars between nations and to provide a platform for dialogue.

3. In 1945, representatives of 50 countries met in San Francisco at the United Nations Conference on international organisation to draw up the United Nations Charter.

4. It has six official languages: Arabic, Chinese, English, French, Russian, and Spanish.

5. United Nations Day is celebrated on 24 October.

6. The Charter is the constituting instrument of the United Nations, setting out the rights and obligations of Member States, and establishing the organisation's organs and procedures.

7. The purposes of the United Nations, as set forth in the Charter, are to maintain international peace and security; to develop friendly relations among nations; to cooperate in solving international economic, social, cultural and humanitarian problems and in promoting respect for human rights and fundamental freedoms; and to be a centre for harmonizing the actions of nations in attaining these ends.

8. There are now 192 member states. The organisation is divided into administrative bodies, primarily: The General Assembly, The Security Council, The Economic and Social Council, The Secretariat and The International Court of Justice.

9. The programmes, funds and agencies have their own governing bodies and budgets, and set their own standards and guidelines. Together, they provide technical assistance and other forms of practical help in virtually all areas of economic and social endeavour.

10. The UN is financed from assessed and voluntary contributions from member states which are assessed on a scale approved by the General Assembly.

Task 9. Read the text. Choose the paragraph of the text corresponding to each statement:

A One of the techniques of negotiations involves convincing the other side by degrees.

B Negotiation is an important means of solving conflicts.

C Negotiators are usually experts in a particular area.

D Negotiations are common in everyday life

E In addition to the conflicting parties, negotiation can involve a neutral participant.

Negotiations

1. Negotiation is a dialogue intended to resolve disputes, to produce an agreement upon courses of action, to bargain for individual or collective advantage, or to craft outcomes to satisfy various interests.

2. It is the primary method of alternative dispute resolution.

3. Negotiation occurs in business, non-profit organisations, government branches, legal proceedings, among nations and in personal situations such as marriage, divorce, parenting, and everyday life.

4. The study of the subject is called negotiation theory. Those who work in negotiation professionally are called negotiators.

5. Professional negotiators are often specialized, such as union negotiators, leverage buyout negotiators, peace negotiators, hostage negotiators, or may work under other titles, such as diplomats, legislators or brokers.

6. Negotiation typically manifests itself with a trained negotiator acting on behalf of a particular organisation or position.

7. It can be compared to mediation where a disinterested third party listens to each side's arguments and attempts to help craft an agreement between the parties.

8. It is also related to arbitration which, as with a legal proceeding, both sides make an argument as to the merits of their "case" and then the arbitrator decides the outcome for both parties.

9. "Cherry picking" is used primarily in purchasing negotiations, although the principles are applicable to many other situations. In essence, the purchaser examines the proposals of several potential vendors, picks out the best components, and then tries to negotiate based upon their "ideal" proposal.

10. Salami sausages are eaten a slice at a time, they would be indigestible if taken in a single large piece. This aspect has led negotiators to use salami tactics for a negotiating technique that tries to do just that: to win concessions in small doses (slices) when the other party would probably reject them if they were put on the table all at once.

Task 10. Read the text. Choose the paragraph of the text corresponding to each statement:

- A** The salami technique is confined to only one type of negotiations.
- B** One needs to be very confident to win salami-style negotiations.
- C** Salami tactics involves more than one stage.
- D** You can resort to salami tactics when purchasing, e.g. vehicles.
- E** To be successful in salami tactic you must push for a collective agreement.

Salami Tactics

1. Some negotiators just love to play tactical games. If the union negotiators decide to use the salami tactic they will present just one of their demands for discussion and push hard to reach agreement on it.

2. Let's say they focus on a 6 % pay rise and after a long discussion they agree on 4 %. That's just the first slice of the salami and there is a whole sausage yet to come.

3. The next slice of salami might be to try to implement the pay deal earlier than usual. Whatever happens to the timing of the pay deal they have yet another slice of salami waiting – the holiday arrangements.

4. And so the slicing of the salami sausage continues: private health, pension, canteen, allowances, and so on.

5. The salami is not restricted to management-union negotiations. Any negotiator who has a list of things on which they want to gain agreement can use it.

6. Try it when you next buy a car. Are you buying just one item, the car? Or are you gaining agreement on several things: buying the car, filling the petrol tank, replacing worn tires if it's a used car, a free service next year ... and whatever else you can think of.

7. So, what do you do if you are on the receiving end and the other party tries to salami you? Your first line of defense is to recognize what they are doing and your second is to put a stop to it.

8. You will need to be assertive about this but the response is quite straightforward. The salami tactic works because the person being sliced does not recognize what is happening. Once you do, you can fight it.

9. How? Simply refuse agreement on any one slice until you have everything out on the table. Once everything is out in the open put forward a proposal on a collective agreement – bundle the lot together.

10. Then the discussion can begin in earnest and you can now bring out your negotiating skills. Continue like that until you are happy with the deal, then close.

Task 11. Read the text. Choose the paragraph of the text corresponding to each statement:

A Use of the Internet enables epidemics of diseases to be controlled in poor countries.

B The Internet provides people with a source of information, so they can make their own choices in life.

C A company's telecommunications bill demonstrates how information and communication technology can cut costs.

D Important issues that need to be addressed include improving computer skills.

E An international organization has submitted a distance learning scheme in Africa which depends on ICTs.

Information technology

1. Information and communication technologies (ICTs) can benefit the two-thirds of humanity in a number of ways.

2. First, there are the economic advantages of these technologies.

3. One small company from Tanzania replaced \$20 faxes with 10 cent e-mails and saw its telecommunications bill go from over \$500 per month to \$45 per month.

4. Health services also benefit from ICTs.

5. Using the Internet, doctors can keep up with the latest developments in their field as well as seek help from their peers.

6. Throughout Africa, for instance, individual cases of meningitis are tracked over the internet so that epidemics can be stopped early.

7. ICTs can make it easier to reach a broad segment of the population in education too.

8. The African Virtual University is a project which is partly financed by the World Bank and uses satellites to broadcast televised courses to students who communicate with teachers by e-mail and telephone.

9. In addition, the Internet gives people access to information which allows them to make informed decisions on subjects that affect their lives.

10. Finally, in order to allow global use of Icts, people need to have confidence to use this technology as well as practice.

Task 12. Read the text. Choose the paragraph of the text corresponding to each statement:

A The disastrous collapse of markets and financial institutions have been a reality.

B What triggered the breakdown off?

C Mysterious investments are considered less significant.

D Loans are the way to prosperity.

E To understand the essence of leverage you must contrast it with investment.

Leverage

1. In 2008 the world financial system came close to a complete meltdown. No one wants a repeat of that terrible crash, but how can a repeat be avoided?

2. In the first instance we need to understand what brought us to the brink - what we were doing wrong during the good times that was unwittingly leading us to the cliff edge.

3. Just what led to the meltdown? Certainly there wasn't a single factor that was to blame. From the mid1990s financial institutions were putting more and more money into new kinds of very risky investments.

4. Some of these investments "like credit default swaps" are very difficult to understand (the New York Times called them "arcane" in one article) but the particular investments are a less important factor than the technique called leverage that was (and is) used to make those investments.

5. Arguably, understanding what leverage is, is the key to understanding the meltdown.

6. So what is leverage? In essence, it just refers to the practice of borrowing money to make an investment.

7. To see how it works and to see both how attractive it can seem and how extremely and how extremely risky it is, let's compare leverage with an old-fashioned investment.

8. Say you have \$20,000 to invest in property. You buy land worth \$20,000. Over a period of time its market value increases by 10 %. You make \$2,000. Not bad. And in the old days you might have been happy with that.

9. \$2,000 is nice, but more would be better, wouldn't it? So why not leverage?

10. If you have \$20,000 (and if the economy is ticking over quite nicely) you should be able to persuade a financial institution to lend you a

lot more. Let's say you are loaned 19 times your original amount, making the total sum \$400,000. Wow! So you invest \$400,000 in property.

Task 13. Read the text. Choose the paragraph of the text corresponding to each statement:

A The US economic science has a major tendency towards free market ideas.

B Large firms usually attract their own groups of customers.

C Price reduction does not necessarily bring about more demand.

D Prices are normally fixed either by separate agreement or associations.

E Regulated price rates are not proved to prevent economic growth.

Free Market

1. Most economists in the United States seem captivated by spell of the free market. Consequently, nothing seems good or normal that does not accord with the requirements of the free market.

2. A price that is determined by the seller or for that matter, established by anyone other than the aggregate of consumers seems pernicious. Accordingly, it requires a major act of will to think of price – fixing as both “normal” and having a valuable economic function.

3. In fact, price-fixing is normal in all industrialized societies because the industrial system itself provides, as an effortless consequence of its own development, the price-fixing that it requires.

4. Hence a comparatively small number of large firms will be competing for the same group of consumers.

5. That each large firm will act with consideration of its own needs and thus avoid selling its products for more than its competitors charge is commonly recognized by advocates of free-markets economic theories.

6. But each large firm will also act with full consideration of the needs that it has in common with the other large firms competing for the same customers. Each large firm will thus avoid significant price cutting, because price cutting would be prejudicial to the common interest in a stable demand for products.

7. Most economists do not see price-fixing when it occurs because they expect it to be brought about by a number of explicit agreements among large firms; it is not.

8. More over those economists who argue that allowing the free market to operate without interference is the most efficient method of establishing prices have not considered the economies of non socialist

countries other than the United States. These economies employ intentional price-fixing usually in an overt fashion.

9. Formal price fixing by cartel and informal price fixing by agreements covering the members of an industry are common place.

10. Were there something peculiarly efficient about the free market and inefficient about price fixing, the countries that have avoided the first and used the second would have suffered drastically in their economic development. There is no indication that they have.

Task 14. Read the text. Choose the paragraph of the text corresponding to each statement:

A Financial institutions are not very likely to make the headlines.

B The IMF and the World Bank used to play a preventive role.

C The state cuts down on financing some projects.

D TV news is overwhelmed with natural disasters.

E Lower profits and reduced investments are the signs of depression.

Financial institutions

1. Most people who watch the evening news on TV everyday will hear about every major natural disaster that happens in the world: every earthquake, every drought, every fatal landslide, every tornado and hurricane.

2. Rarely will they hear a thing about the two most powerful financial institutions in the world: the IMF (the international monetary fund) and the World Bank, and yet these institutions probably have a bigger impact on the lives of more people than do all those natural disasters that we hear about so regularly.

3. Here we present a brief introduction to these two institutions - two institutions that are supposed to be the forces of good in the world, though they seem to many of us like the true axis of evil.

4. With so many European cities in ruin at the end of World War II the IMF and the World Bank were set up primarily to finance European reconstruction. There was also a longer term goal: to ensure that there was no repetition of the global economic depression that occurred in the 1930's.

5. (An aside: what does an economic depression look like? It looks like a downward spiral. For one reason or another companies experience falling profits so they start to cancel investments and lay off workers. Unemployment rises and the demand for goods falls.

6. The government's income from taxes also declines, so publicly funded projects have to be cut back.

7. All of this makes it even more difficult for companies to make a profit so they make more cutbacks and the spiral continues downwards. This can spread to other countries when they start to suffer a loss of demand for their exports.)

8. To avoid the spreading downward spiral of another global depression the idea was that governments could turn to the IMF to borrow money to help reduce unemployment and maintain demand for consumer goods whenever a local economic crisis started.

9. The objectives of the IMF and World Bank changed fundamentally in the 1980's.

10. Instead of simply providing assistance to market economies that get into trouble, they became instruments of a much more aggressive drive to open up new markets around the world that companies in the more advanced countries could then gain access to and exploit.

Task 15. Read the text. Choose the paragraph of the text corresponding to each statement:

A Cheaper goods imported in great amounts eventually lower the living standards.

B The two institutions control by means of certain economic rewards and punishments.

C The funds provided by the IMF and the World Bank put home companies at a disadvantage.

D The two organizations pursue the pattern of free market economy which favours the strongest players.

E The rural area developed owing to the state support in other more developed countries.

The IMF and World Bank methods

1. At the time of World War II the Third World countries had been the sole responsibility of their imperial masters. Now, when they got into trouble and needed foreign loans, the IMF and World Bank stepped in.

2. They had a carrot and a stick. The carrot was the desperately needed loan. The stick was the threat to withhold the money unless the country reformed its economy so that big foreign firms could come in and make money.

3. A key word here is "protection". All of the more developed economies used measures such as import controls in the past to protect their agriculture and industry.

4. Such controls let companies grow until they are powerful to be able to compete in the international market.

5. According to the new philosophy there is no excuse for the world's poorest countries trying to protect their agriculture and industry.

6. If they need foreign loans they must open their markets up to big foreign companies even though their own companies may have no hope of competing. In the light of the original philosophy of the IMF this makes no sense at all.

7. The influx of cheap goods from foreign companies may mean a slightly lower cost of living for many families but as local companies close and unemployment rises overall economic activity is likely to fall and levels of poverty will rise.

8. In effect these two agencies have become two of the strongest proponents of today's form of globalisation – a process whereby all the countries of the world are forced to open their markets, thereby maximising the opportunities for the largest and most powerful companies in the world.

9. Some people have called the new philosophy of the IMF and the World Bank “market fundamentalism”. This means an insistence upon free markets that disregards the consequences for local communities and their traditional ways of life.

10. Take, for example, the poor African countries that previously subsidised agricultural activities in remote rural areas. When they needed help from the IMF they were forced to stop these subsidies and let the local markets operate without the “distortions” introduced by government intervention. As a result, incomes in remote rural areas dropped so low that their communities were no longer viable.

Task 16. Read the text. Choose the paragraph of the text corresponding to each statement:

A Unemployment consequences are less severe than they used to be since two people per family are more often employed.

B Some employed people earn so little that their families still live in poverty.

C Those in forced idleness include, besides the unemployed, both underemployed part-time workers and those not actively seeking work.

D Unemployment and earnings figures can exaggerate the amount of economic hardship since earnings may be received from more than one job per worker.

E Unemployment is a social policy issue.

Unemployment statistics

1. How many really suffer as a result of labor market problems? This is one of the most critical yet contentious social policy questions.

2. In many ways, our social statistics exaggerate the degree of hardship. Unemployment does not have the same dire consequences today as it did in the 1930's when most of the unemployed were primary bread-winners, when income and earnings were usually much closer to the margin of subsistence.

3. Increasing affluence, the rise of families with more than one wage earner, the growing predominance of secondary earners among the unemployed, and improved social welfare protection have unquestionably mitigated the consequences of joblessness.

4. Earnings and income data also overstate the dimensions of hardship. Among the millions with hourly earnings at or below the minimum wage level, the overwhelming majority are from multiple-earner, relatively affluent families.

5. Most of those counted by the poverty statistics are elderly or handicapped or have family responsibilities which keep them out of the labor force, so the poverty statistics are by no means an accurate indicator of labor market pathologies.

6. Yet there are also many ways our social statistics underestimate the degree of labour-market-related hardship. The unemployment counts exclude the millions of fully employed workers whose wages are so low that their families remain in poverty.

7. Since the number experiencing joblessness at some time during the year is several times the number unemployed in any month, those who suffer a result of forced idleness can equal or exceed average annual unemployment, even though only a minority of the jobless in any month really suffer.

8. For every person counted in the month unemployment tallies, there is another working part-time because of the inability to find full-time work, or else outside the labor force but wanting a job.

9. Finally, income transfers in our country have always focused on the elderly, disabled, and dependent, neglecting the needs of the working poor, so that the dramatic expansion of cash and in kind transfers does not necessarily mean that those failing in the labor market are adequately protected.

10. There is only one area of agreement in this debate that the existing poverty, employment, and earnings statistics are inadequate for one of their primary applications, measuring the consequences of labor market problems.

Task 17. Read the text. Choose the paragraph of the text corresponding to each statement:

A Purchasers of free-standing appliances are tending to buy more expensive models.

B Among built-in ovens, the proportion of gas ovens has grown.

C Sales of dishwashers have been influenced by an increase in the number of types of dishwasher available.

D Cooking appliances account for a higher proportion of built-in appliances than of free-standing ones.

E Sales of extractor hoods have been affected by trends in sales of cooking appliances.

Kitchen Appliances Report

1. Growth continued in the market last year, although at a much lower rate than in previous year. The trend from free standing towards built-in appliances is gathering pace.

2. In the free-standing sector, growth has mainly been concentrated at the upper end of the market, as an increasing proportion of consumers trade up to higher-specification appliances.

3. The major sector within built-in appliances is cooking (including microwaves) with 79 % by volume.

4. Within the free-standing market, cooking takes 28 % by volume, compared to refrigeration (31 %), laundry (33 %) and dishwashers (8 %).

5. The built-in cooking market comprises ovens, hobs and hoods.

6. The built-in oven sector is the largest by value. Although gas has made some gains in share in recent years, the sector is primarily electric, estimated at 65 per cent.

7. Unlike ovens, the hob sector is predominantly gas, which accounts for around 59 per cent, with electric hobs accounting for the balance.

8. The built-in cooking market has experienced considerable growth in terms of volume, and this has spread to increased demand for extractor hoods.

9. The free-standing cooking appliance market consists of cookers and microwaves. Compared to other household appliances, the dishwasher market remains at a relatively low level of household penetration.

10. The wider product range, including slimline and compact dishwashers, and increased consumer awareness of the benefits the dishwasher can offer, have contributed to growth in this sector.

Task 18. Read the text. Choose the paragraph of the text corresponding to each statement:

- A** A balance can be negotiated to suit individual needs.
- B** There are advantages for both sides.
- C** A broader range of employees can benefit.
- D** The requirements of staff have changed.
- E** Work can take over your life even at the weekend.

Finding a work/life balance

1. Like many people in full-time employment, you may be experiencing increasing pressure to stay late at night, take work home or just “pop into the office” at the weekend.

2. As a result, you feel growing dissatisfaction, as you find the boundaries between life and work beginning to blur.

3. On the other hand, finding your job satisfying does not make you want to spend all your time at work either, as other things in your life matter, too

4. The good news is that some employees are making it easier to find a balance. For example, you can discuss your free-time activities commitment with your boss who will do his best to build them into the work schedule.

5. You will find it easier to arrange time off when you want it as you become more experienced in the job – and more important to your employer.

6. Employees are increasingly looking for flexible working conditions which acknowledge lifestyle choices, including family, self-education, progressive return to the workplace or easing out of the workforce altogether.

7. When it works, it’s a win-win situation. The employee has greater flexibility, and the employer is rewarded with greater commitment.

8. Work/life balance developed out of the “family-friendly” policies introduced in the late 80s and early 90s.

9. Where family-friendly policies were mainly seen as a women’s initiative, designed to support mothers with children, work/life balance is less gender specific and recognizes other commitments as well as family.

10. A number of policies and practices, such as flexible working hours, working from home and job sharing, make an organization more responsive to the needs of its workforce.

Task 19. Read the text. Choose the paragraph of the text corresponding to each statement:

A Downshifting challenges society's preoccupation with consumer choice and its recent elevation in importance.

B The current volume of people opting to downshift makes it a numerically important phenomenon.

C Downshifting involves the individual concerned in a form of withdrawal from the social expectations that pervade all strata of modern life.

D One negative aspect of downshifting is that the individual's social status may be diminished.

E It is inevitable that the decision to downshift and consequent lifestyle changes will have an impact on the voting patterns of those concerned.

Downshifting

1. Downshifting, with its emphasis on a better quality of life, appears to be a growing trend in many parts of the world.

2. Evidence suggests that the decision to downshift requires a process of untying oneself from overriding social expectations, which are manifested at the broadest level of society and which seep down to the personal reactions of close friends and family.

3. Since downshifting is now such a significant phenomenon – it is a choice made by nearly a quarter of adult people (23 % of those aged 30–59) – it has become a social force.

4. Downshifting is not yet a conscious political force, although the shift in priorities of this segment of the electorate must be beginning to influence voting patterns.

5. In a world where we are unconsciously, or semi-consciously, influenced by powerful forces to behave and think of ourselves in certain ways, living more consciously is a radical act.

6. For most downshifter, the change is one which involves taking control of one's life and living more consciously, and that making the change takes courage.

7. This is paradoxical in a society that celebrates individual freedom and which, over the last two decades, has been dominated by the modern politics of neoliberalism that places so much importance on consumer choice.

8. Why does it take an act of courage to choose to devote less time to earning money and acquiring things and more time to other pursuits?

9. The answer is that, despite all of the rhetoric, only certain forms of choice are socially permissible, those that are consistent with acquisitiveness and the desire to get on.

10. The result is that downshiffters often lose friends and lose status, and their relationship to society changes, sometimes in a fundamental way.

LEXICAL TESTS

Find the Ukrainian equivalent for the word or phrase underlined:

1. The parties undertake to refrain from the threat or use of force in any manner inconsistent with the purposes of the UN.

1) запобігати 2) відхилитися 3) відмовлятися 4) утримуватися
5) удаватись до

2. The parties will seek to eliminate conflict in their international economic policies and will encourage economic collaboration.

1) розвивати діяльність 2) заохочувати співпрацю 3) сприяти порозумінню 4) забезпечувати взаємообмін 5) надавати допомогу

3. The officials agreed to increase public awareness of the enhanced political dialogue between the two countries.

1) усвідомлення громадськості 2) поінформованість громадськості 3) знання громадськості 4) участь громадськості
5) публічна дискусія

4. The terrorists invalidated the cease-fire agreement by launching the attack on the embassy.

1) укласти договір 2) втілити договір 3) анулювати договір 4) анексувати договір 5) підписати договір

5. The high-ranking official dismisses the corruption allegations as pure conjecture.

1) звинувачення у корупції 2) сумніви у корупції 3) ствердження про корупцію 4) припущення про корупцію 5) докази корупції

6. The agreement stipulates that two countries will cooperate in the sphere of nuclear tests.

1) угода вказує 2) угода підтримує 3) угода передбачає 4) угода наголошує 5) угода зобов'язує

7. The state promotes the development of science and the establishment of scientific relations with the world community.

1) держава пропагує 2) держава нав'язує 3) держава допомагає 4) держава контролює 5) держава рекламує

8. After a long discussion the parties decided to make amendments to the agreement.

1) скасувати зміни 2) внести пропозиції 3) вдосконалити
4) внести поправки 5) внести пункти

9. The objectives of the OSCE is to foster the protection of human rights, democratic freedoms and settlements of regional conflicts.

1) пропагувати захист 2) контролювати захист 3) сприяти захисту 4) наглядати за захистом 5) обмежувати захист

10. The law envisages criminal liability for involving juveniles in criminal activities.

1) закон передбачає 2) закон контролює 3) закон наголошує 4) закон стверджує 5) закон знімає

11. The speaker announced that such political statements would engender resentment, mistrust and disrespect among people.

1) породжуватимуть обурення 2) заспокоять обурення 3) вплинуть на обурення 4) прискорять обурення 5) збільшити обурення

12. Apparently the purpose of the meeting is not so much to improve the relations but to prevent their further deterioration.

1) подальше поглиблення 2) подальше розширення 3) подальшу ескалацію 4) подальше погіршення 5) подальший розбрат

13. According to the expert, the employment of the explosive devices caused an enormous number of casualties.

1) кількість вибухів 2) кількість збитків 3) кількість жертв 4) кількість пригод 5) кількість аварій

14. They admit they made a mistake by not considering the issue of financial assets.

1) фінансові актив 2) фінансові заощадження 3) фінансові групи 4) фінансові договори 5) фінансові питання

15. The agreement will encompass the whole range of political, financial and economic issues.

1) великий обсяг 2) великий об'єм 3) цілий спектр 4) повний ряд 5) загальний спектр

16. This issue has been a stumbling block during all talks between the countries.

1) головна тема 2) спірний блок 3) другорядне питання 4) камінь спотикання 5) додаткове питання

17. Under the circumstances, there could be no question of granting citizenship to refugees.

1) нагородження громадянством 2) надання громадянства 3) гарантування громадянства 4) підтримання громадянства 5) фінансування громадян

18. Ukraine welcomes investments in Ukraine's economy and creates favorable climate for international investors.

1) необхідні умови 2) конкурентні умови 3) сприятливі умови 4) приємний клімат 5) жорсткий клімат

19. The exercise of some rights may be restricted by law only in the interests of national security and territorial indivisibility.

1) територіальна суверенність 2) територіальна цілісність 3) територіальна безпека 4) територіальна прозорість 5) територіальний конфлікт

20. All goods transported through customs territory are subject to close inspection.

1) піддаватись випробуванню 2) підлягати перевірці 3) підлягати реєстрації 4) піддаватись критиці 5) вимагати перевірки

21. In modern democracies' supreme authority is exercised for the most part by representatives elected by popular suffrage.

1) налагоджувати 2) визнавати 3) визначати 4) здійснюватись 5) виправляти

22. The new prime minister has launched far-reaching reforms necessary to sustain the country's economic growth.

1) проводити 2) підтримувати 3) надавати 4) створювати 5) контролювати

23. Members may be suspended from the exercise of the rights and privileges of membership or expelled by the General Assembly upon the recommendation of the Security Council.

1) забезпечити виконання 2) призупинити здійснення 3) вирішити суперечку 4) прискорити здійснення 5) скасувати використання

24. Politicians seeking office make extensive use of counseling services provided by public relations specialists.

1) претендувати на посаду 2) керувати офісом 3) працювати в офісі 4) забезпечувати виконання 5) шукати посад

25. The preparation of the budget was complicated when parliament approved a motion put forward by the rightwing alliance.

1) внести пропозицію 2) дотриматись порядку 3) прийняти зобов'язання 4) ухвалити пропозицію 5) схвалювати поступ

26. The small centre parties were considering to break ranks.

1) вийти зі складу 2) зламати опір 3) розпочинати справу 4) розкрити таємницю 5) ліквідувати партію

27. The fact that the opposition didn't muster its full numbers in the chamber of deputies ensured a narrow majority for the government.

1) керувати 2) мобілізувати 3) навчати 4) захищати 5) визнавати

28. The president announced that he had decided to accept the premier's resignation and that he would be obliged to dissolve parliament.

1) скликати 2) обрати 3) розпустити 4) розкритикувати 5) переобрати

29. Such a collapse would be sure to cause some social upheaval and short-term economic pain.

1) потрясіння 2) покращення 3) розвиток 4) діяльність 5) реформування

30. Consuls are entitled to some but not all diplomatic privileges and immunities.

1) позбавлені права 2) мати право 3) брати до уваги 4) приймати до розгляду 5) заслуговувати на титули

31. The cold war spawned a number of regional mutual-defense alliances.

1) засудити 2) розширити 3) розформувати 4) породити
5) знищити

32. The term “statute” is a used to denote an accessory instrument to a convention setting out certain regulations to be applied.

1) основний 2) установчий 3) допоміжний 4) остаточний
5) керівний

33. Distant events often have an immediate and significant impact, blurring the boundaries of our personal worlds.

1) розмиваючи 2) укріплюючи 3) захищаючи 4) встановлюючи 5)
розмежовуючи

34. These documents denote agreements of a binding nature between the states concerned.

1) обов'язковий 2) суперечливий 3) спільний 4) непостійний 5)
факультативний

35. The act affirms the principle of inviolability of one another's frontiers of all states in Europe.

1) захист 2) непорушність 3) розширення 4) визнання
5) суперечність

36. The reform program failed to win people's indispensable support.

1) надзвичайний 2) неупереджений 3) особливий 4) необхідний
5) одностайний

37. Each year, hundreds of exhibitors gather from all parts of the world and thousands of transactions are concluded.

1) залучати 2) укладати 3) змінювати 4) скасовувати
5) завершувати

38. Whatever the constitution or legal system of a nation, it cannot use its domestic law as an excuse to breach an international agreement or violate an international rule.

1) дотримуватись 2) досягати 3) порушувати 4) втручатись
5) доповнювати

39. NATO activities are no longer confined only to Europe.

1) обмежуються 2) спрямовуються 3) керуються
4) зосереджуються 5) розгортаються

40. We have to remove the causes which stir up enmity among multinational communities.

1) загрожувати 2) провокувати 3) засуджувати 4) враховувати 5) обмежувати

41. The head of the board has refuted rumours about his possible resignation.

1) компенсувати шкоду 2) висловити занепокоєння 3) спростувати чутки 4) підтвердити необхідність 5) поширювати чутки

42. In 1990 the United Nations condemned Iraqi occupation of Kuwait and imposed a trade embargo on Iraq.

1) схвалити 2) обмежити 3) підтримати 4) засудити 5) обуритись

43. Realization of this project depends not on economic expediency or national interests but functionaries.

1) доцільність 2) досвід 3) очікування 4) видатки 5) втручання

44. By the end of World War II in 1945, the United States had the greatest productive capacity of any country in the world, and the words "Made in the USA" were a seal of high quality.

1) виробничі потужності 2) продуктивний обсяг 3) продуктивна правоздатність 4) товарна спроможність 5) виробничі потреби

45. Most Americans believe that the rise of their nation as a great economic power could not have occurred under any system except capitalism.

1) економічний авторитет 2) держава з розвиненою економікою 3) економічна влада 4) економічна держава 5) економна держава

46. Although the matter can still provoke heated discussion, the argument in favour of dropping the bombs was that casualties on both sides would have been greater if the allies had been forced to invade the country.

1) сторони 2) союзники 3) вороги 4) суперники 5) сусіди

47. Although Soviet leader Joseph Stalin had promised to support free elections in all the liberated nations of Europe, Soviet forces imposed Communist dictatorships in Eastern Europe.

1) засудити диктатуру 2) встановлювати диктатуру 3) призначити диктатуру 4) оголошувати диктатуру 5) скинути диктатуру

48. The Korean War and the Soviet development of atomic and hydrogen bombs instilled fear in Americans.

1) зменшити страх 2) розвіяти страх 3) вселяти страх 4) підсилити страх 5) збільшити страх

49. Foreign leaders are voicing concerns over the crisis but seem to be in disagreement.

1) заявляти протест 2) приймати рішення 3) відкидати застереження 4) висловлювати занепокоєння 5) виголосити протест

50. Let's hope that the international community's recent efforts to facilitate a peaceful solution will pay off.

1) сприяти вирішенню 2) знайти рішення 3) домагатися вирішення 4) отримати рішення 5) шукати рішення

51. The Russia-Georgia War in 2008, brief but bloody, resulted in a humiliating defeat for US-ally Georgia.

1) принизлива поразка 2) жахлива катастрофа 3) жалюгідна перемога 4) ганебний вчинок 5) ганебний крок

52. Main tasks of the Press Service lie in meeting information needs of Ukrainian and foreign communities concerning both foreign policy activities of Ukraine and day-to-day work of the MFA.

1) задовольняти потреби 2) спростовувати потреби 3) виявити потреби 4) визначити потреби 5) збільшити потреби

53. The opposition's leaders refused to accept the government's concessions, which included the resignation of Prime Minister and his Cabinet.

1) пропозиції 2) поступки 3) нововведення 4) альтернативні варіанти 5) укази

54. Due to the President's refusal to release the opponent during the height of the protests, the opposition leader even turned down a concessionary offer made by the president that would have allowed him to become Prime Minister.

1) прийняти пропозицію 2) розглядати пропозицію 3) відхилити пропозицію 4) взяти до уваги пропозицію 5) критикувати пропозицію

55. The IMF has refused to loan money because the government did not implement the financial reforms that the IMF required.

1) прискорювати реформи 2) схвалювати реформи
3) здійснювати реформи 4) заохочувати реформи 5) розробити реформи

56. The answer to the question if the president should step down seems to depend on the extent to which the government is to blame for restricting civil liberties and inciting riots.

1) придушувати повстання 2) підбурювати до повстання
3) засуджувати повстання 4) розігнати повстання 5) заспокоїти повстання

57. The current president was in charge of the city's Committee of External Relations, a post in which he was responsible for attracting foreign investment.

1) залучати інвестиції 2) перешкоджати надходженню інвестицій 3) скорочувати інвестиції 4) припинити інвестиційну діяльність 5) поважати інвесторів

58. The United States followed the lead of northern European nations in asserting a right to "civilize" the peoples of Asia, Africa, and Latin America.

1) зберігати за собою право 2) надавати право 3) поширювати право 4) відстоювати право 5) скасовувати право

59. Human dignity, freedom, democracy, equality, the rule of law and respect for human rights are the core values of the EU.

1) верховенство права 2) закон і порядок 3) національне законодавство 4) закон про правопорушення 5) правило закону

60. Foreign Ministry spokesman stated that the OSCE Monitoring Mission is withholding information on the use of force by security services against civilians in the southeast of the country.

1) приймати інформацію 2) збирати інформацію 3) приховувати інформацію 4) оприлюднити інформацію 5) вимагати інформацію

61. When there is peace to keep between warring factions, the world asks the UN to mobilize peacekeepers, oversee elections, and create stability.

1) спостерігати за виборами 2) впливати на результати виборів 3) бойкотувати вибори 4) ігнорувати вибори 5) заохочувати до виборів

62. The United Nations Foundation links the UN's work with others around the world, mobilizing the energy and expertise of business and non-governmental organizations to help the UN tackle issues including climate change, global health, peace and security.

1) надавати великого значення питанням 2) порушувати питання 3) досліджувати питання 4) вирішувати питання 5) закрити питання

63. Today's peacekeeping operations facilitate the political process, protect civilians, assist in the disarmament, demobilization and reintegration of former combatants; protect and promote human rights and assist in restoring the rule of law.

1) роззброєння 2) озброєння 3) оснащення 4) екіпірування 5) постачання зброї

64. On Election Day, observers monitor the opening of polling stations, checking whether ballot boxes are empty and properly sealed, and whether all ballots are accounted for.

1) кабінки для голосування 2) приміщення для голосування 3) виборчі дільниці 4) вибори 5) виборчі округи

65. Chemical weapons were used in the Iraq-Iran war, when the Iraqi army used weaponized mustard to repel attacks by Iranian forces.

1) розпочати наступ 2) відбивати напад 3) посилити наступ 4) запобігти нападу 5) спровокувати напад

66. Nowadays, terrorists resort to violence and other overwhelming scenarios such as kidnapping, explosions, murder and hostage taking.

1) підбурювати до застосування сили 2) виправдовувати насилля 3) породжувати насилля 4) вдаватись до насилля 5) спровокувати насилля

67. Large companies usually reimburse employees' travel expenses incurred on a business trip.

1) нести витрати 2) відшкодувати витрати 3) відносити до витрат 4) нараховувати витрати 5) відмовитись компенсувати витрати

68. Legal and Treaty Department provides support for the foreign policy activities of the country.

1) відмовляти у підтримці 2) відмовлятися від підтримки
3) надавати підтримку 4) просити підтримки 5) залучати підтримку

69. Production requires raw materials, tools and workers to operate the machinery.

1) переробний матеріал 2) відходи 3) використаний матеріал 4) сировина 5) обладнання

70. One of the main tasks of the Ministry is to ensure integrity of the country.

1) гарантувати безпеку 2) забезпечити цілісність 3) сприяти інтеграції 4) підтримувати національні інтереси 5) забезпечити інтеграцію

71. Since no more funds will be made available for this project, we cannot afford to squander money.

1) заощаджувати гроші 2) перераховувати гроші 3) витратити гроші 4) інвестувати гроші 5) економити гроші

72. The President has dissolved the parliament to pave the way for fresh elections.

1) розпустити парламент 2) скликати парламент 3) відвідати парламент 4) виступити у парламенті 5) оголосити про вибори до парламенту

73. Top officials of both countries who have met for the first time since last year have pledged to conduct negotiations.

1) закликати до перемовин 2) провести перемовини 3) запланувати перемовини 4) ігнорувати перемовини 5) відмовитись від перемовин

74. Following long negotiations the US President visited the country to resume diplomatic relations.

1) налагодити дипломатичні відносини 2) розірвати дипломатичні відносини 3) відновити дипломатичні відносини 4) сприяти дипломатичним відносинам 5) підтримувати дипломатичні відносини

75. The department coordinates the activities in the field of external relations in accordance with delegated powers.

1) широкі повноваження 2) втрачені повноваження 3) надані повноваження 4) обмежені повноваження 5) скорочені повноваження

76. All information about missing in action must be disclosed.

- 1) діючі військові
- 2) зниклі безвісти
- 3) загиблі
- 4) військовозобов'язані
- 5) полонені

77. No one seems to know why he declined the invitation to take part in the talks.

- 1) прийняти запрошення
- 2) отримати запрошення
- 3) надіслати запрошення
- 4) відхилити запрошення
- 5) дати відповідь на запрошення

78. The Executive Board of the company is accountable to shareholders.

- 1) підзвітний акціонерам
- 2) залучає акціонерів
- 3) очолює акціонерів
- 4) втрачає акціонерів
- 5) консультиється з акціонерами

79. Corporations often have subsidiaries that are more or less autonomous.

- 1) субсидії
- 2) філії
- 3) партнери
- 4) компенсації
- 5) конкуренти

80. The peace treaty ended hostilities between the two countries.

- 1) мирні перемовини
- 2) мирне протистояння
- 3) мирний договір
- 4) мирне населення
- 5) мирна поведінка

GRAMMAR EXERCISES

Noun: Number. Case

Task 1A. Complete the sentences with the correct form of the words in brackets.

0. Many small houses (house) were destroyed.
1. It is autumn, and the ____ (leaf) are falling.
2. There were two important ____ (news).
3. Several ____ (child) got lost in the forest.
4. I've got only two ____ (luggage).
5. There were four serious car ____ (crash) this weekend.
6. He can give you lots of important ____ (information).
7. Lots of ____ (person) were unhappy about it.
8. How many ____ (toast) do you want?
9. Let me give you a few ____ (advice).
10. He's only five ____ (month) old and he's already got two ____ (tooth).

Task 1B. For sentences (1-7) choose the correct answer (A, B, C, D).

0. I need to buy C.
1. My father is not only the town mayor, he runs ____, too.
2. The __ produced at our factory in Scotland.
3. I'm looking for __ to cut this ribbon.
4. Many nurses in hospitals are ____.
5. __ becoming more and more popular these days.
6. You can't live for ever on __ and oranges.
7. __ on the table.

- | | |
|--------------------------------|------------------------------|
| 0. A a bread | B a loaf bread |
| C a loaf of bread | D breads |
| 1. A a business | B a piece of business |
| C business | D some business |
| 2. A good are | B good is |
| C goods are | D goods is |
| 3. A a pair of scissors | B a scissor |
| C a scissors | D some scissors |

- | | |
|--|---|
| 4. A womans
C a woman | B women
D womens |
| 5. A Athletic is
C Athletics is | B Athletics are
D Athletic are |
| 6. A tomatoes
C a tomato | B tomatos
D a tomatoes |
| 7. A The money are
C The moneys are | B The money is
D A money is |

Task 1C. Some of the sentences (1–8) are correct, and some have a word which should not be there. If the sentence is correct, put a plus. If it is incorrect, cross the unnecessary word out of the sentence and write it in the space.

0. Would you like a piece of chocolate? +
 I like a classical music very much. a
1. That's a wonderful news! _____
 2. Do you own a computer? _____
 3. I heard an interesting piece of information today. ____
 4. I saw your friend playing a golf. ____
 5. There's some luggage in the car. ____
 6. I bought a carton of some milk. ____
 7. The gates were made of an iron. ____
 8. You need an experience to run a business like this. ____

Task 1D. For gaps (1–10) choose the correct answer (A, B, C, D). Write your answers in the spaces.

I spent (0) A time looking round the shops in Oxford Street yesterday. I spent far too (1) _____ money, of course. I bought some (2) ____ : three dresses, a sweater, a blouse, two (3) ____ of trousers and a skirt. I enjoyed myself – it was great (4) _____. The skirt is really nice. A hundred pounds (5) __ quite expensive, but I couldn't resist it. Anyway, it was reduced from a hundred and twenty pounds, so I made a (6) ____ of twenty pounds. One of the dresses (7) ____ fit, I've discovered, but I can take it back next time I go. I had a wonderful time and bought all these lovely things. But it was very crowded. Everyone (8) __ rushing about. And the traffic (9) ____

terrible. I usually have coffee and a (10) ___ of cake, but the cafes were all full, so I didn't bother.

0	A some	B a	C lots	D few
1	A less	B little	C more	D much
2	A footwear	B clothes	C dress	D cloths
3	A couples	B paires	C pairs	D pieces
4	A fun	B funny	C lucky	D beauty
5	A are	B is	C were	D have been
6	A keeping	B debt	C saving	D wallet
7	A aren't	B isn't	C don't	D doesn't
8	A is	B were	C was	D are
9	A was	B is	C are	D were
10	A tube	B piece	C lump	D bar

Task 1E. Only where possible rewrite the sentences using 's, s', or just an apostrophe (').

0. This bicycle is for a child. - *This is a child's bicycle.*
1. This is a club for women. _____
2. This pen belongs to the teacher. _____
3. That's a job for a stewardess. _____
4. It's a school for girls. _____
5. That hat belongs to Doris. _____
6. It was work of seven years. _____
7. That's a leg of the table. _____

Articles

Task 2A. For sentences (1–12) choose the correct answer (A, B, C).

0. I think that's B thing to say.
1. Judy goes to _____ on the bus.
2. I don't know what to do. It's _____ problem.
3. _____ is my favourite sport.
4. _____ starts at nine o'clock.
5. We had time _____ at the disco yesterday.
6. Nigel opened a drawer and took out _____.
7. Did you learn to play _____?
8. We can finish the rest of the bread for _____.
9. While I was in hospital, they gave me _____.
10. I might listen to _____.
11. We need to protect _____ from pollution.
12. Why do they always play _____ music?

0	A a awful	B an awful	C awful
1	A work	B a work	C the work
2	A quite difficult	B a quite difficult	C quite a difficult
3	A Golf	B A golf	C The golf
4	A The school	B A school	C School
5	A really nice	B a really nice	C really nice
6	A photos	B a photos	C some photos
7	A violin	B a violin	C the violin
8	A breakfast	B a breakfast	C the breakfast
9	A X-ray	B a X-ray	C an X-ray
10	A radio	B radios	C the radio
11	A the environment	B some environment	C environment
12	A so terrible	B such terrible	C such a terrible

Task 2B. Put in "a", "an", "one" or "the" into each gap. Use one word only in each space.

This is (0) a true story about (1) _____ man who chose (2) _____ worst possible time for his crime. It happened in London in (3) _____ summer of 1972. (4) _____ man stole a barge on (5) _____ River Thames (in case you don't know, (6) _____ barge is a river boat used for carrying goods). (7) _____ owner of (8) _____ barge soon discovered that it was missing and immediately informed (9) _____ police so that they could look for it. Normally (10) _____ river is quite (11) _____ busy place, and it would be difficult to find what you

were looking for. On this day, however, there was (12) ___ dock strike, and so there was only (13) ___ barge on (14) ___ river. (15) ___ thief was quickly found and arrested.

Task 2C. Put "the" where necessary. Write your answers in the spaces.

0. How often did you play football in the Netherlands?
1. Ann lives in ___ Oxford Street.
2. Have you ever been to ___ Royal Opera?
3. Where are you staying? - At ___ Metropol.
4. ___ Milan is a large city in ___ north of ___ Italy.
5. ___ Brussels is the capital of ___ Belgium.
6. Last year he visited ___ Philippines.
7. ___ National Gallery is in ___ Trafalgar Square in ___ London.
8. ___ Rocky Mountains are in ___ North America.
9. In ___ London, ___ Houses of Parliament are beside ___ River Thames.
10. Alan studied chemistry at ___ London University.

Task 2D. Some of these sentences (1-11) are correct, and some have a word which should not be there. If the sentence is correct, put a plus. If it is incorrect, cross the unnecessary word out of the sentence and write it in the space.

0. The space capsule came down in the Pacific. +
___ My new job starts in the April. the
1. I was so tired I went to bed at nine. ___
2. We had a very good lunch in the company canteen. ___
3. The life just isn't fair sometimes. ___
4. What the clever children you have! ___
5. We went out and bought some pictures. ___
6. Tessa was still working at midnight. ___
7. I drive past the hospital every morning. ___
8. A one boy was much taller than all the others. ___
9. It costs such a lot of money, you know. ___
10. I'll meet you outside the National Gallery. ___
11. Have you got any idea who invented the fridge? ___

Pronouns

Task 3A. Read the sentences below. For sentences (1–13) choose the correct answer (A, B, C, D). Write your answers in the spaces.

0. I can't go to a party. I haven't got A to wear.
1. Let's stop and have a cup of coffee. _____ a café over there, look.
2. Everyone in the group shook hands with ____.
3. The washing-machine has broken down again. I think we should get ____.
4. All the guests were dancing. ____ having a good time.
5. Take care, will you, Anna? Look after ____.
6. Yes, ____ would be lovely to see you again.
7. If you want some apples, I'll get you ____ at the shop.
8. We've brought some food with ____.
9. Who does this CD belong to? ____, I've just bought it.
10. The shop doesn't sell new books. It only sells old ____.
11. Is ____ a post office near here, please?
12. The two girls often wear ____ clothes.
13. Have you had enough to eat, or would you like something ____?

0	A <i>anything</i>	B everything	C something	D nothing
1	A Is	B It's	C There	D There's
2	A each other	B one other	C one the other	D themselves
3	A a new	B a new one	C new	D new one
4	A All were	B Every was	C Everyone was	D Someone were
5	A you	B your	C yours	D yourself
6	A it	B this	C there	D you
7	A any	B it	C one	D some
8	A me	B ourselves	C us	D we
9	A I	B Me	C Mine	D Myself
10	A of them	B ones	C some	D them
11	A here	B it	C there	D this
12	A each other	B each other's	C themselves	D themselves'
13	A else	B another	C new	D other

Task 3B. Read the text below. For gaps (1-12) choose the correct answer (A, B, C, D). Write your answers in the boxes after the sentences.

(0) B was on September 20, 1973 that Bobby Riggs met Billie Jean King on the tennis court. Of all the tennis matches until then, this was probably the (1) ___ that attracted the most attention. Riggs had once been a champion, but at 55 he was getting rather old for top-class tennis. But he considered (2) ___ a better player than any woman. In fact, he thought women should go home and find (3) ___ useful to do in the kitchen. Billie Jean King, on the other hand, was a 29-year-old star of women's tennis and a feminist. Riggs thought that (4) ___ would be a good idea to play King. He was sure he could beat (5) ___. King agreed to play. (6) ___ was a lot of interest in the match, and more or less (7) ___ in the country was looking forward to (8) ___. On the night of the match, (9) ___ were over 30 000 people in the Houston Astrodome. When Riggs and King came face to face with (10) ___ other, they had 50 million people watching (11) ___ on TV. The match didn't work out for Riggs, because Billie Jean King defeated (12) ___, 6-4, 6-3, 6-3.

0	A There	B It	C These	D On
1	A one	B ones	C which	D any
2	A oneself	B himself	C herself	D themselves
3	A someone	B anyone	C something	D everything
4	A there	B these	C one	D it
5	A him	B her	C them	D us
6	A There	B It	C This	D That
7	A all	B someone	C everyone	D everything
8	A her	B him	C its	D it
9	A it	B there	C this	D these
10	A each	B one	C every	D all
11	A him	B her	C them	D us
12	A her	B herself	C himself	D him

Task 3C. Read the sentences below. Complete the sentences with the correct form of the words in brackets. Write your answers in the spaces.

0. Put on your (you) coat when you go out. It's very cold.
1. I have lost ___ (my) pen, may I take ___ (your)?
2. If they've left ___ (they) dictionary at home, they may take ___ (my).
3. Please don't take that bicycle! It is ___ (he) and he needs it.

4. I had already lost my key, and then Mary lost ___ (her)! It was awful!
5. Be careful! That cup is very hot. Don't burn ___ (you).
6. When people are alone, they often talk to ___ (they).
7. John fell and hurt ___ (he) yesterday.
8. You must ask ___ (some) to help you with this work.
9. I know ___ (no) about it and he doesn't know ___ (any) about it either. ___ (no) knows about it.
10. He said ___ (some) in a low voice but I didn't make out ___ (any).

Adjectives. Adverbs

Task 4A. Read the sentences below. For sentences (1–8) choose the correct answer (A, B, C, D). Write your answers in spaces.

0. The house was A building.
1. The government is doing nothing to help ____.
2. The young man seems very ____.
3. I ____ missed the bus. I was only just in time to catch it.
4. This detailed map is ____ the atlas.
5. This place gets ____ crowded with tourists every summer.
6. Yes, I have got the report. ____ it.
7. I've read this paragraph three times, and I ____ understand it.
8. We've really sorry. We regret what happened ____.

0	A a nice old stone	B a nice old stone	C a stone old nice	D an old nice stone
1	A poor	B the poor	C the poors	D the poor ones
2	A sensible	B sensibly	C sensibley	D sensibly
3	A mostly	B near	C nearest	D nearly
4	A more useful as	B more useful than	C usefuller as	D usefuller than
5	A always more	B crowded and more	C from more to more	D more and more
6	A I just am reading	B I'm just reading	C I'm reading just	D Just I'm reading
7	A can't still	B can't yet	C still can't	D yet can't
8	A a bit	B much	C very	D very much

Task 4B. Read the sentences below. Complete the sentences with the correct form of the words in brackets. Write your answers in the spaces.

0. They've made these chocolate bars smaller (small).
It's the most beautiful (beautiful) building in the world.
1. Can't you think of anything ____ (intelligent) to say?
2. That was the ____ (funny) film I've ever seen.
3. Well, the place looks ____ (clean) now.
4. It was the ____ (horrible) feeling I've ever had.
5. Janet looks _____ (thin) than she did.
6. Have you read her _____ (recent) book?

7. You need to draw it ____ (carefully)/
8. It's the ____ (large) company in the country.
9. The weather is getting ____ (bad).
10. It was the ____ (boring) speech I've ever heard.
11. The programme will be shown at a ____ (late) date.
12. You've got the ____ (far) to travel.
13. I'll try to finish the job ____ (soon).
14. This is the ____ (early) I've ever got up.

Task 4C. Read the conversation below. For gaps (1-10) choose the correct answer (A, B, C, D). Write your answers in the spaces.

Martin: Hello, Nancy. (0) A are you? Have you found a job (1) ____?

Nancy: No, I'm afraid not, but I'm (2) ____ looking. It's taking (3) ____ longer than I expected. The problem is there just aren't (4) ____ jobs. And there are too (5) ____ people looking for jobs.

Martin: I'm old enough (6) ____ remember when there was plenty of work.

Nancy: There used to be lots of work, but there isn't (7) ____ more. I'm afraid I'm (8) ____ longer as optimistic as I was a few weeks ago. In fact I feel a (9) ____ depressed about it sometimes.

Martin: Don't worry. You'll (10) ____ find something, I expect.

0	A How	B What	C Who	D Why
1	A longer	B soon	C still	D yet
2	A already	B more	C still	D yet
3	A more	B quite	C rather	D some
4	A enough	B plenty	C right	D several
5	A big	B lot	C many	D much
6	A for	B of	C that	D to
7	A any	B no	C now	D some
8	A any	B never	C no	D not
9	A bit	B piece	C quite	D slightly
10	A already	B yet	C soon	D before very

Task 4D. Read the sentences below. Some of the sentences (1-10) are correct, and some have a word, which is incorrect. If the sentence is correct, put (+). If it is incorrect, cross the incorrect word out of the sentence and write its correct form in the space.

0. He often comes home late. +
I haven't seen him late. late - lately
1. I am happily to meet you. _____
2. They have lived all their life happily. _____
3. Don't speak to me so coldly. _____
4. Your hands are coldly, put on your gloves. _____
5. The results of our work were perfectly. _____
6. We have done everything perfectly. _____
7. "I am quite helpless in solving such problems", she said. _____
8. She looked at them helpless not knowing what to do. _____
9. Can you tell me the exact time of his arrival? _____
10. Sorry, but I don't know exact when he comes back. _____

Numerals

Task 5A. Read the sentences below, most of them are idioms. Some words are missing from them. Choose the most appropriate answer from the list (A-J). Write your answers in the spaces.

A fifty-fifty

B two, two

C one hundred

D *forty*

E eleven

F four

G sixes, sevens

H Two, three

I three

J nine, ten

0. Life begins at D.

1. We live in a _____ dimensional world.

2. There are _____ players in a football team.

3. I'm sorry, things are a bit untidy. We're all at ___ and ___ at the moment.

4. This train seems to be late ___ times out of ___.

5. At first I was confused, but then I put ___ and ___.

6. _____'s company, _____'s a crowd.

7. He's a great player. He gives ___ per cent in every game.

8. Protests flooded in from the ___ corners of the world.

9. We split the prize money ___, and I've already spent my half.

Task 5B. Read the sentences below. Complete the sentences with the correct form of the ordinal numerals in brackets. Write your answers in words in the spaces.

0. Most people have a special party for their *twenty-first* (21) birthday.

1. I believe the Government should increase its aid to the ___ (3) World.

2. We shouldn't treat immigrants as _____ (2) class citizens.

3. The Americans celebrate Independence Day on the ___ (4) of July.

4. More progress has been made in the _____ (20) century than in the whole of history.

5. In the last sixty years the Olympic 100m record has improved by four _____ (10) of a second.

6. They are good friends. They've been on _____ (1) name terms for years.

7. Applications will be dealt with on a _____ (1) come, _____ (1) served basis.

Verbs. Simple Tenses

Task 6A. Read the sentences below. Complete the sentences with the correct form of the words in brackets. Write your answers in the spaces.

0. It often **rains** (to rain) here in autumn.
1. His new job is very interesting. He _____ (to meet) a lot of people.
2. This coat is very expensive! It _____ (to cost) a lot of money.
3. The City Museum _____ (to close) at 5 o'clock every evening.
4. Barbara is a lecturer. She _____ (to teach) physics in Oxford University.
5. She usually _____ (to have) breakfast at 8 o'clock.
6. Yesterday the doctor _____ (to tell) me to stay at home for several days.
7. On Sunday John _____ (to buy) some flowers for her birthday.
8. On Tuesday Tom _____ (to fall) and _____ (to break) his arm.
9. When he _____ (to be) a child, he _____ (to want) to be a singer.
10. The pupil _____ (to forget) to do his homework the day before yesterday.

Task 6B. Read the sentences below. For sentences (1-10) choose the correct answer (A, B, C, D). Write your answers in the spaces.

0. The patient was operated on yesterday and the nurse **B** after him.
1. Ann ___ the piano last year.
2. Last night when it got dark, they ___ the light.
3. I ___ to drive a car some years ago.
4. The grandparents were very happy when their grandchildren ___ to them.
5. It usually ___ him an hour to get to school.
6. My friend ___ a doctor in two years.
7. Tomorrow the grandfather ___ his umbrella if it isn't raining.
8. I ___ this day all my life. It's one of the most wonderful days!
9. Tom and Ann ___ a long conversation. They haven't seen each other for a long time.
10. They ___ the results last week.

0	A took	B <i>looked</i>	C phoned	D was
1	A played	B play	C plays	D is playing
2	A switch on	B switched off	C switched on	D switch off
3	A learn	B learns	C am learning	D learnt
4	A came	B come	C comes	D are coming
5	A took	B takes	C is taking	D take
6	A became	B become	C will become	D are becoming
7	A will take	B doesn't take	C takes	D won't take
8	A remembered	B will remember	C remembers	D don't remember
9	A had	B has	C will have	D won't have
10	A got	B will get	C get	D are getting

Verbs. Continuous Tenses

Task 7A. Read the sentences below. Complete the sentences with the correct form of the words in brackets. Write your answers in the spaces.

0. "Who **is playing** (to play) the piano upstairs?" "My sister is".
1. You can turn off the TV-set. I _____ (not to watch) it.
2. They _____ (to want) to go to Paris this summer.
3. This pie _____ (to taste) awful.
4. The water _____ (to boil). Would you like tea or coffee?
5. "Where is he now?" "He _____ (to play) football, as usual".
6. Look! Peter _____ (to swim) in the lake.
7. Jane wasn't at home when I _____ (to go) to see her. She _____ (to work) in the garden.
8. They _____ (to clean) the carpet when they _____ (to find) the earring.
9. He _____ (to meet) Sarah at the birthday party. She _____ (to wear) a white dress.
10. When I _____ (to cross) the street, I _____ (to think) there were no cars.
11. I _____ (to come) at 6 o'clock tomorrow. – Good, I _____ (to wait) for you.
12. This time next month I _____ (to sit) on a beach.
13. You look frozen. Sit down by the fire and I _____ (to make) you a cup of tea.
14. Don't ring her up at 9, she _____ (to put) her children to bed. Ring up later.
15. My brother _____ (to prepare) for his exam when I return.

Task 7B. Read the text below. For gaps (1-10) choose the correct answer (A, B, C, D). Write your answers in the spaces.

I (0) **D** this letter to thank you for the beautiful birthday present. It (1) _____ a very nice camera. I (2) _____ it very often. How (3) _____? (4) _____ hard every day? I (5) _____ everything (6) _____ alright.

My daughter (7) _____ forward to visiting you during her holidays. Now she (8) _____ an interesting book. And my son (9) _____ at the report. He (10) _____ for his Geography lesson.

0	A was writing	B write	C wrote	D <i>am writing</i>
1	A is	B was	C are	D were
2	A used	B use	C am using	D uses
3	A did you get on	B do you get on	C are you getting on	D will you get on
4	A Do you work	B Are you working	C Will you work	D Were you working
5	A hoped	B hopes	C am hoping	D hope
6	A went	B is going	C are going	D will go
7	A looked	B was looking	C is looking	D will look
8	A is reading	B read	C was reading	D will read
9	A worked	B will be working	C work	D is working
10	A was preparing	B is preparing	C prepared	D will prepare

Verbs. Perfect Tenses

Task 8A. Read the sentences below. Complete the sentences with the correct form in brackets. Write your answers in the spaces.

0. Kate like travelling. She **has visited** (to visit) many countries.
1. What ____ (to happen) you?
2. We ____ (just to return) from our holiday. We ____ (to stay) at a good hotel.
3. They ____ (never to buy) new cars.
4. Ann ____ (to take) a lot of nice photographs lately. But last weekend she ____ (to take) very few.
5. I ____ (to write) two letters to Jane this month. But last month I ____ (not to write) any.
6. These people ____ (to wait) for you for 2 hours.
7. The Headmaster says he ____ (to think) about it but he ____ (not to decide) yet.
8. I wonder what they ____ (to discuss) since 9 a.m.
9. The children ____ (to play) in the garden since it stopped raining.
10. I ____ (to watch) my favourite TV program for half an hour.
11. We ____ (to walk) ten kilometers already.
12. We are very tired. We ____ (to walk) for three hours.
13. I'm on diet. I ____ (to eat) nothing but fruit for the whole week.
14. He ____ (just to eat) two big sandwiches and chocolate ice-cream.
15. The child ____ (to sleep) since three o'clock. It's time he woke up.

Task 8B. Read the sentences below. For gaps (1-10) choose the correct answer (A, B, C, D). Write your answers in the spaces.

0. The pupils **C** the exercises yet.
1. ____ to India?
2. If you ____ that film before, I advise you to see it.
3. They ____ each other for 3 years before they got married.
4. Her letter was a wonderful surprise. I ____ to get it.
5. The workers ____ painting the floor when I arrived.
6. Our family ____ in that house for five years when we had to move to another city.
7. By the time the war began the company ____ clothes for five years.
8. I ____ reading this book by tomorrow evening.
9. By next winter we ____ the necessary sum of money.
10. I ____ the article an hour before you come.

0	A didn't finish	B don't finish	C <i>haven't finished</i>	D hasn't finished
1	A Were you ever	B Have you ever been	C Are you ever	D Is you ever
2	A won't see	B don't see	C didn't see	D haven't seen
3	A had known	B have known	C knew	D know
4	A expected	B don't expect	C hadn't expected	D expect
5	A finish	B finished	C will finish	D had finished
6	A was living	B had been living	C lived	D have been living
7	A had been producing	B has been producing	C was producing	D is producing
8	A have finished	B finish	C will finish	D will have finished
9	A will save	B are saving	C will have saved	D save
10	A have translated	B will have translated	C translate	D will translate

Verbs. Active Voice

Task 9A. Read the sentences below. For sentences (1-14) choose the correct answer (A, B, C, D). Write your answers in the spaces.

0. I'm busy at the moment. I C on the computer.
1. My friend ___ the answer to the question.
2. I think I'll buy these shoes. They ___ really well.
3. Where ___ the car?
4. At nine o'clock yesterday morning we ___ for the bus.
5. When I looked round the door, the baby ___ quietly.
6. Here's my report. I ___ it at last.
7. I've ___ made some coffee. It's in the kitchen.
8. We ___ to Ireland for our holidays last year.
9. Robert ___ ill for three weeks. He's still in hospital.
10. My arms are aching now because I ___ since two o'clock.
11. I'm very tired. I ___ over four hundred miles today.
12. When Martin ___ the car, he took it out for a drive.
13. Janet was out of breath because she ___.
14. Don't worry. I ___ be here to help you.

0	A work	B am work	C <i>am working</i>	D working
1	A is know	B know	C knowing	D knows
2	A fit	B have fit	C are fitting	D were fitting
3	A did you park	B did you parked	C parked you	D you parked
4	A wait	B waiting	C was waiting	D were waiting
5	A is sleeping	B slept	C was sleeping	D were sleeping
6	A finish	B finished	C am finished	D have finished
7	A ever	B just	C never	D yet
8	A goes	B going	C have gone	D went
9	A had been	B has been	C is	D was
10	A am swimming	B swam	C swim	D have been swimming
11	A drive	B am driving	C have been driving	D have driven
12	A had repaired	B has repaired	C repaired	D was repairing
13	A had been running	B did run	C has been running	D has run
14	A not	B shall	C willn't	D won't

Task 9B. Read the conversation below. Complete the sentences with the correct form of the words in brackets. Write your answers in the spaces.

0. A: Is Janet in, please?
B: Yes, but I **think** (to think) she's busy at the moment. She is washing (to wash) her hair.
1. A: I _____ (to think) of buying a new computer.
B: But computers _____ (to cost) so much money. What's wrong with the one we've got?
A: It _____ (to get) out of date.
2. A: Your new trousers _____ (to look) nice.
B: Thank you. The trouble is they _____ (not to fit) properly. I _____ (not to know) why I bought them, really.
3. A: What are you doing?
B: I _____ (to weigh) this letter. I _____ (need to know) how many stamps to put on it.
4. A: I _____ (to think) this road is really dangerous. Look how fast that lorry _____ (to go).
B: I _____ (to agree). People shouldn't go so fast.
5. A: I _____ (to like) musicals. And this is a great show, isn't it? _____ you _____ (to enjoy) it?
B: Yes, I am. I _____ (to love) every minute of it.
6. A: I always _____ (to fall) asleep. I just can't keep awake.
B: What time _____ you _____ (to go) to bed?
A: About ten o'clock usually. But it _____ (not to make) any difference.
7. A: Could you post the goods to me, please?
B: Yes, certainly.
A: I _____ (to live) at a guest house at the moment as I _____ (to look) for a flat. So could you send it to my work address?
B: Yes, of course. And you'll have the goods by the end of the week, I _____ (to promise).
8. A: Why _____ you _____ (to want) to change the whole plan?
B: I am just not happy with it.
A: And I _____ (not to understand) why you _____ (to be) so difficult about it.

Task 9C. Read the text below. For gaps (1–15) choose the correct answer (A, B, C, D). Write your answers in the spaces.

It was a fine day (0) A I started out on the last part of my walk around the coast of Britain. The sun (1) _____, and a light wind (2) _____ from the south-west. It was pleased that it (3) _____. I knew by now that I (4) _____ rain. In fact I (5) _____ it.

I (6) _____ along the cliff top and then down into the lovely little fishing village of Wellburn, past a café where people (7) _____ morning coffee. Three miles past Wellburn I (8) _____ down for five minutes and (9) _____ a drink. Now it (10) _____ warmer, so I (11) _____ one of my sweaters. I (12) _____ for long because I (13) _____ to reach Seabury by lunch-time. (14) _____ I finally got there, it (15) _____ just after half past twelve.

0	A when	B if	C that	D which
1	A is shining	B shines	C shone	D was shining
2	A blew	B was blowing	C blows	D is blowing
3	A didn't rain	B rained	C wasn't raining	D was raining
4	A didn't like	B don't like	C wasn't liking	D hasn't liked
5	A has hated	B hated	C hates	D was hating
6	A walk	B am walking	C has walked	D walked
7	A have	B are having	C were having	D have had
8	A sit	B sat	C was sitting	D set
9	A had	B have	C was having	D have had
10	A is getting	B got	C has got	D was getting
11	A dressed	B took off	C wore	D put on
12	A don't stop	B stopped	C didn't stop	D stop
13	A wanted	B want	C was wanting	D have wanted
14	A If	B When	C As soon	D While
15	A has been	B had been	C is	D was

Task 9D. Read the conversation below. Complete the sentences with the correct form of the words in brackets. Write your answers in the spaces.

Tessa: Hello, Robert. I (0) **haven't seen** (not to see) you for ages.

Robert: Hello, Tessa. Great to see you. What (1) ___ you ___ (to do) lately?

Tessa: I (2) ___ (just to start) a new job in computer software.

Robert: You (3) ___ (to work) for Tuffex Plastics when we last met.

Tessa: That's right. I (4) ____ (not to work) there long before I got fed up. I (5) ____ (not to realize) what a horrible job it would be. But what about you? (6) ____ you ____ (to find) a job?

Robert: Well, six months ago I (7) ____ (to work) for a car hire company, but then they (8) ____ (to go) bankrupt. So I'm out of work now. (9) ____ (to look) around for another job.

Tessa: Well, I'm sure you'll find one soon.

Passive Voice

Task 10A. Read the sentences below. For sentences (1-10) choose the correct answer (A, B, C, D). Write your answers in the spaces.

0. We can't go along here because the road is **B**.
1. The story I've just read ___ Agatha Christie.
2. Some films starts ___ be difficult to work with.
3. I intend to go out and ___.
4. Football ___ at this stadium.
5. This accident ___.
6. She ___ in the library every day.
7. Last month the delegation ___ by the Minister of Foreign Trade.
8. My father ___ next month.
9. I must go. I ___ for now.
10. The girl said that paper ___ in China long time before.

0	A been repaired	B being repaired	C repair	D repaired
1	A was written	B was written by	C was written from	D wrote
2	A are said	B are said to	C say	D say to
3	A have cut my hair	B have my hair cut	C let my hair cut	D my hair be cut
4	A plays	B is been played	C is played	D had played
5	A was said	B much spoke	C was spoken by	D was much spoken about
6	A is seen	B is being seen	C see	D will see
7	A heads	B was headed	C is headed	D headed
8	A will be being operated on	B will been operated	C will be operated on	D will operate on
9	A wait	B am waited	C am waiting	D am being waited
10	A is invented	B had been invented	C was invented	D would be invented

Task 10B. Read the text below. For gaps (1-10) choose the correct answer (A, B, C or D). Write your answers in the spaces.

During periods of terrorist activity by the IRA, people in Britain (0) D to look out for bombs. Any bag or parcel without an owner (1) ___ as a risk to the public. Some time ago a cardboard box (2) ___ at the entrance to Bristol Zoo one day. It (3) ___ by a visitor and reported to the director. Clearly, if it was a bomb and it went off, people (4) ____. So army bomb experts (5) ____, and the box was safely blown up in controlled explosion. Soon afterwards it (6) ___ that the box (7) ___ there by a boy wanting to find a new home for his pet rat. He was tired of the rat, he (8) ____, but he was unwilling to have it put to sleep by a vet, so he left it in a box outside the zoo. The director of the zoo (9) ___ to be unenthusiastic about looking after people's unwanted pets. No one knows what the rat thought about (10) ___.

0	A warn	B are warning	C warned	D are always being warned
1	A is seen	B sees	C was seen	D are seen
2	A finds	B is found	C was found	D will be found
3	A has been noticed	B was noticed	C noticed	D notices
4	A might kill	B are killed	C might be killed	D have been killed
5	A have called in	B have been called in	C called in	D were called in
6	A was reported	B reported	C is reported	D was being reported
7	A had left	B had been left	C was left	D left
8	A is explained	B explains	C explained	D was explained
9	A thought	B thinks	C will be thought	D is thought
10	A being blown up	B blown up	C was blown up	D had blown up

Task 10C. Read the sentences below. Complete the sentences with the correct form of the words in brackets. Write your answers in the spaces.

0. Heat and light **are given** (to give) to us by the sun.
1. He ____ (to invite) to come to France next year.
2. The film ____ (to speak much) about.
3. The book ____ (often to refer) to.
4. I ____ (not to tell) about your decision yesterday.
5. The house ____ (to destroy) by the fire last year.
6. The boy ____ (to laugh at) two days ago.
7. An interesting book ____ (to give) to me the day before yesterday.
8. My paintings ____ (to exhibit) at the Picture Gallery next year.
9. The child ____ (to take) to the circus in a week.
10. Tomorrow the door ____ (to keep) shut.
11. The problem ____ (to discuss) now.
12. The other students ____ (to examine) at the moment.
13. When he entered we ____ (to show) the pictures of New-York.
14. The tickets were ____ (to sell) when I came in.
15. The chance ____ (to give) to him this week.
16. This article ____ (just to refer to).
17. His film ____ (to show) recently.
18. This story ____ (to write) by 1937.
19. The doctor ____ (to send for) before I came.
20. The game ____ (to stop) before it starts raining hard.

Sequence of tenses. Indirect speech

Task 11A. Read the sentences below. For sentences (1–12) choose the correct answer (A, B, C, D). Write your answers in the spaces.

0. What did that man say C?
1. Someone ___ the tickets were free.
2. Last week Justin said to Till, "I'll do it tomorrow". He said he would do it ___ .
3. I don't know why Nancy didn't go to the meeting. She said she ___ definitely going.
4. The librarian asked us ___ so much noise.
5. I rang my friend in Australia yesterday, and she said it ___ raining there.
6. The last time I saw Jonathan, he looked very relaxed. He explained that he'd been on holiday the ___ week.
7. I wonder ___ the tickets are on sale yet.
8. I told you ___ switch off the computer, didn't I?
9. Someone ___ me there had been an accident on the motorway.
10. When I rang Tessa some time last week, she said she was busy ___ day.
11. When he was at Oliver's flat yesterday, Martin asked if he ___ use the phone.
12. Judy ___ going for a walk, but no one else wanted to.

0	A at you	B for you	C to you	D you
1	A said me	B said me that	C told me	D told to me
2	A the following day	B the previous day	C tomorrow	D yesterday
3	A be	B is	C was	D would
4	A don't make	B not make	C not making	D not to make
5	A is	B should be	C to be	D was
6	A earlier	B following	C next	D previous
7	A what	B whether	C where	D when
8	A don't	B not	C not to	D to not
9	A asked	B said	C spoke	D told
10	A that	B the	C then	D this
11	A can	B could	C may	D must
12	A admitted	B offered	C promised	D suggested

Task 11B. Read the text below. For gaps (1-10) choose the correct answer (A, B, C or D). Write your answers in the spaces.

The police have warned people to watch out for two men who (0) **B** their way into an old woman's home and stolen money. The men called on Mrs Iris Raine and said they (1) ___ from the water company and wanted to check (2) ___ her water was OK. They asked if she (3) ___ letting them into her house. The woman didn't ask (4) ___ their identity. She said she (5) ___ about any problem with the water. The men explained that they (6) ___ the problem but that it was very simple and (7) ___ long to check. The woman asked if the service (8) ___ free, and they said yes. They wanted to know where the water tank was. While one man ran water in the kitchen, the other (9) ___ upstairs and took several hundred pounds from a drawer in a bedroom. The men then left saying that they (10) ___ the following day to have another look.

0	A had tricked	B have tricked	C tricked	D were tricked
1	A are	B have been	C had been	D were
2	A what	B for	C whether	D as soon
3	A would mind	B wouldn't mind	C don't mind	D didn't mind
4	A seeing	B see	C to see	D to seeing
5	A didn't know	B doesn't know	C wouldn't know	D hasn't known
6	A just discover	B had just discovered	C have just discovered	D were just discovered
7	A hadn't taken	B took	C won't take	D wouldn't take
8	A will be	B is	C was	D has been
9	A went	B goes	C had gone	D is going
10	A will return	B would return	C returned	D return

Task 11C. Read the sentences below. Complete the sentences with the correct form of the words in brackets. Write your answers in the spaces.

0. I was glad that he **had received** (to receive) a letter from her two days before.

1. Yesterday the mother ___ (to ask) her little son if he ___ (to be sorry) for what he ___ (to do).

2. Last week his wife ___ (to promise) to write to him as soon as she ___ (can).

3. Her mother says she ____ (to forget) to take her sandwiches.
4. His father said his son ____ (have to) work harder next term.
5. The clerk said the ticket ____ (to cost) five pounds two years before.
6. I was sure that they _____ (to be) glad to see you the next year.
7. We knew that she ____ (to live) in Paris before.
8. I thought that the Browns often ____ (to receive) letters from their daughter.
9. I was sure that he _____ (to work), and so I didn't go into the room.
10. I think that they _____ (to come) to an agreement.

Modal Verbs

Task 12A. Read the sentences below. For sentences (1-14) choose the correct answer (A, B, C, D). Write your answers in the spaces.

0. A I have some more tea, please?
1. The chemist's was open, so luckily I ___ buy some aspirin.
 2. Susan has to work very hard. I ___ do her job, I'm sure.
 3. We had a party last night. I ___ spend all morning clearing up the mess.
 4. There was no one else at the box office. I ___ in a queue.
 5. ___ I carry that bag for you? – Oh, thank you.
 6. I've lost the key. I ought ___ it in a safe place.
 7. Everyone's asleep. You ___ make a noise.
 8. ___ you like to go for a ride with us?
 9. I wonder if this is the right way. It ___ not be.
 10. I don't think I want to see this film. – Oh, I think you ___.
 11. I'm quite happy to walk. You ___ drive me home.
 12. ___ I show you the way? – No, you needn't
 13. It's late. I think you ___ better go home.
 14. We all tried to push the van, but it ___ move.

0	A Could	B Shall	C Will	D Would
1	A can	B can't	C did can	D was able to
2	A can't	B couldn't	C don't	D shouldn't
3	A must have	B have been to	C have had to	D have must
4	A didn't need to wait	B mustn't wait	C needn't have waited	D needn't wait
5	A Do	B Shall	C Will	D Would
6	A that I put	B to be putting	C to have put	D to put
7	A couldn't	B mustn't	C needn't	D wouldn't
8	A Do	B Should	C Will	D Would
9	A can	B could	C might	D must
10	A can	B shall	C will	D would
11	A don't	B haven't	C mustn't	D needn't
12	A Do	B Shall	C Will	D Would
13	A had	B have	C should	D would
14	A can't	B couldn't	C won't	D wouldn't

Infinitive. Ing-Form

Task 13A. Read the sentences below. For sentences (1-9) choose the correct answer (A, B, C, D). Write your answers in the spaces.

0. The driver was arrested for failing **D** an accident.
1. Someone suggested ___ for a walk.
2. I can remember ___ voices in the middle of the night.
3. The police want ___ anything suspicious.
4. We weren't sure ___ or just walk in.
5. It was too cold ___ outside.
6. Did you congratulate Tessa ___ her exam?
7. I didn't like it in the city at first. But now ___ here.
8. The raised the money simply ___ for it. It was easy.
9. As we walked past, we saw Nigel ___ his car.

0	A of report	B report	C reporting	D to report
1	A go	B going	C of going	D to go
2	A hear	B heard	C hearing	D to hear
3	A that we report	B us reporting	C us to report	D we report
4	A should knock	B to knock	C whether knock	D whether to knock
5	A for the guests eating	B for the guests to eat	C that the guests should eat	D that the guests eat
6	A of passing	B on passing	C passing	D to pass
7	A I got used to living	B I'm used to living	C I used to live	D I used to living
8	A asking	B by asking	C of asking	D with asking
9	A in washing	B to wash	C wash	D washing

Task 13B. Read the text below. For gaps (1-15) choose the correct answer (A, B, C or D). Write your answers in the spaces.

Are you fed up with (0) **A** a failure in your job? Wouldn't you rather (1) ___? Do you want to earn more money? Are you anxious (2) ___ ahead? Do you believe (3) ___ the most of your talents? Do you sometimes dream (4) ___ the top? If the answer is yes, read on. Just imagine yourself (5) ___ a big successful company. And now you can do something about it instead (6) ___. It'll happen if you want it (7) ___. Make it a reality (8) ___ your copy of the best-selling "Winning in Business". It has a ten-point plan for you (9) ___. Do it and you're certain (10) ___ a success. You'll know what (11) ___ in business. You can make other people (12) ___ you

and persuade them (13) _____ what you want. Experts recommend (14) _____ this marvelous book. You'd better (15) _____ your copy today.

0	A being	B be	C to be	D have been
1	A have succeeded	B succeeding	C succeed	D to succeed
2	A get	B to get	C by getting	D having got
3	A make	B to making	C of making	D in making
4	A about reaching	B of reach	C reach	D on reaching
5	A to run	B run	C running	D having run
6	A to dream	B of dreaming	C having dreamt	D dream
7	A happen	B having happened	C happening	D to happen
8	A having ordered	B order	C by ordering	D in order
9	A to follow	B follow	C following	D to following
10	A being	B to be	C be	D having been
11	A doing	B do	C to doing	D to do
12	A respect	B to respect	C having respected	D respecting
13	A on doing	B to do	C on doing	D do
14	A buy	B having bought	C buying	D to buying
15	A to order	B ordering	C having ordered	D order

Task 13C. Read the sentences below. Complete the sentences with the correct form of the words in brackets. Write your answers in the spaces.

0. I'm not pleased with **doing** (to do) this useless work.
1. What was in the letter? – I don't know. I did not want _____ (to open) it as it wasn't addressed to me.
2. I can hear the bell _____ (to ring) but nobody seems _____ (to come) _____ (to open) the door.
3. Please, go on _____ (to write), I don't mind _____ (to wait).

4. Most people prefer ____ (to spend) money to ____ (to earn) it.
5. Did you advise him ____ (to go) to the police? - No, I didn't like ____ (to give) any advice on such a difficult matter.
6. It's no use ____ (to write) to him, he never answers letters. The only thing ____ (to do) is ____ (to go) and ____ (to see) him.
7. Ask him ____ (to come) in. Don't keep him ____ (to stand) at the door.
8. I advise you ____ (to start) ____ (to look) for a flat at once.
9. He tried ____ (to explain) but she didn't want ____ (to listen).
10. I'm looking forward to ____ (to see) you.

Conditionals

Task 14 A. Read the sentences below. For sentences (1-10) choose the correct answer (A, B, C, D). Write your answers in the spaces.

0. A: There's always something going wrong with this car.
B: If you had any sense? You'd **B** it long ago.
1. If ___ my passport, I'll be in trouble.
2. I haven't got a ticket. If ___ one, I could get in.
3. If the bus to the airport hadn't been so late, we ___ the plane.
4. If only people ___ keep sending me bills!
5. It's a pity the lake wasn't frozen yesterday. – Yes, it is. If it ___ frozen, we could have gone skating.
6. Haven't you got enough money for a holiday? – Oh yes. I've got some saved up ___ I suddenly need it.
7. What are you going to do next year? – I wish I ___ the answer to that question.
8. These figures are too complicated to work out in your head. – Yes, if ___ we had a calculator.
9. What are you doing later this afternoon? – Oh ___ the game finishes, I'll go home, I expect.
10. Do you think I should take the job? – You shouldn't do anything ___ you think it's the right thing to do.

0	A be selling	B <i>have sold</i>	C sell	D sold
1	A I lose	B I'll lose	C I lost	D I would lose
2	A I'd have	B I had	C I have	D I've got
3	A caught	B had caught	C would catch	D would have caught
4	A don't	B shouldn't	C weren't	D wouldn't
5	A had been	B was	C would be	D would have been
6	A if	B in case	C that	D unless
7	A knew	B know	C could know	D would know
8	A better	B only	C really	D that
9	A if	B in case	C unless	D when
10	A if	B in case	C unless	D when

Task 14 B. Read the sentences below. Complete the sentences with the correct form of the words in brackets. Write your answers in the spaces.

0. If the weather **isn't** (not to be) bad tomorrow we **will go** (to go) to the country.

1. The grandchildren ____ (to miss) you if you ____ (to move) to another town.

2. Mary ____ (to be) sorry if John ____ (not to come) to her birthday party.

3. Could you __ (to give) me some money if my friends and I __ (to go) out tonight.

4. If I ____ (to know) his address now, I __ (to go) round and see him.

5. It is necessary that he ____ (to buy) winter clothes.

6. What __ you __ (to do) if you __ (to win) the competition?

7. The teacher demands that pupils ____ (not to be) late for classes.

8. If you ____ (not to spend) so much time on your chatting yesterday, we __ (not to be) late for the performance.

9. If I ____ (to be) you, I ____ (to use) a computer.

10. If he ____ (to have) the keys last night, he __ (to unlock) the door himself.

Prepositions

Task 15A. Read the sentences below. For sentences (1-10) choose the correct answer (A, B, C, D). Write your answers in the spaces.

0. I saw a really funny programme **D** television.
1. The village is ____ Sheffield. It's only six miles away.
2. You can see the details ____ the computer screen.
3. I've got a meeting ____ Thursday afternoon.
4. We've lived in this flat ____ five years.
5. This car is ____ if you're interested in buying it.
6. Polly wants to cycle round the world. She's really keen ____ the idea.
7. Could you let me know ____ Friday at the latest?
8. The audience clapped ____ the end of the show.
9. I've lived here ____ last year.
10. What's the matter ____ your car?
11. We could see the balloon high ____ the town.
12. There was a fall ____ ten per cent in prices.
13. The house was burgled ____ we were out.
14. What's the difference ____ a boat and a ship?
15. Rupert's new car looks more ____ an airplane.
16. We're all bored ____ this game.
17. I can't find my keys. I had them a minute ____ .
18. We get lots of requests ____ help.
19. The babysitter will stay there ____ we get home.
20. I'm going to be late ____ the meeting.
21. We do most of our business ____ summer.
22. The job is similar ____ my old one.

0	A at	B from	C in	D on
1	A along	B by	C near	D next
2	A at	B by	C in	D on
3	A at	B in	C on	D to
4	A ago	B already	C for	D since
5	A for sale	B in sale	C on sale	D to sell
6	A about	B for	C on	D with
7	A by	B to	C up to	D until
8	A at	B for	C in	D to
9	A after	B by	C for	D since
10	A by	B for	C on	D with
11	A above	B on	C onto	D up
12	A at	B by	C in	D of
13	A at	B during	C time	D while
14	A between	B from	C under	D with
15	A as	B like	C near	D similar
16	A about	B at	C for	D with
17	A ago	B before	C behind	D back
18	A at	B for	C of	D on
19	A by	B for	C to	D until
20	A at	B for	C in	D to
21	A along	B at	C in	D on
22	A as	B at	C to	D with

Questions. Negatives. Answers

Task 16A. Read the sentences below. For sentences (1–6) choose the correct answer (A, B, C, D). Write your answers in the spaces.

0. What's the weather like in Canada? How often **A** there?
1. Which team _____ the game?
2. What did you leave the meeting early _____? – I didn't feel very well.
3. Unfortunately the driver _____ the red light.
4. You haven't eaten your pudding. _____ it?
5. I really enjoyed the disco. It was great, _____?
6. Are we going the right way? – I think _____.

0	A does it snow	B does it snows	C snow it	D snows it
1	A did it win	B did they win	C won	D won it
2	A away	B because	C for	D like
3	A didn't saw	B didn't see	C no saw	D saw not
4	A Are you no want	B Do you no want	C Don't want you	D Don't you want
5	A is it	B isn't it	C was it	D wasn't it
6	A indeed	B it	C so	D yes

Task 16B. Read the text below. For gaps (1–12) choose the correct answer (A, B, C or D). Write your answers in the spaces.

Judy: (0) **B** we go to the party tonight?

Lisa: (1) _____ giving a party?

Judy: Susan. You know her, (2) _____ you?

Lisa: I'm (3) _____ sure. Has she got long dark hair?

Judy: Yes, she (4) _____. And she's quite tall. (5) _____ you spoken to her?

Lisa: No, I don't think (6) _____. But I know who you mean. There are two sisters, Susan and Janet.

They're twins, aren't (7) _____?

Judy: Yes, that's right.

Lisa: (8) _____ one is Susan?

Judy: Oh, I (9) _____ know. They both look the same. I can't always tell them apart.

Lisa: No, (10) _____ can I. In any case, I haven't been invited to the party.

Judy: That (11) _____ matter.

Lisa: OK. (12) _____ go to it then, shall we?

0	A Do	B Shall	C Would
1	A What's	B Who's	C Whose
2	A don't	B know	C so
3	A isn't	B no	C not
4	A got	B has	C so
5	A Haven't	B Having	C Not
6	A it	B neither	C so
7	A it	B not	C they
8	A What	B Which	C Who
9	A don't	B no	C not
10	A neither	B not	C so
11	A doesn't	B isn't	C not
12	A Could	B Let's	C Shall

IRREGULAR VERBS

to be	was / were	been	бути
to become	became	become	ставати
to begin	began	begun	починати
to blow	blew	blown	дути
to break	broke	broken	ламати
to bring	brought	brought	приносити
to build	built	built	будувати
to burn	burnt	burnt	горіти
to buy	bought	bought	купувати
to catch	caught	caught	ловити
to choose	chose	chosen	вибирати
to come	came	come	приходити
to cost	cost	cost	коштувати
to cut	cut	cut	різати
to deal	dealt	dealt	мати справу
to dig	dug	dug	копати
to do	did	done	робити
to draw	drew	drawn	малювати
to drink	drank	drunk	пити
to drive	drove	driven	керувати
to eat	ate	eaten	їсти
to fall	fell	fallen	падати
feel	felt	felt	відчувати
to fight	fought	fought	боротися
to find	found	found	знаходити
to forbid	forbade	forbidden	забороняти
to forget	forgot	forgotten	забувати
to forgive	forgave	forgiven	вибачати
to freeze	froze	frozen	замерзати
to get	got	got	отримувати
to give	gave	given	давати
to go	went	gone	іти
to grow	grew	grown	рости
to hang	hung	hung	висіти
to have	had	had	мати
to hear	heard	heard	слухати
to hide	hid	hidden (hid)	ховатися
to hold	held	held	тримати

to hurt	hurt	hurt	шкодити, боліти
to keep	kept	kept	зберігати
to know	knew	known	знати
to lead	led	led	вести
to learn	learnt	learnt	вивчати
to leave	left	left	залишати
to let	let	let	дозволяти
to light	lit (lighted)	lit (lighted)	запалювати
to lose	lost	lost	губити
to make	made	made	робити
to mean	meant	meant	означати
to meet	met	met	зустрічати
to pay	paid	paid	платити
to put	put	put	класти
to read	read	read	читати
to ring	rang	rung	дзвонити
to rise	rose	risen	підніматися
to run	ran	run	бігти
to say	said	said	казати
to see	saw	seen	бачити
to sell	sold	sold	продавати
to send	sent	sent	посилати
to set	set	set	встановлювати
to shake	shook	shaken	трясти
to shine	shone	shone	сяяти
to shoot	shot	shot	стріляти
to show	showed	shown	показувати
to sing	sang	sung	співати
to sit	sat	sat	сидіти
to sleep	slept	slept	спати
to smell	smelt	smelt	мати запах
to speak	spoke	spoken	говорити
to spend	spent	spent	проводити
to spread	spread	spread	поширюватися
to stand	stood	stood	стояти
to steal	stole	stolen	красти
to strike	struck	struck	бити, ударити
to swear	swore	sworn	клястися
to sweep	swept	swept	підмітати
to swim	swam	swum	плавати
to take	took	taken	брати

to teach	taught	taught	навчати
to tell	told	told	розповідати
to think	thought	thought	думати
to throw	threw	thrown	кидати
to understand	understood	understood	розуміти
to wake	woke	woken	прокидатися
to wear	wore	worn	носити
to win	won	won	перемагати
to write	wrote	written	писати

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Навчальне видання

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**ПОСІБНИК ДЛЯ САМОСТІЙНОЇ РОБОТИ З
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«ПРАВО» ЗА СПЕЦІАЛЬНІСТЮ 081 «ПРАВО»**

НАВЧАЛЬНИЙ ПОСІБНИК

Підписано до друку 14.09.2021
Обл.-вид. арк. 3,17. Ум. друк. арк. 5,13.
Замовлення № 21.
ЧПБ ім. Героїв Чорнобиля НУЦЗ України
вул. Онопрієнка, 8, м. Черкаси, 18034