

**Vesna Jokanović**

# **PRACTICE ENGLISH**

**VISOKA ŠKOLA ELEKTROTEHNIKE I RAČUNARSTVA STRUKOVNIH  
STUDIJA BEOGRAD  
2019**

## **PRACTICE ENGLISH**

Peto neizmenjeno izdanje

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***Tiraž:*** 300

***Štampa:*** Razvojno-istraživački centar grafičkog inženjerstva TMF, Beograd

CIP - Каталогизација у публикацији  
Народна библиотека Србије, Београд

811.111(075.8)(079.1)

ЈОКАНОВИЋ, Весна, 1969-

Practice English / Vesna Jokanović. - 5. neizmenjeno izd. - Beograd :  
Visoka škola elektrotehnike i računarstva strukovnih studija, 2019 (Beograd  
: Razvojno-istraživački centar grafičkog inženjerstva TMF). - 181 str. ; 25  
cm

Tiraž 300. - Bibliografija: str. 181.

ISBN 978-86-7982-270-3

a) Енглески језик - Тестови  
COBISS.SR-ID 274991628

## **PREDGOVOR**

Ovi testovi su prvenstveno namenjeni studentima visokih škola, a mogu se koristiti i u drugim visokoškolskim institucijama u kojima se uči engleski jezik.

Sastoje se od pažljivo biranih vežbanja koja obuhvataju osnovne i složene gramatičke strukture, šematski prikaz glagolskih vremena, modalnih glagola, kao i sveobuhvatnu listu nepravilnih glagola. Smatram da savlađivanjem ovih testova i vežbanja studenti mogu pravilno da koriste vokabular kojim raspolažu, da testiraju svoje znanje vezano za strukturu engleskog jezika i provere sve četiri jezičke veštine engleskog jezika – čitanje, pisanje, govor i slušanje.

***Autor***

## Table of Contents

PREDGOVOR .....	1
TEST I (Nouns- Number and Gender).....	4
TEST II (Articles, Prepositions, Phrasal verbs).....	9
TEST III (Comparison of adjectives, comparison of adverbs, quantifiers).....	18
TEST IV (Gerund, Infinitive and Participles) .....	27
TEST V (Verbal Forms that express present time).....	31
TEST VI (Verbal Forms that express past time).....	44
TEST VII (Verbal Forms that express futurity).....	56
TEST VIII (Modal Verbs).....	64
TEST IX (Conditional Sentences/ If Clauses- Type I, II, III) .....	68
TEST X (The Passive Voice) .....	74
TEST XI (Indirect speech- statements, questions, commands) .....	81
TEST XII (The Final Review) .....	89
TEST XIII (Reading comprehension) .....	100
Computers .....	100
Computer Software .....	105
Computer programming .....	108
Programming Languages.....	110
Importance of Computers in Business.....	113
Malicious computer programs .....	119

Computer Crime .....	123
The Internet .....	127
Internet Addiction .....	130
Living Through a Phone .....	137
Is Photography an Art? .....	138
Is Technology the Best Travel Companion?.....	139
APPENDIX .....	145

**TEST I**  
**(Nouns- Number and Gender)**

**I Put the following nouns in the correct form of the plural.**

life	_____	ox	_____
family	_____	roof	_____
boy	_____	potato	_____
house	_____	party	_____
city	_____	deer	_____
man	_____	chief	_____
child	_____	photo	_____
sandwich	_____	series	_____
nurse	_____	wife	_____
shelf	_____	brother-in-law	_____

**II Fill in the following words and form meaningful phrases:**

*advice, chocolate, jam, lemonade, meat, milk, oil, rice, tea, tennis*

a piece of	_____	a bar of	_____
a packet of	_____	a glass of	_____
a cup of	_____	a barrel of	_____
a bottle of	_____	a game of	_____
a slice of	_____	a jar of	_____

**III Turn into plural the nouns in italics and make necessary changes:**

1. It is not easy to be a woman doctor.

\_\_\_\_\_

2. He was commander-in-chief for that battalion.

\_\_\_\_\_

3. She was prepared to write a thesis.

\_\_\_\_\_

4. They found a bacterium after doing some examination.

\_\_\_\_\_

5. Have you ever seen a louse?

\_\_\_\_\_

6. The Red Indian chief was respected by all tribes.

\_\_\_\_\_

7. What kind of hypothesis did he suggest?

\_\_\_\_\_

8. An editor-in-chief is usually an experienced journalist.

\_\_\_\_\_

9. I need some paper handkerchief?

\_\_\_\_\_

10. Goose is a bird.

\_\_\_\_\_

11. I don't think it is right to laugh at other people's belief.

---

12. Thunderstorm is a natural phenomenon.

---

13. We took a photo of a deer playing in the forest.

---

14. Have you ever seen a forget-me-not?

---

15. Women are generally afraid of mouse.

---

**IV Change the nouns in bold from the feminine to the masculine.**

1. My **aunt** visits her **niece** every week-end.

---

2. The **lady** has several **mares** on her farm.

---

3. The **daughter** is more talkative than her **mother**.

---

4. Does any **actress** like to play the role of the **princess**?

---

5. Their **queen** is a **widow**.

---

6. The **manageress** is still a **spinster**.

---

7. In the movie, the **tigress** was killed by the **heroine**.

---

8. His **daughter-in-law** is a **postmistress**.

---

9. The **countess** has one **sister**.

---

10. The **authoress** is writing a book about the **empress**.

---

**V Write the feminine of the following masculine nouns:**

1. Bachelor \_\_\_\_\_ 7. Jew \_\_\_\_\_

2. Widower \_\_\_\_\_ 8. Wizard \_\_\_\_\_

3. Dog \_\_\_\_\_ 9. He \_\_\_\_\_

4. Rooster \_\_\_\_\_ 10. Manager \_\_\_\_\_

5. Horse \_\_\_\_\_ 11. Poet \_\_\_\_\_

6. Nephew \_\_\_\_\_ 12. Shepherd \_\_\_\_\_

**VI Write the masculine of the following feminine nouns:**

- |                 |       |             |       |
|-----------------|-------|-------------|-------|
| 1. Benefactress | _____ | 7. Lioness  | _____ |
| 2. Huntress     | _____ | 8. Cow      | _____ |
| 3. Negress      | _____ | 9. Aunt     | _____ |
| 4. Empress      | _____ | 10. Nun     | _____ |
| 5. Waitress     | _____ | 11. Lady    | _____ |
| 6. Princess     | _____ | 12. Actress | _____ |

## TEST II

### (Articles, Prepositions, Phrasal verbs)

**I Fill in the blank with the appropriate article, *a*, *an*, or *the*, or leave the space blank if no article is needed.**

1. I want \_\_\_\_ apple from that basket.
2. \_\_\_\_ church on the corner is progressive.
3. Miss Lin speaks \_\_\_\_ Chinese.
4. I borrowed \_\_\_\_ pencil from your pile of pencils and pens.
5. One of the students said, “\_\_\_\_ professor is late today.”
- 6 Eli likes to play \_\_\_\_ volleyball.
7. I bought \_\_\_\_ umbrella to go out in the rain.
8. My daughter is learning to play \_\_\_\_ violin at her school.
9. Please give me \_\_\_\_ cake that is on the counter.
10. I lived on \_\_\_\_ Main Street when I first came to town.
11. Albany is the capital of \_\_\_\_ New York State.
12. My husband's family speaks \_\_\_\_ Polish.
13. \_\_\_\_ apple a day keeps the doctor away.
14. \_\_\_\_ ink in my pen is red.
15. Our neighbors have \_\_\_\_ cat and \_\_\_\_ dog.

## II Supply a , an , the and / where necessary:

1. \_\_\_\_\_ University has announced proposals to build \_\_\_\_\_ new library, to replace \_\_\_\_\_ existing one by \_\_\_\_\_ year 2005.
2. \_\_\_\_\_ sun rises in \_\_\_\_\_ east and sets in \_\_\_\_\_ west.
3. \_\_\_\_\_ life is very hard for some people.
4. \_\_\_\_\_ freedom of the seas has always impressed me.
5. This is \_\_\_\_\_ oldest building in London but not \_\_\_\_\_ older than that one in Paris.
6. \_\_\_\_\_ French cook better than \_\_\_\_\_ English.
7. \_\_\_\_\_ Rome is \_\_\_\_\_ capital of \_\_\_\_\_ Italy.
8. They have visited \_\_\_\_\_ Alps after their voyage over \_\_\_\_\_ Atlantic.
9. His father is \_\_\_\_\_ lawyer and earn 3,000\$ \_\_\_\_\_ year.
10. Where there's \_\_\_\_\_ will there's \_\_\_\_\_ way.
11. He became \_\_\_\_\_ Member of Parliament in 1990.
12. Do they mean \_\_\_\_\_ Ronald Reagan, or someone else?
13. What \_\_\_\_\_ dreadful experience!
14. I have had such \_\_\_\_\_ busy day because there was \_\_\_\_\_ lot of people there.
15. He was \_\_\_\_\_ Muslim, not \_\_\_\_\_ Christian.
16. I have touched \_\_\_\_\_ peak of \_\_\_\_\_ Mount Everest and the whole range of \_\_\_\_\_ Alps.
17. I have been in \_\_\_\_\_ Texas, \_\_\_\_\_ largest state in \_\_\_\_\_ United States.

## III Write the following paragraphs, inserting *a*, *an*, and *the* where needed.

1. I have \_\_\_\_\_ horse of my own. I call her Pretty Girl. She is \_\_\_\_\_ intelligent animal, but she is not \_\_\_\_\_ thoroughbred horse. I could never enter her in \_\_\_\_\_

race, even if I wanted to. But I do not want to. She is \_\_\_ companion, for my own pleasure. I took her swimming \_\_\_ day or two ago.

2. \_\_\_ horse knows when he is going to race. How does he know? His breakfast was scanty. (He is angry about that.) He does not have \_\_\_ saddle on his back. He is being led, not ridden, to \_\_\_ grandstand. He is led under \_\_\_ grandstand into \_\_\_ unusual, special stall. \_\_\_ horse is nervous. Sometimes he does not know what to do when \_\_\_ starting gate flies open and \_\_\_ track is before him. If he does not begin to run instantly, other horses are already ahead of him. During \_\_\_ race, when he sees another horse just ahead of him, he will try to pass him. Sometimes \_\_\_ jockey holds him back to save his energy for \_\_\_ last stretch. Eventually \_\_\_ horse gets to run as fast as he can. \_\_\_ exercise boy, watching \_\_\_ owner's favorite jockey riding \_\_\_ horse he has exercised day after day, says nothing. Secretly, he is planning for \_\_\_ day when he will be \_\_\_ jockey himself, and his horse will be \_\_\_ first to cross \_\_\_ finish line.

3. Most working people have fewer hours to give to time-consuming activities of clubs than they used to have, but most people in \_\_\_ small town belong to \_\_\_ club or two. One of \_\_\_ clubs is likely to be \_\_\_ social and benevolent organization, such as \_\_\_ Rotary or Elks. Business people are likely to belong, also to either \_\_\_ Kiwanis Club or \_\_\_ Lions. Such business people's organizations may meet as often as once a week in one of \_\_\_ private dining rooms of \_\_\_ town's leading hotel for lunch. They have a good lunch, hear \_\_\_ good program, and continue their fundraising program for \_\_\_ worthy organization, such as \_\_\_ local hospital.

**IV Use the correct prepositions for the blank spaces in the following sentences:**

1. \_\_\_\_\_ times, I felt as though I would be never be able to finish it.

2. The contractors hope to finish the entire job \_\_\_\_\_ April or May.
3. The girls usually go for a coffee \_\_\_\_\_ the middle of the afternoon.
4. If you don't drive faster, we'll arrive \_\_\_\_\_ the train station late.
5. Father heard the noise and rushed \_\_\_\_\_ the stairs \_\_\_\_\_ the basement.
6. Their business office is \_\_\_\_\_ the fiftieth floor \_\_\_\_\_ that building.
7. Thomas has changed \_\_\_\_\_ a poor student \_\_\_\_\_ good one overnight.
8. I'm conscious \_\_\_\_\_ their feelings, but I'm afraid \_\_\_\_\_ offending them.
9. Mr. Foster worked there \_\_\_\_\_ quite late \_\_\_\_\_ the evening.
10. \_\_\_\_\_ once, not one of the students in the class made a mistake.
11. Do those men usually get paid \_\_\_\_\_ the week ?
12. There are quite a few trees \_\_\_\_\_ some sections \_\_\_\_\_ this city.
13. Mr. Harrison parked the car \_\_\_\_\_ least fifteen feet from \_\_\_\_\_ the hydrant.
14. The lesson \_\_\_\_\_ this page is the easiest one \_\_\_\_\_ the whole book.
15. \_\_\_\_\_ second thought, perhaps you are right about that matter.
16. Barbara was very concerned \_\_\_\_\_ her mother's poor health.
17. My school was founded \_\_\_\_\_ Edward VI \_\_\_\_\_ 1553.
18. The teacher was sitting \_\_\_\_\_ a desk \_\_\_\_\_ the class.
19. He hasn't been here \_\_\_\_\_ Monday.

I like to smoke a cigarette and listen \_\_\_\_\_ the radio \_\_\_\_\_ half an hour or so \_\_\_\_\_ dinner.

**V Fill in the blanks with these words: against, at, by, for, from, in, like, near, of, on, to, up, with.**

1. She is doing a degree course \_\_\_\_\_ a university.
2. His trousers were washed \_\_\_\_\_ the washing machine.
3. We had to climb slowly \_\_\_\_\_ the hill.
4. His house looks \_\_\_\_\_ a temple.
5. How many \_\_\_\_\_ the members will join the trip?
6. Don't lean that ladder \_\_\_\_\_ the wall.
7. I don't usually feel tired \_\_\_\_\_ the morning.
8. Have you heard anything \_\_\_\_\_ him yet?
9. My house is quite \_\_\_\_\_ to your school.
10. Put this \_\_\_\_\_ your drawer and do not let anyone see it.
11. A university is where you study \_\_\_\_\_ a degree.
12. Which of these roads will lead \_\_\_\_\_ the church?
13. He sometimes quarrels \_\_\_\_\_ the neighbour.
14. I think there is a salesman \_\_\_\_\_ the door.

15. Her next birthday will be \_\_\_\_\_ a Sunday.
16. Even the new drug could not cure him \_\_\_\_\_ his illness.
17. He was given a ten-year prison sentence \_\_\_\_\_ armed robbery.
18. The cat likes to rub its head \_\_\_\_\_ my legs.
19. The store was robbed because there was no guard \_\_\_\_\_ duty.
20. My father has a car \_\_\_\_\_ yours.
21. His sister holds a degree \_\_\_\_\_ physics \_\_\_\_\_ Oxford.
22. The new factory is expected to come online \_\_\_\_\_ May.
23. If you go \_\_\_\_\_ a river you go towards its source.
24. Many of us eat \_\_\_\_\_ fork and spoon.
25. The mob stoned her \_\_\_\_\_ death.

**VI Match the phrasal verbs with their corresponding synonyms.**

- |             |               |
|-------------|---------------|
| 1. put off  | a. cancel     |
| 2. call off | b. switch off |
| 3. look up  | c. postpone   |
| 4. go off   | d. continue   |
| 5. carry on | e. explode    |
| 6. turn off | f. check      |

**VII Complete with one of these phrasal verbs: be through, go on, fill in, take off, stay out, speak up.**

1. Could you \_\_\_\_\_ this application form, please?
2. I'll never talk to you again. We \_\_\_\_\_!
3. If you don't \_\_\_\_\_, we can't hear you.
4. I'm tired because I \_\_\_\_\_ too late last night.
5. The plane \_\_\_\_\_ late because of the bad weather.

**VIII Choose the right option to replace the words in italics.**

1. It began to rain so we *cancelled* the match.
  - a) called off
  - b) carried on
  - c) got off
2. I asked him if he wanted to *remove* his coat.
  - a) put on
  - b) put out
  - c) take off

3. Samantha *resembles* her mother, doesn't she?

- a) looks at
- b) looks like
- c) looks after

4. His new novel will *be published* next summer.

- a) come in
- b) come out
- c) go out

5. He *resigned from* his job when the truth about his past became known.

- a) gave up
- b) gave back
- c) went out

6. That's a good idea but I need time to *meditate about* it.

- a) run over
- b) think over
- c) get over

7. The World War I *began* in 1914.

- a) broke down
- b) broke into
- c) broke out

8. We never *discovered* why the accident happened.

- a) tried on
- b) found out
- c) worked out

9. You must *search* the meaning of these words in the dictionary.

- a) look at
- b) look on
- c) look up

10. A good friend will always *support* you.

- a) stand for
- b) stand by
- c) turn down

**TEST III**  
**(Comparison of adjectives, comparison of adverbs,**  
**quantifiers)**

**I Put the following adjectives into the correct form (comparative, superlative)**

1. Mr. Slater's house is \_\_\_\_\_ of all the houses in the neighborhood. (big)
2. Fred is \_\_\_\_\_ than his brother. (ambitious)
3. Your example is \_\_\_\_\_ than the one in the book. (good)
4. Los Angeles is \_\_\_\_\_ from here than Philadelphia. (far)
5. Mr. Jackson was \_\_\_\_\_ person at the meeting. (sensible)
6. We've had \_\_\_\_\_ difficulty with this part than the other one. (little)
7. He is \_\_\_\_\_ men in that organization. (popular)
8. Bill did \_\_\_\_\_ work in that class than anyone else. (good)
9. Miss Peters is \_\_\_\_\_ of all the girls in this office. (friendly)
10. That sort of thing is \_\_\_\_\_ in Europe than here. (common)
11. That lesson is \_\_\_\_\_ of all the lessons. (difficult)
12. I cannot walk any \_\_\_\_\_. (far)
13. Does your country have \_\_\_\_\_ than this? (bad)
14. Marie is \_\_\_\_\_ girl in the whole class. (intelligent)
15. Our house is \_\_\_\_\_ than the school. (high)
16. John is \_\_\_\_\_ of the boys in that group. (clever)
17. Peter has \_\_\_\_\_ patience than his brother. (much)
18. China is \_\_\_\_\_ country in the world. (populated)
19. That was \_\_\_\_\_ part of the entire job. (bad)
20. The exercise on this page is \_\_\_\_\_ in the whole book. (easy)

**II Use either *as ... as* or *not as ... as* in the sentences below.**

- 1) The blue car is \_\_\_\_\_ the red car. (fast)
- 2) Peter is \_\_\_\_\_ Fred. (not/tall)
- 3) The violin is \_\_\_\_\_ the cello. (not/low)
- 4) This copy is \_\_\_\_\_ the other one. (bad)
- 5) Oliver is \_\_\_\_\_ Peter. (optimistic)
- 6) Today it's \_\_\_\_\_ yesterday. (not/windy)
- 7) The tomato soup was \_\_\_\_\_ the mushroom soup. (delicious)
- 8) Grapefruit juice is \_\_\_\_\_ lemonade. (not/sweet)
- 9) Nick is \_\_\_\_\_ Kevin. (brave)
- 10) Silver is \_\_\_\_\_ gold. (not/heavy)

**III Rewrite these questions using “how + adj.”**

1. What's the length of the Nile River?  
\_\_\_\_\_
2. What's the depth of the Amazon River?  
\_\_\_\_\_
3. What's the width of the schoolyard?  
\_\_\_\_\_
4. What's the breadth of that door?  
\_\_\_\_\_
5. What's your weight?  
\_\_\_\_\_

6. What's her height?

\_\_\_\_\_

7. What's the thickness of the Great Wall of China?

\_\_\_\_\_

8. What's the height of Mount Everest?

\_\_\_\_\_

9. What's the weight of these books?

\_\_\_\_\_

10. What's the age of your father?

\_\_\_\_\_

**IV Put the following adverbs into correct form (comparative or superlative)**

1. He speaks English \_\_\_\_\_ than his brother. (clearly)
2. She did her job \_\_\_\_\_ of all the people in that company. (well)
3. He visits his grandfather \_\_\_\_\_ than his sister. (seldom)
4. We flew together by plane \_\_\_\_\_ than they did. (often)
5. Don't come \_\_\_\_\_ than me. (early)
6. You must press the button \_\_\_\_\_ if you wish to turn it off. (hard)
7. He did his job \_\_\_\_\_ in the whole firm. (badly)
8. This time the plane is flying \_\_\_\_\_ above the clouds than ever. (far)

**IV Fill in the correct adverb form (comparative or superlative) of the adjectives in brackets:**

1. I speak English \_\_\_\_\_ (fluent) now than last year.
2. She greeted me \_\_\_\_\_ (polite) of all.
3. She smiled \_\_\_\_\_ (happy) than before.
4. This girl dances \_\_\_\_\_ (graceful) of all.
5. Could you write (clear) \_\_\_\_\_?
6. Planes can fly (high) \_\_\_\_\_ than birds.
7. He had an accident last year. Now, he drives (careful) \_\_\_\_\_ than before.
8. Jim can run (fast) \_\_\_\_\_ than John.
9. Our team played (bad) \_\_\_\_\_ of all.
10. He worked (hard) \_\_\_\_\_ than ever before.

**V Give the correct form of the adj. / adv. in brackets:**

1. Peter is the \_\_\_\_\_ student in the class. (clever)
2. Cars are \_\_\_\_\_ than motorbikes. (expensive)
3. Summer is \_\_\_\_\_ than spring. (hot)
4. Nile River is the \_\_\_\_\_ river in the world. (long)
5. Winter is the \_\_\_\_\_ season in a year. (cold)
6. Watching TV is \_\_\_\_\_ than reading books. (interesting)
7. Who is the \_\_\_\_\_ in your class? (old)
8. I'm \_\_\_\_\_ than my brother. (short)
9. Of the three cities, HCM city is the \_\_\_\_\_. (big)
10. Nam is a good tennis player. I think he is the (good) \_\_\_\_\_ in the club.
11. My bag isn't very heavy. Your bag is (heavy) \_\_\_\_\_.

12. We don't know many people. You know (many) \_\_\_\_\_ people than us.
13. It is a very bad film. It's the (bad) \_\_\_\_\_ film I've ever seen.
14. Sarah doesn't work hard. I work (hard)\_\_\_\_\_.
15. She doesn't know much. Her sister knows much (much) \_\_\_\_\_

**VI Choose the word (a, b, c, or d) that best fits each of the blank spaces:**

Millions of young people play video games. Some play them at home, others play them in arcades. The inventors of the games become very (1) \_\_\_\_\_. Some of the inventors are (2) \_\_\_\_\_ young as 14 or 15.

These games are good fun, but players must be (3) \_\_\_\_\_. Sometimes, players spend \_\_\_\_\_ (4) time on

their own because they like playing video games so much. One doctor says "This is \_\_\_\_\_ (5) for children. All children should play outdoors and develop their (6) \_\_\_\_\_ skills. They should be with people of their own age. Children should spend only a small part of their free time playing video games. They mustn't forget to do other things too.'

- |                |               |               |                    |
|----------------|---------------|---------------|--------------------|
| 1. a. rich     | b. richly     | c. richer     | d. richest         |
| 2. a. so       | b. as         | c. like       | d. All Are Correct |
| 3. a. careless | b. carelessly | c. careful    | d. carefully       |
| 4. a. too many | b. too much   | c. too little | d. less            |
| 5. a. worse    | b. good       | c. very bad   | d. better          |
| 6. a. social   | b. socialize  | c. society    | d. socially        |

**VII Complete the sentences:**

1. Dung is a \_\_\_\_\_ student in my class.  
a. well                      b. good                      c. better                      d. best
2. Mrs Phuong plays the piano \_\_\_\_\_.  
a. well                      b. good                      c. better                      d. best
3. Sugar is a \_\_\_\_\_ food. We need it to live.  
a. unhealthy              b. healthy                      c. well                      d. better
4. He plays soccer \_\_\_\_\_ but I play it well.  
a. bad                      b. badly                      c. worse                      d. worst
5. He's a safe taxi driver so he always drives his car \_\_\_\_\_.  
a. fast                      b. dangerously              c. safely                      d. good
6. She is a \_\_\_\_\_ tennis player.  
a. bad                      b. badly                      c. worse                      d. worst
7. Lana's sister is a \_\_\_\_\_ swimmer.  
a. good                      b. well                      c. slowly                      d. quickly
8. Don't eat \_\_\_\_\_ candy. It's not good for your health.  
a. a little                      b. too much                      c. a lot of                      d. lots of
9. You should \_\_\_\_\_ listen to the pool lifeguards.  
a. careful                      b. carefully                      c. careless                      d. carelessly
10. He is a good teacher. He teaches very \_\_\_\_\_.  
a. bad                      b. well                      c. good                      d. better
11. Mr. Atkins speaks Vietnamese very \_\_\_\_\_.  
a. fluently                      b. skillfully                      c. good                      d. best
12. How \_\_\_\_\_ is Mia? She is 36 kilos.  
a. tall                      b. weigh                      c. heavy                      d. small

13. My father is a \_\_\_\_\_ football player.  
a. skill                      b. skillful                      c. skillfully                      d. skilled
14. He \_\_\_\_\_ is one meter and 50 centimeters.  
a. length                      b. height                      c. tall                      d. width
15. Mary walks \_\_\_\_\_ in the school ground.  
a. slow                      b. slowly                      c. slowness                      d. slowness

**VIII For each sentence, choose the best word or phrase to complete the gap from the choices below.**

1. There are \_\_\_\_\_ French students in The Language Project at the moment.
2. We only have \_\_\_\_\_ time between the first and second lesson - not enough to drink coffee.
3. We've got \_\_\_\_\_ homework to do tonight. We have to write five essays and read two chapters of the book.
4. I haven't got \_\_\_\_\_ money to go to the cinema tonight.
5. There's \_\_\_\_\_ crime in this part of Berlin but the City Centre is quite dangerous.
6. I live in a quiet part of the city so there \_\_\_\_\_ to do in the evening.
7. You need to take \_\_\_\_\_ with you on the trip to London, to pay for lunch.
8. At five o'clock every evening, there are \_\_\_\_\_ cars on the main road. It's the rush hour.
9. If you travel to work at six o'clock in the morning \_\_\_\_\_ traffic on the road and you can get there quickly.

10. We don't have \_\_\_\_\_ students in this class to make a football team.
11. How \_\_\_\_\_ pairs of shoes do you take when you go on a business trip.
12. Our teacher doesn't drink a lot of alcohol but he has \_\_\_\_\_ wine on Saturday nights - usually about half a glass.

- |                               |                        |                               |                            |
|-------------------------------|------------------------|-------------------------------|----------------------------|
| 1. <b>A</b> much              | <b>B</b> a lot of      | <b>C</b> too much             | <b>D</b> little            |
| 2. <b>A</b> a few             | <b>B</b> few           | <b>C</b> a little             | <b>D</b> not many          |
| 3. <b>A</b> not enough        | <b>B</b> too much      | <b>C</b> too many             | <b>D</b> many              |
| 4. <b>A</b> too much          | <b>B</b> too many      | <b>C</b> much                 | <b>D</b> enough            |
| 5. <b>A</b> a few             | <b>B</b> not much      | <b>C</b> not enough           | <b>D</b> too much          |
| 6. <b>A</b> isn't much        | <b>B</b> isn't any     | <b>C</b> aren't enough        | <b>D</b> aren't any        |
| 7. <b>A</b> not much pounds   | <b>B</b> much money    | <b>C</b> a few pounds         | <b>D</b> little pounds     |
| 8. <b>A</b> too much          | <b>B</b> not much      | <b>C</b> little               | <b>D</b> too many          |
| 9. <b>A</b> there is not much | <b>B</b> there are few | <b>C</b> there are not enough | <b>D</b> there are too few |
| 10. <b>A</b> many             | <b>B</b> much          | <b>C</b> enough               | <b>D</b> too many          |
| 11. <b>A</b> much             | <b>B</b> many          | <b>C</b> few                  | <b>D</b> enough            |
| 12. <b>A</b> too few          | <b>B</b> not enough    | <b>C</b> a few                | <b>D</b> a little          |

**IX Choose a word from the brackets (a, a few, any, a little, much, a lot of, some, many, an, a lot) to fill each space. Some words may be used more than once.**

1. How \_\_\_\_\_ children do you and Tony have?

2. I don't have \_\_\_\_\_ patience and I find jigsaw puzzles boring.
3. We only have \_\_\_\_\_ carrots. We should go and buy some more.
4. "Do we need any apples?" "No, we have \_\_\_\_\_. Look, three bags!"
5. There was an explosion at the factory and \_\_\_\_\_ people were injured. We don't know how many yet.
6. When you make the pie, put \_\_\_\_\_ wine in too. But not too much! It makes it really tasty.
7. When you go out, buy me \_\_\_\_\_ apple and a bottle of Coke.
8. I don't need \_\_\_\_\_ advice from you. You don't understand the problem!
9. Do you like this programme?" "Not \_\_\_\_\_. You can change the channel if you want."
10. Lots of people in Spain like to take \_\_\_\_\_ siesta during the hottest part of the day.
11. I have been to America \_\_\_\_\_ times; Twice in 1996 and again last year.
12. Can you give me \_\_\_\_\_ information about the buses in the city centre please?

**TEST IV**  
**(Gerund, Infinitive and Participles)**

**I Put the verbs in brackets in the correct form (Gerund or Infinitive)**

1. We finally decided \_\_\_\_\_ the town. (leave)
2. Do you mind my \_\_\_\_\_ the window?(open)
3. I am looking forward to \_\_\_\_\_ you. (meet)
4. Not speaking German didn't stop him from \_\_\_\_\_ friends. (make)
5. She promised \_\_\_\_\_. (not laugh)
6. John avoided \_\_\_\_\_ to the teacher about it. (speak)
7. He demanded \_\_\_\_\_ the report immediately. (see)
8. \_\_\_\_\_ good compositions is extremely difficult. (write)
9. Foster didn't explain the reasons for \_\_\_\_\_ his job. (quit)
10. The teacher wanted \_\_\_\_\_ the lesson again. (explain)
11. For a while, we considered \_\_\_\_\_ with them. (not go)
12. I finally persuaded my friend \_\_\_\_\_ for two more days. (stay)
13. Do you mind my \_\_\_\_\_ you? (interrupt)
14. I really can't postpone \_\_\_\_\_ him any longer. (tell)
15. I expect \_\_\_\_\_ an answer from the Browns soon. (receive)
16. I can't stand \_\_\_\_\_ to your complaints any more. (listen)
17. I will remember \_\_\_\_\_ Mr. Brown your message. (give)
18. Would you mind \_\_\_\_\_ both of those windows? (shut)

19. Have you finished \_\_\_\_\_ that novel yet? (read)
20. The children promised \_\_\_\_\_ that any more. (not do)

**II Put in the verbs in brackets as participles- present participle or past participle into the gaps.**

- 1) He saw his friend \_\_\_\_\_ (go) out with Sue.
- 2) The bus crashed into the blue car \_\_\_\_\_ (drive) down the hill.
- 3) Peter hurt his leg \_\_\_\_\_ (do) karate.
- 4) The umbrella \_\_\_\_\_ (find) at the bus stop belongs to John Smith.
- 5) The people \_\_\_\_\_ (dance) in the street are all very friendly.
- 6) I heard my mother \_\_\_\_\_ (talk) on the phone.
- 7) My uncle always has his car \_\_\_\_\_ (wash).
- 8) We stood \_\_\_\_\_ (wait) for the taxi.
- 9) \_\_\_\_\_ (look) down from the tower we saw many people walking in the streets.
- 10) The people drove off in a \_\_\_\_\_ (steal) car.

**III Fill in the blanks with -ed or -ing form of the adjectives (present participle or past participle)**

1. The coach isn't \_\_\_\_\_ (please) with the results of his team.
2. Although everybody says the film is \_\_\_\_\_ (bore), I want to see it.
3. They were \_\_\_\_\_ (amaze) to see so many black clouds in the sky.

4. My father found Prague \_\_\_\_\_ (fascinate)
5. Roberto Carlos is \_\_\_\_\_ (concern) about his injury.
6. I have a profitable job but is \_\_\_\_\_ (exhaust).
7. Fairy tales are \_\_\_\_\_ (enchant). Do you agree?
8. All the fans were \_\_\_\_\_ (surprise) by the success of their team.
9. Getting up early at the weekends is \_\_\_\_\_. (annoy).
10. Robin is \_\_\_\_\_ (interest) in politics. According to her politics is really \_\_\_\_\_. (interest)

**IV Recognize the underlined words as gerund, infinitive or participle and circle the correct answer.**

- 1) Swimming is good exercise.
  - A. participle
  - B. gerund
  - C. infinitive
- 2) Economics is an ever-expanding field of study.
  - A. participle
  - B. gerund
  - C. infinitive
- 3) We drove to the mall to buy our new surround sound system.
  - A. participle
  - B. gerund
  - C. infinitive
- 4) Breaking the light barrier is simply not possible.
  - A. participle
  - B. gerund
  - C. infinitive

- 5) I am planning to pass all of my tests this quarter.
- A. participle
  - B. gerund
  - C. infinitive
- 6) Overwhelmed by the menu choices, I just closed my eyes and pointed with my finger.
- A. participle
  - B. gerund
  - C. infinitive
- 7) They have closed the cafeteria to repair a broken steam table.
- A. participle
  - B. gerund
  - C. infinitive
- 8) Beginning today, I resolve to get all “A’s” in English class.
- A. participle
  - B. gerund
  - C. infinitive
- 9) Passing this quiz with a good grade would make me happy.
- A. participle
  - B. gerund
  - C. infinitive
- 10) I always enjoy watching a meteor shower.
- A. participle
  - B. gerund
  - C. infinitive

**TEST V**  
**(Verbal Forms that express present time)**

**I Fill in the gaps by putting the verbs in brackets into correct form/tense**

**(the Present Simple Tense or the Present Continuous Tense):**

1. Her brother (play) \_\_\_\_\_ badminton at the moment?
2. Ben (watch) \_\_\_\_\_ TV every night?
3. They (not work) \_\_\_\_\_ in this city.
4. Let's (listen) \_\_\_\_\_ to some music.
5. What time does the library open? – It (open) \_\_\_\_\_ at half past seven.
6. We (travel) \_\_\_\_\_ to Egypt next week.
7. The students (go) \_\_\_\_\_ camping next Sunday.
8. My father (jog) \_\_\_\_\_ every morning.
9. We (visit) \_\_\_\_\_ Mary's sister next week.
10. They (live) \_\_\_\_\_ with their grandparents.
11. John (brush) \_\_\_\_\_ her teeth after meal.
12. I (come) \_\_\_\_\_ back tomorrow.
13. Let's (meet) \_\_\_\_\_ in front of the movie theater.
14. They (tidy) \_\_\_\_\_ their rooms tomorrow.
15. Mai (watch) \_\_\_\_\_ TV now.
16. Sam (go) \_\_\_\_\_ to school by bike every day.
17. Lana (cook) \_\_\_\_\_ in the kitchen now.
18. Susan (not / go) \_\_\_\_\_ to the movie theater tomorrow?
19. Be careful! The bus (come) \_\_\_\_\_.

20. We often (play)\_\_\_\_\_ tennis in the afternoon.
21. What \_\_\_you \_\_\_\_\_(do) next Sunday?
22. They (go)\_\_\_\_\_ to the movies tonight.
23. She (not visit) \_\_\_\_\_ her friends tomorrow.
24. My brother (listen) \_\_\_\_\_ to music in his free time.
25. The next Sunday will be Paul's birthday so I (buy) \_\_\_\_\_ a gift for him tonight.
26. He (have) \_\_\_\_\_ a lot of English books.
27. Mina never (go) \_\_\_\_\_ to the zoo by bike.
28. Listen! She (play)\_\_\_\_\_ the piano.
29. We usually (play)\_\_\_\_\_ social games in the evening.
30. My father never (drink) \_\_\_\_\_ coffee, but at the moment he (drink) \_\_\_\_\_ it.
31. We (not go)\_\_\_\_\_ to work by car every day.
32. He (read) \_\_\_\_\_ books in her room now.
33. They (not go)\_\_\_\_\_ to the school on Sundays.
34. How often \_\_\_\_\_ Ann (practice)\_\_\_\_\_ the piano at the Music club? – She (go) \_\_\_\_\_ there twice a week.
35. Where (be)\_\_\_\_\_ your brother? – He is in his room. He (sleep)\_\_\_\_\_.
36. What (do)\_\_\_\_\_ your brothers? – They (study)\_\_\_\_\_ in the library.
37. I (finish)\_\_\_\_\_ my homework at the moment.
38. I (not like)\_\_\_\_\_ volleyball, so I (not learn)\_\_\_\_\_ to play it.
39. Look! The boys (talk)\_\_\_\_\_ about the soccer match.
40. I \_\_\_\_\_ (have) lunch in the cafeteria every day.
41. Don't give Jane any cheese. She \_\_\_\_\_ (hate) it.

42. Once a week, I \_\_\_\_\_ (go) to an art class at the college.
43. Andrew always \_\_\_\_\_ (get) nervous whenever he takes a test.
44. I'm sorry I can't hear what \_\_\_\_\_ you \_\_\_\_\_ (say) because everybody (talk) \_\_\_\_\_ so loud.
45. In Vietnam, there \_\_\_\_\_ (be) no lessons on Saturdays.
46. We \_\_\_\_\_ (not/come) here tomorrow morning.
47. Listen! The girl \_\_\_\_\_ (play) the guitar.
48. What \_\_\_\_\_ you \_\_\_\_\_ (do) now? – I \_\_\_\_\_ (grow) some flowers.
49. Mia (not go) \_\_\_\_\_ to school tomorrow because tomorrow (be) \_\_\_\_\_ Sunday.
50. Mike (clean) \_\_\_\_\_ his room at the moment.

**II Make complete sentences with the words given using the appropriate tense (present simple or present continuous):**

1. My father / watch / television / at the moment.

\_\_\_\_\_

2. We / walk / school / every day.

\_\_\_\_\_

3. He / listen / radio / now.

\_\_\_\_\_

4. What time / John / go / bed/usually?

---

5. I / get up / six / o'clock on every work day.

---

6. Mrs. Liz / play / piano / in her free time.

---

7. He / see / her / tonight.

---

8. They / travel / Hawaii / next week.

---

9. You / come / my party / tomorrow?

---

10. My brother/ never/ eat/ meat.

---

### III Answer questions about you:

1. What is your family name?\_\_\_\_\_

2. Where do you live?\_\_\_\_\_

3. What's your date of birth?\_\_\_\_\_

4. How far is it from your house to school? \_\_\_\_\_
5. What does your mother do? \_\_\_\_\_
6. What does your father do? \_\_\_\_\_
7. What's your telephone number? \_\_\_\_\_
8. Which school are you studying at? \_\_\_\_\_
9. How many subjects do you study at school? \_\_\_\_\_
10. Which subject do you like best? \_\_\_\_\_
11. Which subject are you good at? \_\_\_\_\_
12. What do you often do during your break? \_\_\_\_\_
13. Who do you usually do for weekends? \_\_\_\_\_
14. What's your weight? \_\_\_\_\_
15. How tall are you? \_\_\_\_\_

**III Make questions for the underlined parts:**

1. Her telephone number is 849277.

\_\_\_\_\_

2. It's about two kilometers from my house to the movie theater.

\_\_\_\_\_

3. His father is an architect.

---

4. We are going to camping next Sunday.

---

5. Her address is 2/10B White roses Street.

---

6. They are often go to school by bike.

---

7. John is studying Math.

---

8. Her date of birth is on August 22<sup>nd</sup>.

---

9. My father works in BMW company.

---

10. She always goes to work on foot.

---

11. Her favorite subject is English.

---

12. My father is jogging in the park at the moment.

---

13. Mia usually talks with her friends during the breaks.

---

14. Classes always start at one o'clock.

---

15. I am living with my parents in Paris now.

---

16. Sam goes to school six days a week.

---

17. We have math, biology, history and literature on Tuesday.

---

18. They have English on Monday, Wednesday and Friday.

---

19. Sarah learns how to use a computer in computer science class.

---

20. Paul lives with his uncle and aunt in the city center.

---

21. My mother makes a cake for my birthdays.

---

**IV Answer the following questions using the words and phrases in brackets:**

1. What time does the train leave? (5:15)

---

2. What is he doing? (measure the yard)

---

3. Why doesn't Mary want to go to school? (have a bad cold)

---

4. What do they have for lunch? (some bread and butter)

---

5. Who is meeting you tomorrow ? (my old teacher)

---

6. How much are those books? (6 dollars)

---

7. How many pictures are there on the wall? (one)

---

8. How wide is the river? (50 meters)

---

9. What's the weather like in June? (very hot)

---

10. How far is it from here to Budapest? (about 50 kilometers)

---

11. Where do you borrow these books? (from the library)

---

12. What kinds of music do you listen to? (pop music)

---

13. What are they doing tomorrow? (cut grass)

---

14. What time does the performance begin? (6:30)

---

15. What TV programs do you want to see? (contests)

---

**V Write sentences in Present Perfect Simple.**

1. We / reach / our goal

---

2. Our team / lose / the match

---

3. She / underline / the word

---

4. They / not / discover / the treasure

---

5. Sarah / not / talk / about the problem

---

6. Sam / not / miss / the bus

---

7. They / not / plant / a tree

---

8. Ann / catch / the ball

---

9. We / sell / our old car

---

10. The train / leave / the station

---

**VI Make questions for the underlined parts:**

1. John has built a house.

---

2. She has crossed the street at the traffic lights.

---

3. They have never been to Australia.

---

4. Peter has dialled the number.

---

5. My sister has spent 200 euros at the shopping mall.

---

6. They have seen him at the library.

---

7. A thief has robbed another bank.

---

8. Bill has ordered three desserts.

---

9. Clara has repeated the sentence five times.

---

10. Jane has asked a question.

---

**VI Fill in the gap the correct form (Present Perfect Simple or Present Perfect Continuous).**

1. Sandy (cook)\_\_\_\_\_ dinner four times this week.

2. We (travel)\_\_\_\_\_ around Scotland for 8 days.

3. Why are your hands so dirty? - I (repair) \_\_\_\_\_ my bike.
4. I (read) \_\_\_\_\_ the book, you can have it back.
5. Paul (believe) \_\_\_\_\_ in God since he was a child.
6. You (eat / not) \_\_\_\_\_ up yet.
7. He (speak / not) \_\_\_\_\_ on the phone for half an hour, just a couple of minutes.
8. They (work / not) \_\_\_\_\_ since 5 o'clock. They just started an hour ago.
9. We (know / not) \_\_\_\_\_ them for a long time.
10. She (hang / not) \_\_\_\_\_ up all the pictures yet.

**VII Using the words in brackets, complete the text below with the appropriate tenses (Present Perfect Simple or Present Perfect Continuous)**

1. Judy: How long (be) \_\_\_\_\_ in Canada?  
Paul: I (study) \_\_\_\_\_ here for more than three years.
2. I (have) \_\_\_\_\_ the same car for more than ten years.  
I'm thinking about buying a new one.
3. I (love) \_\_\_\_\_ chocolate since I was a child. You might even call me a "chocoholic".

4. Ben and Sarah (have)\_\_\_\_\_ some difficulties in their relationship lately, so they (go)\_\_\_\_\_ to a marriage counselor. I hope they work everything out.
5. John (work)\_\_\_\_\_ for the government since he graduated from Harvard University. Until recently, he (enjoy) \_\_\_\_\_ his work, but now he is talking about retiring.
6. Lately, I (think) \_\_\_\_\_ about changing my career because I (become) \_\_\_\_\_ dissatisfied with the conditions at my company.
7. I (see) \_\_\_\_\_ Judy for more than five years and during that time I (see)\_\_\_\_\_ many changes in her personality.

## TEST VI

### (Verbal Forms that express past time)

#### I Fill in the gaps with the Simple Past Tense of the verbs in brackets:

1. Yesterday, Mia and her parents (go) \_\_\_\_\_ shopping.
2. When Lana's father (be) \_\_\_\_\_ young, he (drink) \_\_\_\_\_ a lot of wine.
3. Thirty years ago, very few people (have) \_\_\_\_\_ TV sets.
4. We went to the doctor because we (be) \_\_\_\_\_ sick.
5. Last Sunday he (not) \_\_\_\_\_ at the English club.
6. The children (be) \_\_\_\_\_ here ten minutes ago.
7. My father (buy) \_\_\_\_\_ a new car two months ago.
8. Mozart (play) \_\_\_\_\_ the piano when he (be) \_\_\_\_\_ three.
9. Last night I (forget) \_\_\_\_\_ to brush my teeth.
10. Yesterday my family (visit) \_\_\_\_\_ Niagara waterfalls.
11. My mother (bring) \_\_\_\_\_ me a new bike two days ago.
12. Sarah (worry) \_\_\_\_\_ a lot about her mother's health last night.
13. Liz (give) \_\_\_\_\_ some new American stamps yesterday afternoon.
14. \_\_\_\_\_ you (be) a good student last year? Yes, I was.
15. It \_\_\_\_\_ (rain) a lot last week.
16. Who \_\_\_\_\_ (send) this book two hours ago?
17. You \_\_\_\_\_ (work) in the music room last night?
18. The skirt \_\_\_\_\_ (be) dirty, so I \_\_\_\_\_ (wash) it an hour ago.
19. He \_\_\_\_\_ (not help) his mother two days ago.

20. It \_\_\_\_\_ (take) you ten minutes to do this homework yesterday?
21. Sam \_\_\_\_\_ (borrow) my book last Sunday.
22. We \_\_\_\_\_ (not be) tired after the trip to London last week.
23. Where you \_\_\_\_\_ (spend) your holidays last year?
24. Where you (go) \_\_\_\_\_ last night?
25. He (write) \_\_\_\_\_ a letter to his parents a week ago?
26. My brother (study) \_\_\_\_\_ English in 2008?
27. Mary (not be) \_\_\_\_\_ very happy yesterday.
28. We (go) \_\_\_\_\_ to the seaside last summer.
29. My mother (not buy) \_\_\_\_\_ a lot of food yesterday.
30. Tom and Mia (travel) \_\_\_\_\_ to New York last month.
31. We (take) \_\_\_\_\_ part in different activities last week.
32. They (give) \_\_\_\_\_ a farewell party next week.
33. They (not be) \_\_\_\_\_ at home yesterday.
34. They (lecture) \_\_\_\_\_ French two days ago?
35. She (lend) me \_\_\_\_\_ a bar of soap yesterday.
36. I (see) \_\_\_\_\_ that film last night.
37. Peter (not do) \_\_\_\_\_ his homework yesterday.
38. Mina (throw) \_\_\_\_\_ a party last night.
39. We (not become) \_\_\_\_\_ good teachers in 1990.
40. Sarah (talk) \_\_\_\_\_ to Jack last Monday.

**II Makes questions for the underlined words or phrases:**

1. Simon had a lot of pain because she has a toothache.  
\_\_\_\_\_
2. I felt sick after eating that food.  
\_\_\_\_\_
3. Peter went to see the dentist last week.  
\_\_\_\_\_
4. It took Dr. Smith ten minutes to fill Sam's tooth.  
\_\_\_\_\_
5. My brother went to the hospital.  
\_\_\_\_\_
6. Mr. Jonson did morning exercises at 5.30 yesterday.  
\_\_\_\_\_
7. Susan received her aunt's letter five days ago.  
\_\_\_\_\_
8. There are twelve students in Lana's class having stomachache.  
\_\_\_\_\_
9. She walked to work because the factory is near her house.  
\_\_\_\_\_
10. The teacher reads stories to the children.  
\_\_\_\_\_

**III Make complete sentences with the words given using the appropriate tense (The Past Simple Tense):**

1. She / visit / interesting places/ yesterday.

---

2. I / be / Washington DC / last week.

---

3. They / read/ books / in the library/ last Friday.

---

4. Ben / buy / yellow cap /3 days ago.

---

5. David/ visit / his friends / last weekend.

---

6. She / receive / a lot of gifts /on her birthday/ yesterday.

---

7. Liz / bring / a lot of souvenirs/ yesterday.

---

8. She / help / me / do/ this exercise/ last night.

---

9. He /learn/ play / soccer/ yesterday.

---

10. David / leave / city/ last year.

---

**IV Write the past form of the verbs in table below:**

To go -	To buy -	To fly -	To know -
To plant -	To catch -	To fight -	To have -
To see -	To spend -	To miss -	To talk -
To stop -	To hide -	To use -	To learn -
To eat -	To leave -	To dream -	To return -

**V Put the verbs into the correct tense (Simple Past or Past Continuous).**

1. When I (do)\_\_\_\_\_ the washing-up, I (break) \_\_\_\_\_ a plate.
2. While Tom (play) \_\_\_\_\_ the piano, his mother (do) \_\_\_\_\_ the washing-up.
3. He (drink)\_\_\_\_\_ some juice and then he (eat)\_\_\_\_\_ a few chips.
4. I (have) \_\_\_\_\_ dinner when I suddenly (hear) \_\_\_\_\_ a loud bang.
5. When my father (work)\_\_\_\_\_ in the garden, an old friend (pass) \_\_\_\_\_ by to see him.
6. She (go) \_\_\_\_\_ to school, (take)\_\_\_\_\_ out her textbook and (begin)\_\_\_\_\_ to learn.

7. When it (start) \_\_\_\_\_ to rain, our dog (want) \_\_\_\_\_ to come inside.
8. When Jane (do) \_\_\_\_\_ a language course in Ireland, she (visit) \_\_\_\_\_ the old castle.
9. When I (be) \_\_\_\_\_ on my way home, I (see) \_\_\_\_\_ an accident.
10. I (not / understand) \_\_\_\_\_ what they (talk) \_\_\_\_\_ about.

**VI Fill in the gaps by putting the verbs in brackets into the correct tense (Simple Past or Past Continuous).**

When I (get) \_\_\_\_\_ up yesterday, the sun (shine) \_\_\_\_\_. It (be) \_\_\_\_\_ a beautiful morning. So I (decide) \_\_\_\_\_ to cycle around a little. I (go) \_\_\_\_\_ to the shed and (take) out my bike. While I (cycle) \_\_\_\_\_ past some villages, I (see) \_\_\_\_\_ some people in their gardens. One man (mow) \_\_\_\_\_ the grass while his wife (pick) \_\_\_\_\_ strawberries. After one hour of cycling in sunshine, a big fat raincloud suddenly (appear) \_\_\_\_\_ and it (start) \_\_\_\_\_ to rain. Luckily, a farmer (notice) \_\_\_\_\_ me and (tell) \_\_\_\_\_ me to come in. While it (rain) \_\_\_\_\_ outside, I (sit) \_\_\_\_\_ in the farmer's house. After a while, the sun (come) \_\_\_\_\_ out again. I (thank) \_\_\_\_\_ the farmer for his hospitality and (move) on.

**VII Fill in the gaps by putting the verbs in brackets into Past Perfect Simple or Past Perfect Continuous.**

1. We \_\_\_\_\_ (use) all the petrol and had to lend some from our neighbours.
2. We were good friends. We \_\_\_\_\_ (know) each other for a long time.
3. The ground was wet. It \_\_\_\_\_ (rain).
4. It was the second time I \_\_\_\_\_ (play) tennis with Mike that week.
5. When we went back, our house was empty. Somebody \_\_\_\_\_ (rob) us.
6. I \_\_\_\_\_ (finish) cooking so I could get some rest.
7. How many times \_\_\_\_\_ (you meet) her before yesterday?
8. She \_\_\_\_\_ (apply) for this job for a long time and finally she got it.
9. We \_\_\_\_\_ (run) for an hour when I suddenly felt bad.
10. He \_\_\_\_\_ (have) his car for 2 months before he wrote it off.
11. We \_\_\_\_\_ (drive) for two hours when, all of a sudden, the car broke down.
12. I \_\_\_\_\_ (wait) for 30 minutes before the train arrived.
13. I \_\_\_\_\_ (finish) dinner when she arrived.
14. I \_\_\_\_\_ (play) tennis so long that later I was totally exhausted.
15. I wasn't hungry, because I \_\_\_\_\_ (already eat) a big lunch.

**VIII Using the verbs in brackets, complete the text below with the appropriate tenses (Past Perfect Simple or Past Perfect Continuous)**

I'm sorry I left without you last night, but I told you to meet me early because the show started at 7:30. I (try) \_\_\_\_\_ to get tickets for that play for months, and I didn't want to miss it. By the time I finally left the coffee shop where we were supposed to meet, I (have) \_\_\_\_\_ five cups of coffee and I (wait) \_\_\_\_\_ over an hour. I had to leave because I (arrange) \_\_\_\_\_ to meet Mary in front of the theater.

When I arrived at the theater, Mary (pick, already) \_\_\_\_\_ up the tickets and she was waiting for us near the entrance. She was really angry because she (wait) \_\_\_\_\_ for more than half an hour. She said she (give, almost) \_\_\_\_\_ up and (go) \_\_\_\_\_ into the theater without us.

Mary told me you (be) \_\_\_\_\_ late several times in the past and that she would not make plans with you again in the future. She mentioned that she (miss) \_\_\_\_\_ several movies because of your late arrivals.

**IX Circle the correct answer.**

- 1) I \_\_\_\_\_ that movie twenty times.  
a) saw                      b) has been seeing      c) have seen      d) seen
- 2) My English \_\_\_\_\_ since I moved to Australia.  
a) has improved    b) improved      c) has improve      d) has been improving
- 3) Tony knew Istanbul so well because he \_\_\_\_\_ the city before.  
a) have visited    b) visited      c) had visited      d) has visiting

- 4) When I arrived home last night, I discovered that Jane \_\_\_\_\_ a beautiful candlelight dinner.  
a) has been preparing    b) prepared    c) has prepared    d) had prepared
- 5) We have not seen each other for years and both of us \_\_\_\_\_ a great deal.  
a) changed    b) have changed    c) have been changing    d) had changed
- 6) Lately, I \_\_\_\_\_ about changing my career.  
a) have been thinking    b) have thinked    c) thinked    d) have taught
- 7) They \_\_\_\_\_ their project yet.  
a) had finished    b) have finishing    c) finished    d) have finished
- 8) We \_\_\_\_\_ here for over two hours!  
a) have been waiting    b) waited    c) have waited    d) had waited
- 9) Look at her eyes! I'm sure she \_\_\_\_\_.  
a) has crying    b) has been crying    c) have cried    d) had cried
- 10) He was very tired because he \_\_\_\_\_ well.  
a) did not slept    b) had not slept    c) has slept    d) had not slept
- 11) I could not remember the poem we \_\_\_\_\_ the week before.  
a) have learned    b) had learnt    c) learnt    d) have been learning
- 12) I never \_\_\_\_\_ to Australia.  
a) has been    b) been    c) have been    d) was
- 13) We \_\_\_\_\_ for the motorway for more than an hour.  
a) had looked    b) have been looking    c) looked    d) have looking

- 14) I \_\_\_\_\_ that girl six times in the last month. It's strange.  
a) have meted                      b) meet                      c) have met    d) had met
- 15) I \_\_\_\_\_ to Paris last year.  
a) went                      b) have went                      c) have gone    d) had gone
- 16) She is really a great writer. She \_\_\_\_\_ several poems in the last year.  
a) published              b) has been publishing              c) has published    d) have published
- 17) She was not favourite person in the town. When she arrived at the party, other people \_\_\_\_\_.  
a) had left              b) had leaved              c) leaved              d) have been leaving
- 18) My mother just \_\_\_\_\_ the room.  
a) entered              b) has entered              c) has entering              d) had enter
- 19) I can't believe how much you \_\_\_\_\_ since you were a child.  
a) have changed    b) has change              c) change              d) changed
- 20) Jim \_\_\_\_\_ without electricity for two weeks.  
a) lived              b) has been living              c) has lived              d) had lived
- 21) You \_\_\_\_\_ Spanish before you moved to Madrid.  
a) studied              b) have study              c) had studied              d) have studied
- 22) Susan \_\_\_\_\_ tired lately.  
a) has been feeling    b) has feeled              c) felt              d) has felt
- 23) We \_\_\_\_\_ that car for ten years before it broke down.  
a) have had              b) has had              c) has been having    d) had had

- 24) They \_\_\_\_\_ three tests this month.  
a) has passed      b) had passed      c) have passed      d) passed
- 25) My friends never \_\_\_\_\_ Mexican food.  
a) has ate      b) have eaten      c) eated      d) had eaten
- 26) You \_\_\_\_\_ stupidly for a month.  
a) have been acting      b) have acted      c) have acting      d) had acted
- 27) You were trying to catch the bus, so you \_\_\_\_\_ very fast.  
a) ran      b) run      c) had ran      d) had run
- 28) John already \_\_\_\_\_ all his pocket money.  
a) has spended      b) spended      c) has spent      d) had spent
- 29) She never \_\_\_\_\_ me the secret.  
a) has told      b) telled      c) has telling      d) had told
- 30) She went out after she \_\_\_\_\_ her house.  
a) cleaned      b) had cleaned      c) has clean      d) has been cleaning
- 31) Where \_\_\_\_\_ on holiday last year?  
a) you wen      b) did you go      c) do you go      d) you did go
- 32) She \_\_\_\_\_ fast because she was late.  
a) drove      b) drives      c) was driving      d) drived
- 33) I was repairing my car while they \_\_\_\_\_ me.  
a) watch      b) were watching      c) are watching      d) watched
- 34) What was he doing when you \_\_\_\_\_ him?  
a) were phoning      b) phone      c) did phone      d) phoned

- 35) I \_\_\_\_\_ like vegetables when I was a child.  
 a) do not use to    b) did not use to    c) did not used to    d) was not using to
- 36) Yesterday, I \_\_\_\_\_ him and noticed all his mistakes.  
 a) inspect    b) inspected    c) was inspecting    d) inspects
- 37) She \_\_\_\_\_ the food for the party all day yesterday.  
 a) prepared    b) prepares    c) preparing    d) was preparing
- 38) He \_\_\_\_\_ them at the theatre two weeks ago.  
 a) meets    b) met    c) was meeting    d) was met
- 39) I \_\_\_\_\_ to the doctor two days ago because I had a terrible headache.  
 a) was going    b) gone    c) went    d) go
- 40) When the post man arrived, my father \_\_\_\_\_ a shower.  
 a) was having    b) had    c) has    d) is having
- 41) While my brother was studying, my grandma \_\_\_\_\_ a pie.  
 a) made    b) was making    c) were making    d) make
- 42) I \_\_\_\_\_ a glass of water at eleven. I am not thirsty now.  
 a) drink    b) drank    c) dranked    d) am drinking
- 43) Rose played in an orchestra when she \_\_\_\_\_ 12 years old.  
 a) been    b) were    c) was being    d) was
- 44) She \_\_\_\_\_ in 2008.  
 a) finish    b) was finishing    c) finished    d) has finished
- 45) Last June they \_\_\_\_\_ a gold medal on the mats competition.  
 a) were wining    b) win    c) wined    d) won

**TEST VII**  
**(Verbal Forms that express futurity)**

**I Put the verbs in brackets into the Simple Present Tense or the Present Continuous Tense.**

1. I (meet) \_\_\_\_\_ some friends after work.
2. She (not go) \_\_\_\_\_ to the party tonight.
3. He (visit) \_\_\_\_\_ his parents next weekend?
4. They (come) \_\_\_\_\_ with us tonight?
5. I've got my ticket. I (leave) \_\_\_\_\_ on Thursday.
6. I (see) \_\_\_\_\_ Julie at 5 and then I (have) \_\_\_\_\_ dinner with Simon.
7. He (pick up) me \_\_\_\_\_ at the airport.
8. The company (give) \_\_\_\_\_ everyone a bonus for Christmas.
9. My plane (take off) \_\_\_\_\_ at 6 in the morning.
10. The shop (open) \_\_\_\_\_ at 9.30.
11. The sun (rise) \_\_\_\_\_ a minute earlier tomorrow.
12. My lesson (start) \_\_\_\_\_ at 9:30 tomorrow.

**II Fill in the gaps by putting the verbs in the brackets into *be going to* form.**

- 1) He \_\_\_\_\_ his friend. (phone)
- 2) We \_\_\_\_\_ a new computer game. (play)
- 3) My sister \_\_\_\_\_ TV. (watch)
- 4) You \_\_\_\_\_ a picnic next Tuesday. (have)
- 5) Jane \_\_\_\_\_ to the office. (go)
- 6) They \_\_\_\_\_ to the bus stop this afternoon. (walk)
- 7) His brother \_\_\_\_\_ a letter to his uncle today. (write)
- 8) She \_\_\_\_\_ her aunt. (visit)
- 9) I \_\_\_\_\_ my homework after school. (do)
- 10) Susan and Nick \_\_\_\_\_ their friends. (meet)

**III Fill in the gaps by putting the verbs in the brackets into the *will-future***

- 1) Tomorrow it \_\_\_\_\_ in the north-west. (rain)
- 2) My friend \_\_\_\_\_ 12 next Monday. (be)
- 3) Hey John! Wait a minute. I \_\_\_\_\_ a word with you. (have)
- 4) She \_\_\_\_\_ her boss next week. (contact)
- 5) I think you \_\_\_\_\_ this job. (get)
- 6) They \_\_\_\_\_ at about 6 pm. (arrive)
- 7) The teacher \_\_\_\_\_ this exercise. (explain)

- 8) He \_\_\_\_\_ the bottle of water. (drop)
- 9) Lots of accidents \_\_\_\_\_ in that weather. (happen)
- 10) She \_\_\_\_\_ if you show her the spider. (scream)

**IV Fill in the gaps by putting the verbs in brackets in the *Future Continuous*.**

- 1) Peggy \_\_\_\_\_ to the party on Saturday. (come)
- 2) We \_\_\_\_\_ him tomorrow. (meet)
- 3) This time next week he \_\_\_\_\_ to South Asia. (fly)
- 4) At 6 o'clock on Friday they \_\_\_\_\_ the new song. (sing)
- 5) It \_\_\_\_\_ when I reach Thailand. (rain)
- 6) Tomorrow at nine I \_\_\_\_\_ a test. (write)
- 7) Andy \_\_\_\_\_ a video when I arrive tonight. (watch)
- 8) You \_\_\_\_\_ pizza soon. (eat)
- 9) She \_\_\_\_\_ when you telephone her. (sleep)
- 10) They \_\_\_\_\_ in Budapest just about now. (arrive)

**V Fill in the verbs in brackets in the *Future Perfect*.**

- 1) Anne \_\_\_\_\_ her bike next week. (repair)
- 2) We \_\_\_\_\_ the washing by 8 o'clock. (do)

- 3) She \_\_\_\_\_ Paris by the end of next year. (visit)
- 4) I \_\_\_\_\_ this by 6 o'clock. (finish)
- 5) Sam \_\_\_\_\_ by next week. (leave)
- 6) She \_\_\_\_\_ this with her mother tonight. (discuss)
- 7) The police \_\_\_\_\_ the driver. (arrest)
- 8) They \_\_\_\_\_ their essay by tomorrow. (write)
- 9) Paul \_\_\_\_\_ the teams. (manage)
- 10) If we can do that - then we \_\_\_\_\_ our mission. (fulfill)

**VI Using the verbs in the brackets, complete the text below with the appropriate tenses (Simple Present, Simple Future, Present Continuous or Future Continuous)**

1. Right now, I am watching TV. Tomorrow at this time, I (watch) \_\_\_\_\_ TV as well.
2. Tomorrow after school, I (go) \_\_\_\_\_ to the beach.
3. I am going on a dream vacation to Tahiti. While you (do) \_\_\_\_\_ paperwork and (talk) \_\_\_\_\_ to annoying customers on the phone, I (lie) \_\_\_\_\_ on a sunny, tropical beach.
4. We (hide) \_\_\_\_\_ when Tom (arrive) \_\_\_\_\_ at his surprise party. As soon as he opens the door, we (jump) \_\_\_\_\_ out and (scream) \_\_\_\_\_, "Surprise!"

5. We work out at the fitness center every day after work. If you (come) \_\_\_\_\_ over while we (work) \_\_\_\_\_ out, we will not be able to let you into the house. Just to be safe, we (leave) \_\_\_\_\_ a key under the welcome mat so you will not have to wait outside.

6. While you (study) \_\_\_\_\_ at home, Mary (be) \_\_\_\_\_ in class.

7. When I (get) \_\_\_\_\_ to the party, Sarah and David (dance) \_\_\_\_\_, John (make) \_\_\_\_\_ drinks, Susan and Frank \_\_\_\_\_ (discuss) something controversial, and Mary \_\_\_\_\_ (complain) about something unimportant. They are always doing the same things.

8. When you (get) \_\_\_\_\_ off the plane, I (wait) \_\_\_\_\_ for you.

9. I am sick of rain and bad weather! Hopefully, when we (wake) \_\_\_\_\_ up tomorrow morning, the sun (shine) \_\_\_\_\_.

10. If you (need) \_\_\_\_\_ to contact me sometime next week, I (stay) \_\_\_\_\_ at the Sheraton in San Francisco.

**VII Choose the suitable verb tense to fill in the blank:**

1. They \_\_\_\_\_ to visit their old friends tomorrow. (will / are going / will be / would)
2. You \_\_\_\_\_ drink a lot of fruit juices. (should / shouldn't / mustn't / will)
3. My pen pal \_\_\_\_\_ to visit me next month (is coming/ comes/ is going to come/ will come)

4. We \_\_\_\_\_ to Paris for our honeymoon. (travels/ are traveling/ will travel/ is going to travel)
5. This time next month I \_\_\_\_\_ on a beach. (will sit/ am going to sit/ will be sitting/ sits)
6. Mary \_\_\_\_\_ for you when you come out. (is waiting/ will be waiting/ is going to wait/ waits)
7. I hope I \_\_\_\_\_ it. (am finding/ will find/ find/ am going to find)
8. They \_\_\_\_\_ married next week (is getting/ get/ will get/ will be getting)
9. You \_\_\_\_\_ the train. (will miss/ are going to miss/ misses/ are missing)
10. She \_\_\_\_\_ this by six o'clock. (is going to finish, will be finishing/ finishes/ would have finished)

**VIII For each sentence, choose the best word to complete the gap from the choices below.**

1. The 1932 futuristic film Metropolis predicted that everybody \_\_\_\_\_ live in high rise buildings and work in factories. This has not exactly come true.
2. You look cold. \_\_\_\_\_ I close the window for you?
3. We keep finding used coffee cups in the classrooms. \_\_\_\_\_ you please stop bringing coffee into class with you?

4. I'm really fed up with my neighbours. They\_\_\_\_\_ keep playing their music loudly after midnight.
5. It's six hours since our last meal. I should think the children \_\_\_\_\_ be getting quite hungry by now.
6. This is your new office chair. Where \_\_\_\_\_ I put it?
7. I really \_\_\_\_\_ complain if we stopped doing this kind of exercise in future.
8. No matter how nicely they ask me I simply \_\_\_\_\_give money to that charity again.
9. When I left the company it was doing quite well but what noon realized was that the economic downturn \_\_\_\_\_ force them out of business.
10. Now that mobile phones have become so cheap, soon no home \_\_\_\_\_ ever need a landline to be connected.
11. When he was living in London, people \_\_\_\_\_ often come up to him and ask him for directions as though he was English.
12. \_\_\_\_\_ you encounter any difficulties with your homework, there is usually a teacher in the Study Room to help you.

- |            |          |          |          |
|------------|----------|----------|----------|
| 1. A will  | B would  | C shall  | D should |
| 2. A would | B will   | C shall  | D may    |
| 3. A would | B shall  | C should | D may    |
| 4. A will  | B would  | C shall  | D should |
| 5. A would | B should | C will   | D shall  |
| 6. A will  | B shall  | C would  | D might  |

- |             |          |             |            |
|-------------|----------|-------------|------------|
| 7. A won't  | B shan't | C shouldn't | D wouldn't |
| 8. A shan't | B won't  | C shouldn't | D wouldn't |
| 9. A will   | B would  | C shall     | D should   |
| 10. A will  | B would  | C shall     | D should   |
| 11. A will  | B would  | C shall     | D should   |
| 12. A will  | B would  | C shall     | D should   |

**IX Choose the correct future form of the verb:**

- Wait! I \_\_\_\_\_ (**drive**) you to the station.
- They \_\_\_\_\_ (**fly**) to London on Friday evening.
- The English lesson \_\_\_\_\_ (**start**) at 8:45.
- I think it \_\_\_\_\_ (**rain**) later.
- I \_\_\_\_\_ (**tell**) you everything as soon as I \_\_\_\_\_ (**can**).
- The taxi \_\_\_\_\_ (**come**) in five minutes.
- What \_\_\_\_\_ (**have**) for dinner?
- I \_\_\_\_\_ (**not see**) the doctor until Sunday.
- I \_\_\_\_\_ (**wait**) right here until he \_\_\_\_\_ (**get**) back.
- You are driving too fast, you \_\_\_\_\_ (**hit**) the car in front!

## TEST VIII

### (Modal Verbs)

#### **I Complete the following sentences with one of the following modal verbs:**

can | could | may | might | should | ought to | shall | will

1. The article stated that he \_\_\_\_\_ read at the age of three.
2. You \_\_\_\_\_ take a sweater in case it gets cold.
3. It's going to rain all afternoon. \_\_\_\_\_ we go to the cinema?
4. Scott \_\_\_\_\_ be 21<sup>nd</sup> at the end of the month.
5. Mia said the traffic was heavy, so she \_\_\_\_\_ be late for the meeting.
6. You look a bit confused. \_\_\_\_\_ I help you?
7. You stole a CD from a friend? You \_\_\_\_\_ be ashamed of yourself!
8. I don't know the meaning of this word. \_\_\_\_\_ I borrow your dictionary?

#### **II Fill in the gap with the correct modal verb: could, might, should or would.**

Susan: If I won the ten million dollar lottery jackpot, I \_\_\_\_\_ afford to quit my job and travel the world.

Sam: Where \_\_\_\_\_ you go if you had that much money?

Susan: I don't know, I \_\_\_\_\_ choose to spend a year in Paris - or perhaps I \_\_\_\_\_ go to Kenya.

Sam: How often do you buy lottery tickets?

Susan: Never... I guess if I want to win the lottery, I \_\_\_\_\_ try buying some ticket

Sam: That \_\_\_\_\_ help.

**III Complete the sentences using the moral verbs listed in the box below.  
Some gaps may have more than one correct answer.**

can   could   have to   must   might   should
---

1. Tom's flight from Brussels took more than 11 hours. He \_\_\_\_\_ be exhausted after such a long flight. He \_\_\_\_\_ prefer to stay in tonight and get some rest.
2. If you want to get a better feeling for how the city is laid out, you \_\_\_\_\_ walk downtown and explore the waterfront.
3. Hiking the trail to the peak \_\_\_\_\_ be dangerous if you are not well prepared for dramatic weather changes. You \_\_\_\_\_
4. \_\_\_\_\_ research the route a little more before you attempt the ascent.
5. When you have a small child in the house, you \_\_\_\_\_ leave small objects lying around. Such objects \_\_\_\_\_
6. \_\_\_\_\_ be swallowed, causing serious injury or death.
7. David: \_\_\_\_\_ you hold your breath for more than a minute?  
Mike: No, I can't.
8. Jane's engagement ring is enormous! It \_\_\_\_\_ have cost a fortune.

9. Please make sure to water my plants while I am gone. If they don't get enough water, they \_\_\_\_\_ die.
10. I \_\_\_\_\_ speak Arabic fluently when I was a child and we lived in Egypt. But after we moved back to Canada, I had very little exposure to the language and forgot almost everything I knew as a child. Now, I \_\_\_\_\_ just say a few things in the language.
11. The book is optional. My professor said we \_\_\_\_\_ read it if we needed extra credit. But we \_\_\_\_\_ read it if we don't want to.
12. You \_\_\_\_\_ take your umbrella along with you today. The weatherman on the news said there's a storm north of here and it \_\_\_\_\_ rain later on this afternoon.
13. We \_\_\_\_\_ pull over at the next rest stop? I really \_\_\_\_\_ use the bathroom and I don't know if I \_\_\_\_\_ hold it until we get to Madrid.
14. Frank's wallet is lying on the coffee table. He \_\_\_\_\_ have left it here last night.
15. Paul: I borrow your lighter for a minute?  
Peter: Sure, no problem. Actually, you \_\_\_\_\_ keep it if you want to. I've given up smoking.
16. I \_\_\_\_\_ believe she said that to her! She \_\_\_\_\_ insult her cooking in front of everyone at the party last night. She \_\_\_\_\_ have just said she was full or had some salad if she didn't like the meal.
17. Do you \_\_\_\_\_ chew with your mouth open like that? Josh, it's making me sick watching you eat that piece of pizza.

18. Mrs. Scott's body was found in the lounge just moments ago, and it's still warm! Nobody has left the mansion this evening, so the killer \_\_\_\_\_ be someone in this room.
19. Tom: I don't know why David starting crying when I mentioned the wedding.  
Pam: It \_\_\_\_\_ have been what you said about her brother. Or she is just nervous.
20. \_\_\_\_\_ you always say the first thing that pops into your head?  
\_\_\_\_\_ you think once in awhile before you speak?
21. I was reading the book last night before I went to bed. I never took it out of this room. It \_\_\_\_\_ be lying around here somewhere.  
Where \_\_\_\_\_ it \_\_\_\_\_ be?  
\_\_\_\_\_ be swallowed, causing serious injury or even death.

**TEST IX**  
**(Conditional Sentences/ If Clauses- Type I, II, III)**

**I Put the verbs in brackets into the gaps to form a Conditional Sentence - Type I.**

- 1) If I \_\_\_\_\_ (study), I \_\_\_\_\_ (pass) the exams.
- 2) If the sun \_\_\_\_\_ (shine), we \_\_\_\_\_ (walk) to the town.
- 3) If he \_\_\_\_\_ (have) a temperature, he \_\_\_\_\_ (see) the doctor.
- 4) If my friends \_\_\_\_\_ (come), I \_\_\_\_\_ (be) very happy.
- 5) If she \_\_\_\_\_ (earn) a lot of money, she \_\_\_\_\_ (fly) to New York.
- 6) If we \_\_\_\_\_ (travel) to London, we \_\_\_\_\_ (visit) the museums.
- 7) If you \_\_\_\_\_ (wear) sandals in the mountains, you \_\_\_\_\_ (slip) on the rocks.
- 8) If Rita \_\_\_\_\_ (forget) her homework, the teacher \_\_\_\_\_ (give) her a low mark.
- 9) If they \_\_\_\_\_ (go) to the disco, they \_\_\_\_\_ (listen) to loud music.

10) If you \_\_\_\_\_ (wait) a minute, I \_\_\_\_\_ (ask) my parents.

**II Put the verbs in brackets into the gaps to form a Conditional Sentence - Type II**

1) If I \_\_\_\_\_ (meet) Richard, I \_\_\_\_\_ (tell) him about our new office.

2) If the steak \_\_\_\_\_ (not/be) so hot, we \_\_\_\_\_ (eat) it.

3) What \_\_\_\_\_ (you/do) if it \_\_\_\_\_ (rain)?

4) He \_\_\_\_\_ (help) me if he \_\_\_\_\_ (can).

5) If Andrew \_\_\_\_\_ (prepare) the meal, I \_\_\_\_\_ (not/come) for dinner.

6) My father \_\_\_\_\_ (not/be) angry with me if I \_\_\_\_\_ (come) home early.

7) We \_\_\_\_\_ (not/ have) a pet if we \_\_\_\_\_ (live) in a flat.

8) If he \_\_\_\_\_ (can/speak) French, he \_\_\_\_\_ (get) the job in Marseille.

9) If you \_\_\_\_\_ (take) the 7:40 flight, you \_\_\_\_\_ (not/change) at Heathrow.

10) I \_\_\_\_\_ (not/stay) any longer if Gerry \_\_\_\_\_ (sing) at the party.

**III Put the verbs in brackets into the gaps to form a Conditional Sentence - Type III.**

1) If the weather \_\_\_\_\_ (be) nice, they \_\_\_\_\_ (play) football.

2) If we \_\_\_\_\_ (go) to a good restaurant, we \_\_\_\_\_ (have) a better dinner.

3) If John \_\_\_\_\_ (learn) more words, he \_\_\_\_\_ (write) a good report.

4) If the boys \_\_\_\_\_ (take) the bus to school, they \_\_\_\_\_ (arrive) on time.

5) If the teacher \_\_\_\_\_ (explain) the homework, I \_\_\_\_\_ (do) it.

6) If they \_\_\_\_\_ (wait) for another 10 minutes, they \_\_\_\_\_ (see) the pop star.

7) If the police \_\_\_\_\_ (come) earlier, they \_\_\_\_\_ (arrest) the burglar.

8) If you \_\_\_\_\_ (buy) fresh green vegetable, your salad \_\_\_\_\_ (taste) better.

9) If Ann \_\_\_\_\_ (ask) me, I \_\_\_\_\_ (email) the documents.

10) If he \_\_\_\_\_ (speak) more slowly, Sarah \_\_\_\_\_ (understand) him.

**IV Put the verbs in brackets into the gaps to form a Conditional Sentence – Type I, II, III**

1. If you \_\_\_\_\_ to bed so late every night, you \_\_\_\_\_ so tired all the time. (not go, not be) II

2. I \_\_\_\_\_ my favourite program if the repairman \_\_\_\_\_ my TV set. (can watch, fix) III

3. If I \_\_\_\_\_ sleepy, I \_\_\_\_\_ to the back row and have a nap. (to be, go) II

4. If Bob \_\_\_\_\_ flu, he \_\_\_\_\_ the classes. (not have, attend) III

5. If the newspapers \_\_\_\_\_ rain, he always \_\_\_\_\_ his umbrella. (predict, carry) I

6. We \_\_\_\_\_ late if we \_\_\_\_\_. (not be, hurry) III

7. If the Smiths \_\_\_\_\_ the invitation, we \_\_\_\_\_. (not accept, be pleased) III

8. If that book \_\_\_\_\_ so expensive, I \_\_\_\_\_ it. (not be, buy) II

9. If she \_\_\_\_\_ a point in the last game of tennis, she \_\_\_\_\_ . (not lose, can win) III
10. You would \_\_\_\_\_ if you \_\_\_\_\_ the truth. (be disliked, not tell). II
11. Farmers always \_\_\_\_\_ if it \_\_\_\_\_ enough in the summer. (complain, not rain) I
12. I \_\_\_\_\_ the driving course if I \_\_\_\_\_ under eighteen last year. (attend, not be) III
13. The world \_\_\_\_\_ different if Columbus \_\_\_\_\_ America? (can be, not discover) III
14. What \_\_\_\_\_ if I \_\_\_\_\_ the button? (happen, press) II
15. If I \_\_\_\_\_ a map, I \_\_\_\_\_ my way. (not have, not find) II
16. If the car \_\_\_\_\_ in the parking lot, somebody \_\_\_\_\_ it. (not be parked, may steal) III
17. My dog always \_\_\_\_\_ if he \_\_\_\_\_ strange noises. (bark, hear) I
18. If you \_\_\_\_\_ a wrong note, your teacher always \_\_\_\_\_ it. (play, hear) I
19. Mary \_\_\_\_\_ the lesson if she \_\_\_\_\_ attention. (can understand, pay) III

20. I \_\_\_\_\_ if she \_\_\_\_\_ to stay with us next weekend. (not pleased, come) II

**V Fill in the gaps by putting in the correct form the verbs in brackets to form a Conditional Sentence (Type I, II, III). Watch the underlined verbs.**

- 1) If we meet at 9:30, we \_\_\_\_\_ (have) plenty of time.
- 2) Lisa would find the milk if she \_\_\_\_\_ (look) in the fridge.
- 3) The zookeeper would have punished her with a fine if she \_\_\_\_\_ (feed) the animals.
- 4) If you spoke louder, your classmates \_\_\_\_\_ (understand) you.
- 5) David \_\_\_\_\_ (arrive) safe if he drove slowly.
- 6) You \_\_\_\_\_ (have) no trouble at school if you had done your homework.
- 7) If you \_\_\_\_\_ (swim) in this lake, you'll shiver from cold.
- 8) The door will unlock if you \_\_\_\_\_ (press) the green button.
- 9) If Mary \_\_\_\_\_ (ask) her teacher, he'd have answered her questions.
- 10) I \_\_\_\_\_ (call) the office if I was/were you.

**TEST X**  
**(The Passive Voice)**

**I Put the following active sentences into the Passive form:**

1. He hurt his leg in an accident.

---

2. No one has ever beaten my brother at tennis.

---

3. The author will write the book in June.

---

4. One praises a pupil when he works hard.

---

5. How do people learn languages?

---

6. Must I do something before it is too late?

---

7. I didn't realize that somebody was recording our conversation.

---

8. Have you found out the truth about her yet?

---

9. You shouldn't criticize me all the time.

---

10. Are you drawing a tree?

---

11. Does he often invite you to your parties?

---

12. He packed these things very carefully.

---

13. The surgeons operated him for nearly 10 hours.

---

14. Can we eat those fish and chips instead of you?

---

15. Did they catch him stealing apples?

---

16. Have they reported the stolen painting?

---

17. Are they meeting him at the station?

---

18. You should hand me that plate.

---

19. I will think about most of the things he said.

---

20. The scientists use a new drug to combat asthma.

---

21. No one fed the chicken this morning.

---

22. People mustn't take these books away.

---

23. One uses milk for making butter and cheese.

---

24. Somebody has already shut the door.

---

25. She is asking him to describe what he saw.

---

**II Put the following active sentences into the Passive forms**

1. They make shoes in that factory.

---

2. People must not leave bicycles in the driveway.

---

3. They built that skyscraper last year.

---

4. The students will finish the course by July.

---

5. They are repairing the streets this month.

---

6. They make these toys of plastic.

---

7. They have finished the new product design.

---

8. Did the plan interest you?

---

9. They had finished the preparation by the time the guests arrived.

---

10. Toyota manufactured this car in Japan.

---

11. Children spend much more time watching TV now than they spent 20 years ago.

---

12. Someone will wait for you at the airport.

---

13. Parents must not let their children go the zoo alone.

---

14. Most people opposed this.

---

15. She buys a new dress only on special occasions.

---

16. People must not leave cars outside car park.

---

17. We will not serve alcohol to people under 18 in this club.

---

18. Tom had given flowers to Mary.

---

19. You must not wear casual clothes.

---

20. Did the film interest you?

---

**III Put in the correct form (in Passive voice) of the verb in brackets into the gaps. Use the verb and the tense given in brackets.**

1) The words \_\_\_\_\_ by the teacher today.

(explain - Simple Present)

2) We \_\_\_\_\_ a letter the day before yesterday. (send - Simple Past)

3) This car \_\_\_\_\_. It's too old.

(not/steal - will-future)

4) This street \_\_\_\_\_ because of snow.

(already/close - Present Perfect)

5) A new restaurant \_\_\_\_\_ next week.

(open - will-future)

6) He \_\_\_\_\_ to the party yesterday.

(invite - Simple Past)

7) The blue box \_\_\_\_\_.

(can/not/see - Simple Present)

8) I \_\_\_\_\_ the book by my friend last Sunday.

(give - Simple Past)

9) The dishes \_\_\_\_\_ by my little brother.

(not/ wash - Present Perfect)

10) I \_\_\_\_\_ by Robert.

(not/ask - will-future)

**IV Form sentences in Passive voice using the given words/phrases.**

1) caught the thieves were

---

2) are written in the language lab the tests always

---

3) will accepted be my apology

---

4) found in Alaska eagles are

---

5) in 1889 for the World Exhibition the Eiffel Tower was built

---

6) replaced be will the workers by computers

---

7) be cooked beans and carrots together can

---

8) by the police seen was the accident yesterday

---

9) opened was where the first underground railway

---

10) are going to be the books returned to the school

---

## TEST XI

### (Indirect speech- statements, questions, commands)

**I Put the following statements into indirect speech.**

1. "I didn't have a clue what the answer to all these problems was."

---

2. "I'm glad I've found you out."

---

3. "Helen's is a great shop because you can buy everything in it."

---

4. "Who wrote that song and the way it changes the world a century ago?"

---

5. "He was trying to hide her present when she entered the room."

---

6. "Put all the things back where you found them".

---

7. "Some people claim that they can always win."

---

8. "I think that he is going to be sick now."

---

9. "Some people argue that dangerous sports will become popular in this country next year".
- 
10. "Our teacher was trying to explain the new lesson when the bell rang."
- 
11. "You have been lying to me all along and I was blind to see this."
- 
12. "I've forgotten to bring my matches."
- 
13. "The doctor read my notes carefully and then gave me a complete examination."
- 
14. "My daughter is as hopeless with money as I am."
- 
15. "I was traveling through England when I met him."
- 
16. "I leave for work early so that I can avoid the rush hour."
- 
17. "As soon as I got up yesterday, I had a shower."
- 
18. "I am going to ride a skateboard."
-

19. "I didn't have time to do my homework."

---

20. "My mother will be 50 years old."

---

**II Put the following questions into indirect speech.**

1. "Which factors in your life have led to your success here?"

---

2. "Do we need to stop him because he annoys me?"

---

3. "How will you approach her when she comes tomorrow?"

---

4. "Have you phoned her in case she was still angry?"

---

5. "Will you plan our schedule carefully?"

---

6. "Have you heard this story he was telling you about?"

---

7. "What do you think the life of a famous person is like here?"

---

8. "Did you know that one in ten people in the world lived on an island?"
- 
9. "How were the people from the press behaving when I left?"
- 
10. "What time does the concert start?"
- 
11. "Were you very busy yesterday? Why didn't you come here?"
- 
12. "Have you heard this story he was telling you about?"
- 
13. "Do you suppose they will have a big wedding next year?"
- 
14. "Are you going to join that organization?"
- 
15. "How can I find out this girl's name and address?"
- 
16. "Does she put so much energy in this song or she is just pretending to do so?"
- 
17. "What are the arguments for and against the young that are living with their parents?"
-

18. "Did any of these facts surprise you when I told you yesterday?"

---

19. "Do you remember the reason why we are arguing?"

---

20. "Has love changed the course of your lives when you met two years ago?"

---

**III Put the following commands into indirect speech.**

1. "Do as you are told!"

---

2. "You will be punished!"

---

3. "Stand up now, please."

---

4. "Don't put your elbow on the table!"

---

5. "Don't spend all your money on food and drink!"

---

6. "Clean the blue bike!"

---

7. "Write a text message!"

---

8. "Help Peter's sister!"

- 
9. "Wash your hands!"
- 
10. "Open the window!"
- 
11. "Check your e-mails!"
- 
12. "Don't play football in the garden!"
- 
13. "Don't forget your homework!"
- 
14. "Don't shout at Peter!"
- 
15. "Don't talk to a stranger!"
- 
16. "Don't open the door!"
- 
17. "Don't sing that song!"
- 
18. "Watch the new film!"
- 
19. "Don't ring Peter on Sunday!"
-

20. "Don't fly via Paris!"

---

**IV Put the following sentences into Indirect Speech:**

1. "Will you forget to bring me my shirt when you pass by my house today?" she asked

---

2. "Were you blaming your parents for this damage when I dropped in?", John asked.

---

3. "My mother will celebrate her birthday next weekend.", Sarah said.

---

4. "Do not eat too much junk food.", Sam advised me.

---

5. "I spent all my pocket money on Monday.", my sister complained

---

6. "My daughter is as hopeless with money as I am", Jane said.

---

7. "I was traveling through Germany when I met him", Peter said.

---

8. "She was pushing that meal around the plate because she didn't like it", he said.

---

9. "We have lost this game but we are playing it again tomorrow", he told her.

---

10. "Will you be satisfied if I remain here for dinner ?", he asked her.

---

11. "Are you sure that you fell in love with her before you even saw her?"

---

12. "The thing I loved about him was his personality", she told her.

---

13. " It has not been possible to do that so far because the situation changed."

---

14. "When does the train to Liverpool leave?", David asked.

---

15. "He spends his time gambling while he stays in this country", she said.

---

16. "Some people argue that dangerous sports will become popular in this country", he explained

---

17. "How can I find out this girl's name and address?", he wanted to know.

---

18. "Why didn't Nick go to New York last summer?", Paul wanted to know.

---

19. "Is Tim coming on Friday?", she asked.

---

20. "Meet Susan at the station!", my mother told me.

---

## TEST XII

### (The Final Review)

#### I Supply the correct verb form of the verbs in brackets.

1. Mr. Benson always (go) \_\_\_\_\_ to work by bus.
2. Be careful! The car (come) \_\_\_\_\_.
3. It (not rain) \_\_\_\_\_ in the dry season.
4. His uncle (teach) \_\_\_\_\_ English in our school five years ago.
5. My English teacher (get) \_\_\_\_\_ a bad cold last week.
6. The police can (identify) \_\_\_\_\_ the robbers by (study) \_\_\_\_\_ video games.
7. My little sister (drink) \_\_\_\_\_ milk every morning.
8. What you (do) \_\_\_\_\_ this summer vacation? I (visit) \_\_\_\_\_ Morocco.
9. He rarely (go) \_\_\_\_\_ to the movie or (eat) \_\_\_\_\_ out in the evening.
10. They like (play) \_\_\_\_\_ chess.
11. She (dance) \_\_\_\_\_ with me at the party last night.
12. They (build) \_\_\_\_\_ this school in 1995.
13. These workers (meet) \_\_\_\_\_ Henry next week.
14. We would like (fly) \_\_\_\_\_ to Jakarta.

15. He (write) \_\_\_\_\_ a long letter at present.
16. He enjoys (listen) \_\_\_\_\_ traditional music.
17. The Earth (move) \_\_\_\_\_ around the Sun.
18. When my father (be) \_\_\_\_\_ a boy, he often (play) \_\_\_\_\_  
football after school.
19. John (buy) \_\_\_\_\_ a lot of old books last month.
20. When he (die) \_\_\_\_\_? He (die) \_\_\_\_\_ in 1616.
21. Listen to those people! What language they (speak) \_\_\_\_\_?
22. I (be) \_\_\_\_\_ thirteen years old next month, and so will she.
23. Would you please (give) \_\_\_\_\_ me a hand?
24. There (be) \_\_\_\_\_ nothing interesting on TV last night. So I (go)  
\_\_\_\_\_ to bed early.
25. The boys shouldn't (drink) \_\_\_\_\_ wine and the girls  
shouldn't either
26. Video games can (be) \_\_\_\_\_ addictive, so players must (be)  
\_\_\_\_\_ careful.
27. These medicines will make you (feel) \_\_\_\_\_ better.
28. Our teacher always helps us (do) \_\_\_\_\_ difficult exercises.
29. The boys are interested in (watch) \_\_\_\_\_ football very much.
30. She prefers (socialize) \_\_\_\_\_ with her friends.

## II Rewrite these questions using “what “

### Model:

*How heavy is Tom?*

*What's Tom's weight?*

1. How long is this street?

---

2. How heavy is this table?

---

3. How wide is that river?

---

4. How tall is your father?

---

5. How long are these rulers?

---

6. How thick are those dictionaries?

---

7. How tall was Alice last time?

---

8. How heavy were you last month?

---

9. How broad was that board?

\_\_\_\_\_

10. How high is the wall?

\_\_\_\_\_

**III Fill in each blank with one suitable question word:**

1. \_\_\_\_\_ does she iron her own clothes? - On Sunday morning
2. \_\_\_\_\_ did you do last weekend? - I went fishing with my father
3. \_\_\_\_\_ do you go to the amusement center? - Once a week
4. \_\_\_\_\_ helped you with cleaning the floor? - My sister
5. \_\_\_\_\_ did they buy this house? - Last year.
6. \_\_\_\_\_ will they go to Indonesia next Tuesday? - By plane.
7. \_\_\_\_\_ do you feel now? - I am thirsty

**IV Choose the suitable words or phrases to fill in the blank:**

1. He \_\_\_\_\_ to the zoo last Sunday. (goes / is going / went / will go)
2. How \_\_\_\_\_ is Mina? She is 36 kilos. (high / weight / tall / heavy)
3. He \_\_\_\_\_ come here last night. (didn't / doesn't / don't / won't)
4. My father \_\_\_\_\_ a new car two months ago. (will buy / bought / buys / is buying)

5. She doesn't like pork, and \_\_\_\_\_does her uncle. (either / so / too / neither)
6. Would you like \_\_\_\_\_to the movies tonight? (to go / going / go / went)
7. How\_\_\_\_\_is it from Munich to Berlin? (far / big / long / wide)
8. I received a letter \_\_\_\_\_your aunt last week. (on / from / to / of)
9. They \_\_\_\_\_to visit their old friends tomorrow. (will / are going / will be / would)
10. You \_\_\_\_\_drink a lot of fruit juices. (should / shouldn't / mustn't / will)
11. She can speak Spanish, and \_\_\_\_\_can he. (so / too / neither / either)
12. Would you like \_\_\_\_\_ tennis? (to play / playing / played / play)
13. I hate \_\_\_\_\_the busy road. (crossing / crossed / to cross / cross)
14. There isn't \_\_\_\_\_good film tonight. (any / some / a / an)
15. Life in the city is quite \_\_\_\_\_from life in the country. (different / quiet / noisy / boring)
16. My grandmother walks \_\_\_\_\_(slow / slowly / slowed / to slow)
17. Don't spend too \_\_\_\_\_ time and money in the arcade. (much / many / a lots of / some)
18. They sat in front of the TV set and waited \_\_\_\_\_the news. (for / to / at / of)

19. My brother \_\_\_\_\_ me a new watch on my last birthday. (buys / bought / will buy / buying)
20. He \_\_\_\_\_ his job 2 years ago. (starts / starting / will start / started)
21. We \_\_\_\_\_ table tennis to badminton. (like / would like / prefer / love)
22. He has plenty of homework \_\_\_\_\_ tonight. (to do / do / doing / did)
23. Nick often \_\_\_\_\_ an hour a day playing video games. (takes / has / spends / gets)
24. I \_\_\_\_\_ stay in bed because I have a bad cold. (must / can / shouldn't / ought to)
25. I like \_\_\_\_\_ basketball. (watch / watching / to watch / watched)
26. My father is a \_\_\_\_\_ driver. (care / careful / carelessly / carefully)
27. We won't attend the meeting tomorrow and \_\_\_\_\_ will he. (so / too / either / neither)
28. A balanced diet is good \_\_\_\_\_ your health. (to / with / in / for)
29. You mustn't \_\_\_\_\_ up late. (stay / to stay / staying / stayed)
30. I would like \_\_\_\_\_ you about my family. (tell / telling / told / to tell)
31. Can I \_\_\_\_\_ your dictionary, please? (read / see / borrow / lend)
32. I don't like pop music and \_\_\_\_\_ (I do, too / So do I / I don't neither / I don't either)

33. \_\_\_\_\_ do you do on Sunday mornings? (How / What / Why / Who)
34. She sings \_\_\_\_ (beautiful / nice/ beautifully/ lovely)
35. Doing morning exercise regularly keeps me \_\_\_\_\_ (fit/ healthy/ healthful/ health)
36. Many tennis players are \_\_\_\_\_ twenty or twenty two. (so young so/ so young as/ as young as/ as young so)
37. We can eat a large amount \_\_\_\_\_ fresh fruit and vegetables (of/ for/ to/ on)
38. He is a fast driver. He drives very \_\_\_\_\_ (fastly/ fast/ faster/ fastest)

**V Rewrite the following sentences without changing the meaning:**

1. She is not a quick runner.  
She doesn't \_\_\_\_\_.
2. What is the matter with him?  
What is \_\_\_\_\_?
3. How much do you weigh?  
How \_\_\_\_\_?
4. His brother cycles safely.  
His brother is \_\_\_\_\_.
5. Let's visit Tower in Pisa.  
What about \_\_\_\_\_.
6. You should wash your hands before meals.  
You ought \_\_\_\_\_.

7. Children like cartoons very much.  
Children are interested\_\_\_\_\_.
8. What about listening to music?  
Why don't \_\_\_\_\_.
9. The sailors like the sea better than the land.  
The sailors prefer\_\_\_\_\_.
10. We will make a tour that lasts four days.  
We will make\_\_\_\_\_.
11. The students have a break that lasts fifteen minutes.  
The students have\_\_\_\_\_.
12. My father is a careful driver.  
My father drives\_\_\_\_\_.
13. He hates the noise and the busy roads in the city.  
He doesn't \_\_\_\_\_.
14. He is not a slow swimmer.  
He doesn't\_\_\_\_\_.
15. What is wrong with her?  
What is\_\_\_\_\_.
18. How about traveling by bus.  
Let's\_\_\_\_\_.
19. Your bike is more expensive than her bike.  
Her bike\_\_\_\_\_.
20. Watching TV is more boring than reading.  
Reading\_\_\_\_\_.

**V Choose the correct answers:**

1. I \_\_\_\_\_ very happy yesterday.  
A. is                                      B. were                                      C. was
2. Don't eat too \_\_\_\_\_ candy.  
A. much                                      B. many                                      C. lots of
3. He was busy yesterday and \_\_\_\_\_ were his brothers.  
A. neither                                      B. so                                      C. too
4. You ought \_\_\_\_\_ to the dentist.  
A. go                                      B. to go                                      C. going
5. My brother always drives \_\_\_\_\_.  
A. careful                                      B. carefully                                      C. slow
6. He likes \_\_\_\_\_ sports.  
A. watch                                      B. watching                                      C. to watch
7. They prefer reading \_\_\_\_\_ watching TV.  
A. than                                      B. more than                                      C. to
8. Many young people \_\_\_\_\_ video games.  
A. playing                                      B. play                                      C. plays
9. Sugar gives us \_\_\_\_\_ and we feel less hungry.  
A. power                                      B. health                                      C. energy
10. He is a good teacher. He teaches very \_\_\_\_\_.  
A. bad                                      B. well                                      C. good
11. Mary tried \_\_\_\_\_ the new dress but it didn't fit.  
A. out                                      B. at                                      C. on
12. \_\_\_\_\_ do you feel now?  
A. where                                      B. how                                      C. why
13. Ben likes pineapples and \_\_\_\_\_.

- A. so do I                      B. so I do                      C. too do I
14. My father enjoys \_\_\_\_\_ to music.  
A. Listen                      B. is listening                      C. listening
15. He also drives \_\_\_\_\_.  
A. safe                      B. safety                      C. safely
16. He \_\_\_\_\_ to the zoo last Sunday.  
A. goes                      B. went                      C. go
17. I received a letter \_\_\_\_\_ my aunt last week.  
A. of                      B. to                      C. from
18. You should \_\_\_\_\_ your hands before meals.  
A. to wash                      B. wash                      C. washes
19. Mr. Robinson speaks Vietnamese very \_\_\_\_\_.  
A. fluently                      B. skillfully                      C. good
20. Would you like \_\_\_\_\_ to pop music?  
A. to listen                      B. listen                      C. listened
21. You must drink \_\_\_\_\_ water every day.  
A. much                      B. many                      C. a few
22. They \_\_\_\_\_ English last Monday.  
A. don't learn                      B. didn't learn                      C. didn't learned
23. Are you free ..... the evening?  
A. at                      B. in                      C. on
24. How far is it from the school \_\_\_\_\_ the market?  
A. in                      B. to                      C. on
25. She \_\_\_\_\_ go swimming because she is sick.  
A. can                      B. could                      C. can't

**VI Answer some common the questions:**

1. Which sports do you like?

---

2. How often do you play sports?

---

3. What do you usually do in your free time?

---

4. Do you play video games?

---

5. What do you usually do in the evening?

---

6. What did you do yesterday?

---

7. Did you watch TV last night?

---

8. What is your favorite TV program?

---

9. Will you have a test next week?

---

10. What will you do this summer vacation?

---

**TEST XIII**  
**(Reading comprehension)**  
**Computers**

Nothing represents modern life better than computers: they have entered its every aspect and can even be considered the symbolic representation of the modern world. They are not, however, a new invention. Today's personal computers are drastically different from their massive electronic and mechanic predecessors.

Believe it or not, the first computers were people. "Computer" was originally a job title: it was used to describe those people whose job it was to perform repetitive arithmetic calculations. In the 1930s, with the first electric powered computers, the word started referring to a machine.

The earliest electronic computers were not personal in any way: they were enormous, hugely expensive, and required a team of engineers and other specialists to keep them running. The capacity of the early generation of computers was determined by their physical size: the greater the size, the bigger the volume. Besides, many of early computer technology innovations were developed for military purposes and kept secret from the public for decades.

In time, new technologies made it possible to build computers that were smaller in size. One of the most significant inventions in the history of computers was certainly the microprocessor. Before it was invented, computers needed a separate integrated-circuit chip for each one of their functions, but now whole processors could fit into a single chip that can run the computer's programs, store information and manage data all by itself. This innovation made it cheaper and easier to manufacture computers and led to the introduction of the first personal computers in the 1970s. BASIC programming language, adapted by

Bill Gates and Paul G. Allen (Harvard students at the time), made the first PCs easier to use. The two programmers soon founded a company of their own – Microsoft. Soon afterwards, Steve Jobs and Peter Wozniak made a homemade computer *Apple I* that would likewise change the world. The PC revolution was ready to begin.

During the next few decades, personal computers gradually become irreplaceable, both in offices and at homes. New inventions, such as Graphic User Interface and computer mouse, made PCs even more convenient and user-friendly. Hundreds of companies sell personal computers, accessories, sophisticated software and games, and PCs are used for a wide range of functions from basic word processing to editing photos to managing budgets. Today, laptops, smart phones and tablet computers allow us to have a PC with us wherever we go and to do almost anything. Information technology has made each aspect of life easier for today's digital generation, through the use of GPS (Global Positioning System), interactive whiteboards, HMD (head- mounted display), wireless networks and assistive technology, such as screen readers, designed for people with disabilities.

There is no doubt, however, that our society has developed technological dependence. When computers are down, planes stop flying, telephones do not work, banks have to close. An inappropriate and excessive use of computers is responsible for health problems, i.e. computer addiction. Serious problems are also caused by cybercrime, as well as by irresponsible disposal of electronic waste.

**I Answer the following questions:**

1. What did the word *computer* originally mean?
2. What was one of the most important inventions regarding computers according to the text above? Explain why.

3. Explain the importance of Steve Jobs and Bill Gates for computer history.
4. How can disabled people benefit from the use of computers?
5. Is technological dependence synonymous with computer addiction? Explain why (not).

**II Find the synonyms of the following words in the text. There may be more than one answer for each item:**

1. Forerunner \_\_\_\_\_
2. Need \_\_\_\_\_
3. Amount \_\_\_\_\_
4. Extreme \_\_\_\_\_
5. Establish (v.) \_\_\_\_\_

**III Write the correct word from the box in each space in the text below.**

<i>output software CPU RAM computer hardware storage peripherals ports main memory input</i>
--

A \_\_\_\_\_ is an electronic machine that accepts, processes, stores and outputs information. \_\_\_\_\_ is any electronic or mechanical part of the computer system that you can see or touch. \_\_\_\_\_ is a set of instructions, called a program, which tells a computer what to do.

The main part of hardware is the \_\_\_\_\_, \_\_\_\_\_, a microprocessor chip which processes data and coordinates the activities of all other units. The \_\_\_\_\_ holds the instructions and data which are being processed by the CPU. It consists of two main sections: \_\_\_\_\_ and ROM. \_\_\_\_\_ are the physical units attached to the computer. They

include \_\_\_\_\_ (e.g. the keyboard and the mouse) and \_\_\_\_\_ devices (e.g. the monitor, the printer, etc.). \_\_\_\_\_ devices, such as hard disks and DVD-RW drives, are used to store data permanently. At the back of a computer there are \_\_\_\_\_ into which we can plug external devices (e.g. a scanner, a modem, etc.).

**IV Match the following computer types with their definitions:**

1. mainframe	a. a full-function PC that looks like a book and has an LCD screen
2. printer	b. a device that reads or copies information or images into a computer
3. scanner	c. a digital camera connected to a computer
4. tablet PC	d. a large computer used for intensive data processing and linked to many terminals
5. webcam	e. a machine which generates a hard copy of data

Deleted:

**V Use the word in brackets to form the correct word.**

1. With the advent of powerful PCs with great \_\_\_\_\_ capacity, families are \_\_\_\_\_ home movies and photos. (STORE, DIGIT)
2. Modern \_\_\_\_\_ such as smart phones made our lives much easier. (CONVENIENT)
3. The local bank has plans to \_\_\_\_\_ all its financial records. (COMPUTE)

4. A webcam is one of the most commonly used computer \_\_\_\_\_ . (ACCESS)
5. They have an extremely user-\_\_\_\_\_ website that allows visitors to search by brand or by type. (FRIEND)

## Computer Software

*Software* consists of programs and enables a computer to perform specific tasks, as opposed to its physical components (hardware) which can only do the tasks they are mechanically designed for. Unlike software, computer hardware encompasses the physical interconnections and devices required to store and execute (or run) the software. In its simplest form, software consists of a machine language specific to an individual processor. A machine language consists of groups of binary values signifying processor instructions (object code), which change the previous state of the computer. Therefore, software is an arranged sequence of instructions designed to change the state of the computer hardware in a particular way. It is usually written in a high-level programming language that is easier and more efficient for people to use (in other words, closer to a natural language) than machine language. High-level languages are compiled or interpreted into machine language object code. Computer software is loaded into a computer's storage (such as a *hard drive*, a *memory*, or *RAM*). Once the software is loaded, the computer is able to execute the software in the Central Processing Unit (CPU). This involves passing instructions from the application software, through the system software, to the hardware which ultimately receives the instruction as a machine code. Each instruction causes the computer to carry out an operation – to move data, carry out a computation, or alter the control flow of instructions. Data is typically moved from one place in the memory to another. Sometimes it involves moving data between memory. Moving data, especially large amounts of it, can be costly. That is why this is sometimes avoided by using "pointers" to data instead. Computations include simple operations such as incrementing the value of a variable data element. More complex computations may involve many operations and data elements together. Instructions may be performed sequentially, conditionally, or iteratively. Sequential instructions are those operations that are performed one after another. Conditional instructions are performed in such a way that different sets of instructions are executed depending on the value(s) of some data. In some languages this is known as an "if statement". Iterative instructions are performed repetitively and may depend on some data value. This is sometimes called a "loop." Often, one instruction may "call" another set of instructions that are defined in some other program or module. When more than one computer

processor is used, instructions may be executed simultaneously. The field of software engineering endeavors to manage the complexity of how software operates, especially the software that operates in the context of a large or powerful computer system. Almost the only limitation on the use of computer software in applications at the moment is the ingenuity of its designers or programmers. Consequently, large areas of activities (such as playing grand master level chess) formerly assumed to be incapable of software simulation are now routinely programmed. The only area that has so far proved reasonably secure from software simulation is the realm of human art - especially music and literature.

#### Major classes of software systems

*System software* interfaces with hardware and runs the necessary services for user-interfaces and applications. It includes operating systems, device drivers, diagnostic tools, servers, windowing systems, utilities and more. The purpose of system software is to insulate the application programmes as much as possible, especially memory and other hardware features, and some accessory devices such as printers, readers, displays, keyboards, etc. *Programming software* usually provides tools that assist a programmer in writing computer programs and software using different programming languages in a convenient way. The tools include text editors, compilers, interpreters, linkers, debuggers, and so on. An Integrated Development Environment (IDE) merges those tools into a software bundle, and a programmer may not need to type multiple commands for compiling, interpreter, debugging, tracing etc., because the IDE usually has an advanced Graphical User Interface (GUI). *Application software* allows end users to accomplish one or more specific (non-computer related) tasks. Typical applications include industrial automation, business software, educational software, medical software, databases, and computer games. Businesses are probably the biggest users of application software, but almost every field of human activity now uses some form of application software. It is used to automate all sorts of functions. The distinction among classes of software systems is arbitrary and often blurred.

### ***Start up***

1. Explain the difference between computer software and computer hardware.
2. Explain the difference between genuine and counterfeit (non-genuine) software. Which one is prevalent in Serbia? Why?
3. Is the use of counterfeit software dangerous? If yes, explain why.
4. What sorts of software are you familiar with? Explain.

### ***Comprehension***

1. Software cannot be run without hardware. T / F
2. Software consists of instructions written in a programming language. T / F
3. The central processing unit transforms instructions into machine code. T / F
4. Computer software is only limited by the ingenuity of its programmers. T / F
5. Software most commonly used by businesses is the application software. T/F

## Computer programming

Today, most people don't need to know how a computer works. Most people can simply turn on a computer or a mobile phone and point at some little graphical object on the display, click a button or swipe a finger or two, and the computer does something. An example would be to get weather information from the net and display it. How to interact with a computer program is all the average person needs to know. But, since you are going to learn how to write computer programs, you need to know a little bit about how a computer works. Your job will be to instruct the computer to do the following things:

1. **Process:** A series of actions or steps taken to achieve an end.
2. **Procedure:** A series of actions conducted in a certain order.
3. **Algorithm:** An ordered set of steps to solve a problem.

Basically, writing *software* (computer programs) involves describing *processes*, *procedures*; it involves the authoring of *algorithms*. Computer programming involves developing lists of instructions - the source code representation of software. The stuff that these instructions manipulate are different types of objects, e.g., numbers, words, images, sounds, etc... Creating a computer program can be like composing music, like designing a house, like creating lots of stuff. It has been argued that in its current state it is an *art*, not engineering. Computer programming (often shortened to programming or coding) is the process of writing, testing, and maintaining the source code of computer programs. The source code is written in a programming language. This code may be a modification of the existing source or something completely new. The process of writing a source code requires expertise in many different subjects, including the knowledge of the application domain and algorithms. Within software engineering, programming is regarded as one phase in a software development process. The final program produced by computer programmers must satisfy some fundamental properties. The following five properties are among the most relevant: *Efficiency/performance*: The fewer amounts of system resources the program consumes, the better. This also refers to correct disposal

of some resources, such as cleaning up temporary files and lack of memory leaks. *Reliability*: How often the results of a program are correct. This depends on conceptual correctness of algorithms, and minimization of programming mistakes, such as mistakes in resource management and logic errors. *Robustness*: How well a program anticipates problems not due to a programmer error. This includes situations such as incorrect, inappropriate or corrupt data, unavailability of needed resources such as memory, operating system services and network connections, and user error. *Usability*: The ease with which a person can use the program for its intended purpose or in some cases even unanticipated purposes. Such issues can make or break its success even regardless of other issues. *Portability*: The range of computer hardware and operating system platforms on which the source code of a program can be compiled/interpreted and run. An important reason to consider learning about how to program a computer is that the concepts underlying this will be valuable to you, regardless of whether or not you go on to make a career out of it. One thing that you will learn quickly is that a computer is very dumb, but obedient. It does exactly what you tell it to do, which is not necessarily what you wanted. Programming will help you learn the importance of clarity of expression. But, most of all, it can be lots of fun! An associate once said to me "I can't believe I'm paid so well for something I love to do."

## Programming Languages

Different programming languages support different styles of programming. The choice of language used may be an individual's choice or may be dictated by a company's policy. Ideally, the programming language best suited for the task at hand will be selected. Trade-offs from this ideal language involve finding enough programmers who know the language to build a team, the availability of compilers for that language, and the efficiency of the programs written in the given language. High-Level Languages Almost the entire computer programming these days is done with *high-level* programming languages. There are lots of them and some are quite old. COBOL, FORTRAN, and Lisp were devised in the 1950s!!! As you will see, high-level languages make it easier to describe the pieces of the program you are creating. They help by letting you concentrate on what you are trying to do rather than on how you represent it in specific computer architecture. They abstract away the specifics of the microprocessor in your computer. And, all high-level languages come with large sets of common stuff you need to do, called libraries.

Let's have a look at two computer programming languages: Logo and Java. Logo comes from Bolt, Beranek&Newman (BBN) and Massachusetts Institute of Technology (MIT). Seymour Papert, a scientist at MIT's Artificial Intelligence Laboratory, and co-workers championed this computer programming language in the 70s. More research of its use in educational settings exists than for any other programming language. In fact, the fairly new Scratch Programming Environment (also from MIT) consists of a modern graphical user interface on top of Logo-like functionality.

Java is a fairly recent programming language. It appeared in 1995 just as the Internet was starting to get lots of attention. Java was invented by James

Gosling, working at Sun Microsystems. It's sort-of a medium-level language. One of the big advantages of learning Java is that there is a lot of software already written, which will help you write graphical programs that run on the Internet. You get to take advantage of software that thousands of programmers have already written. Java is used in a variety of applications, from mobile phones to massive Internet data manipulation. You get to work with window objects, Internet connection objects, database access objects and thousands of others. Java is the language used to write Android apps. Both Logo and Java have the same sort of stuff needed to write computer programs. Each has the ability to manipulate objects (for example, arithmetic functions for working with numbers). Each lets you compare objects and do a variety of things depending on the outcome of the comparison. Most importantly, they let you define *named* procedures. Named procedures are lists of built-in instructions and other named procedures. The abstraction of naming stuff lets you write programs in a language you yourself define.

#### Assembler Language

One abstract layer above a computer's native language is assembler language. In assembler language, everything is given human-friendly symbolic names. The programmer works with operations that the microprocessor knows how to do, they have symbolic names. The microprocessor's registers and addresses in the computer's memory are also given meaningful names by the programmer. This is actually a very big step over what a computer understands, but still tedious for writing a large program. Assembler language instructions still have a place for little bits of software that need to interact directly with the microprocessor and/or those that are executed many times.

## The Microprocessor's Language

So, all a computer has in it is bits. You've seen how they are used to represent stuff, pixels, numbers and characters. I've mentioned that computers perform operations on the bits, like move them around, add pairs of them together, etc... One final obvious question is: how are instructions that a computer performs represented? Well, if you instructed a computer in its native language (machine language), you would have to write instructions in the form of (yes, once again) binary numbers. This is very, very hard to do. Although the pioneers of computer science did this, no one does this these days.

## **Importance of Computers in Business**

Personal computers have helped workers in business perform their jobs more efficiency, since their introduction in the 1980s. Routine functions such as sending memos can instead be done by email. Workers can research information from the Internet with a click of the button. The importance of computers in business also has many other positive benefits in the work force.

The importance of computers in business includes money saved for various business activities. For example, a small business can maintain a database of customers in its computer. The business can then send coupons or special promotions to these customers by email. Companies also save on paper costs when interacting through their computers. Also, a small manufacturing company can automate part of its production line with computers. The automation process would help the manufacturer cut back on labor costs.

Computers also help the businessman save time. For example, a businessman can write a report, do a spell check, edit it and distribute the report in just a few hours, even long distance. Previously, companies used typewriters for reports where redactions were made on various pages. These pages then needed to be retyped until the report was error free. Managers then needed to copy the reports and mail them to employees in different cities. Consequently, the report writing process took much longer with a typewriter than a computer. Also, utility and cable companies can pinpoint a customer's problems more readily with computers.

Computers in business allow for greater interaction among employees, agencies, clients and customers. Managers can conduct conference calls, show training videos and even conduct webinars or web-based seminars online with

computers. This inter-connectivity between businesses, clients or customers can even be administered internationally. Human resource managers can more readily collect resumes from job applicants through computers and the Internet. Moreover, architects can create virtual models of their buildings and check for dimensional accuracies.

Worker productivity is also enhanced through the use of computers. People used to write presentations by hand, then have a secretary type up the presentation. Often, the manager's or employee's presentation would sit in an "In" box along with other employees' projects. The secretary then, in turn, typed up the presentations or information in the order she received it. Computers allow workers to be much more productive than methods used in the past.

Small companies and business owners can appear much more professional and even larger by using computers. Various publishing or document software enables small managers to type of professional-looking documents. Small companies can also create websites that rival those of large corporations. Consequently, a small business may sometimes acquire clients more easily because of the company's computer-enhanced image.

## SMS Message Dictionary

Match the symbols with the meanings:



- |          |              |
|----------|--------------|
| 1. @     | a) excellent |
| 2. 2DAY  | b) later     |
| 3. @MORO | c) wait      |
| 4. 2NITE | d) before    |
| 5. 4EVER | e) mate      |
| 6. 4     | f) see you   |
| 7. B     | g) seeing    |
| 8. B4    | h) forever   |
| 9. BCOZ  | i) great     |
| 10. CING | j) why       |
| 11. CU   | k) please    |
| 12. FRND | l) tomorrow  |
| 13. GR8  | m) are       |
| 14. H8   | n) late      |
| 15. L8   | o) be        |
| 16. L8R  | p) tonight   |
| 17. M8   | q) you       |
| 18. PLZ  | r) because   |
| 19. R    | s) hate      |
| 20. THX  | t) for       |
| 21. U    | u) friend    |
| 22. W8   | x) at        |
| 23. XLNT | y) thanks    |
| 24. Y    | z) today     |

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24



## What Are the Advantages of Computers in Business?

Computers have tremendously improved the way businesses operate in their respective industries. Technology has advanced so remarkably that those who are not using computers in their business are at a major disadvantage against their competitors. In particular, there are several important advantages that computers can provide to small businesses. Computers allow the application of different types of software that can help businesses keep track of their files, documents, schedules and deadlines. Computers also allow businesses to organize all of their information in a very accessible manner. The ability to store large amounts of data on a computer is convenient and inexpensive, and saves space. A computer's ability to allow a company to organize its files efficiently leads to better time management and productivity.

Computers have made staff and companies more self-sufficient by allowing them to do tasks that previously had to be outsourced. For example, a company can now use office software to create their own training material. Desktop publishing software can be used to create marketing materials. Online tax and accounting programs allow companies to prepare their own taxes. This allows the dominant operations of a company to remain in-house and empowers the company to become more independent and less susceptible to errors committed by outside parties.














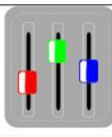


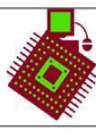

















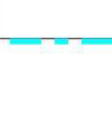



Emerging technology makes new tools and services more affordable and allows companies to save on their staff payroll and office equipment. Because computers allow work to be done faster and more efficiently, it is possible for a company to hire fewer staff. In addition, with networked and relatively inexpensive computers, companies can store data more easily, saving on the cost of outside file storage, and can avoid having to purchase as many copiers, fax

machines, typewriters, and other such items that were used before computers became popular. Correspondingly, potentially profitable businesses can be started with a smaller overhead cost. Email capabilities decrease postage costs; software applications reduce the need for large accounting departments, while videoconferencing reduces the need for travel. All resources saved will trickle down to the consumers, who are then provided with much more affordable products and service. Computers help speed up other business operations. The collecting of consumer feedback, ordering of raw materials, and inspection of products is made quicker through the use of computers, allowing companies to operate much faster and to produce better quality results.

R&D, or research and development, costs will also decrease with the help of computers. Scientific research can now be done using the Internet and computer software applications designed to develop and produce new products and services. For example, instead of a company having to do in-person focus groups on a potential new product or to determine their target market, the company can conduct a widespread online survey for a far lower cost. In addition, new models of a product can be created online using virtual pictures and drawings instead of having to be hand-drawn. These interactive models created using software programs can help bring the product and its features to life for a far lower cost than creating an actual physical model of the given product. Computers can help generate higher sales and profits for businesses via a company website. Many businesses now operate online and around the clock to allow customers from around the world to shop for their products and services.

## COMPUTERS & ME: MATCHING

Write the names under the correct pictures:

					
		<p> <b>E-MAIL</b>  <b>HARD DISK</b>  <b>MICROPHONE</b>  <b>LAPTOP</b>  <b>MUSIC MIXER</b>  <b>CD</b>  <b>PRINTER</b>  <b>MOUSE</b>  <b>MONITOR</b>  <b>CD BURN</b>  <b>SMARTCARD</b>  <b>WIFI</b>  <b>MOTHERBOARD</b>  <b>HEADPHONES</b>  <b>SCANNER</b>  <b>SPEAKERS</b>  <b>PDA</b>  <b>MODEM</b>  <b>SAVE AS</b>  <b>NETWORK</b>  <b>BUG</b>  <b>PEN DRIVE</b>  <b>CHIP</b>  <b>SHIELD</b>  <b>FLOPPY DISK</b>  <b>TABLET</b>  <b>FLAT SCREEN</b>  <b>GAME CONSOLE</b>  <b>TEXT DOCUMENT</b>  <b>MOUSEMAT</b>  <b>CHAT</b>  <b>WEBCAM</b>  <b>USER TRASH</b>  <b>JOYSTICK</b>  <b>COMPUTER CASE</b>  <b>KEYBOARD</b> </p>			
					
					
					
					
					
					
					

## Malicious computer programs

General terms used for all computer programs designed to harm their victims are malicious codes, malicious programs or rogue programs. Viruses, worms and Trojan horse are the most famous malicious programs that can cause damage to computers. The most common blunder people make when the topic of a computer virus arises is to refer to a worm or Trojan horse as a virus. While the words *Trojan*, *worm* and *virus* are often used interchangeably, there are differences among the three. Knowing these differences can help you to protect your computer from their damaging effects.

A computer virus is a program that “infects” an executable file (application programs, operating systems, macros, scripts, boot sector of a hard disk or floppy disk, etc.). After infection, the executable file functions in a different way than before: it may display a benign message on the monitor, delete or alter some or all the files on the user's hard drive. The virus causes harm only after the executable file is run; in other words, it cannot spread without human action. On the other hand, a virus may exist on your computer without infecting it if you do not run or open the malicious program. People continue the spread of computer viruses, mostly unknowingly, by sharing infected files or sending e-mails with viruses as attachments in their e-mail. Much like human viruses, computer viruses can range in severity: some viruses cause only mild annoying effects, while others can damage your hardware, software or files.

A worm is similar to a virus by its design and is considered to be a sub-class of a virus. Worms spread from one computer to another, but unlike viruses, they have the capability of travelling without any human assistance. A worm takes advantage of file or information transport features on your system, which allows it to travel unaided. The biggest danger that comes from a worm is its capability to replicate itself in your system, so rather than your computer sending out a

single worm, it can send out hundreds or thousands of copies of itself, creating a huge devastating effect. An example would be for a worm to send a copy of itself to everyone listed in an e-mail address book and then to replicate and send itself out to everyone listed in each of the receiver's address book, and so on. Due to the copying nature of a worm and its capability to travel across networks the end result in most cases is that the worm consumes too much system memory (or network bandwidth), causing Web servers, network servers and individual computers to clog, slow down and stop responding. In more recent worm attacks such as the much-talked-about Blaster Worm, worms have been designed to tunnel into your system and allow malicious users to control your computer remotely.

A *Trojan horse* is full of trickery as much as the mythological Trojan horse it was named after. The Trojan horse will, at first glance, appear to be useful software but will actually do damage once installed or run on your computer. Those on the receiving end of a Trojan horse are usually tricked into opening them because they appear to be receiving legitimate software or files from a legitimate source. When a Trojan is activated on your computer, the results can vary. Some Trojans are designed to be more annoying than malicious (like changing your desktop, adding silly active desktop icons) or they can cause serious damage by deleting files and destroying information on your system. Trojans are also known to create a backdoor on your computer that gives malicious users access to your system, possibly allowing confidential or personal information, such as passwords and credit card numbers, to be sent to an intruder. Unlike viruses and worms, Trojans do not reproduce by infecting other files nor do they self-replicate. Some Trojan horses are installed on a victim's computer by an intruder, without any knowledge of the victim, while others are downloaded (perhaps in an attachment in an e-mail) and installed by the user,

who intends to acquire a benefit that is quite different from the undisclosed true purpose of the Trojan horse.

Added into the mix is so-called *blended threat*. A blended threat is a sophisticated attack that bundles some of the worst aspects of viruses, worms, Trojan horses and malicious code into one threat. Blended threats use server and Internet vulnerabilities to initiate, transmit and spread an attack. This combination of method and techniques means blended threats can spread quickly and cause widespread damage. Blended threats propagate by multiple methods and attack from multiple points. To be considered a blended threat, an attack would transport multiple attacks in one payload. For example, it wouldn't just launch a *DOS* attack – it would also install a backdoor and damage the local system in one shot. Additionally, blended threats are designed to use multiple modes of transport. For example, a worm may travel through e-mail, but a single blended threat could use multiple routes such as e-mail, IRC and file-sharing networks. The actual attack itself is also not limited to a specific act. For example, rather than a specific attack on predetermined .exe files, a blended thread could modify exe files, HTML files and registry keys at the same time – basically it can cause damage within several areas of your network at one time. Blended threats are considered to be the worst risk to security since the inception of viruses, as most blended threats require no human intervention to propagate.

The first step in protecting your computer is to ensure that your operating system (OS) is up-to-date. This is essential for a Microsoft Windows OS. Secondly, you should have anti-virus software installed on your system and download software updates frequently in order to have the latest protection against new viruses, worms, and Trojan horses. Additionally, you need to make sure that your anti-virus program has the capability of scanning e-mail and files as they are downloaded from the Internet. This will help prevent malicious programs from even reaching your computer. Another way to protect your computer is to install

a firewall which is a system that prevents unauthorized use and access to a computer. A firewall can be either hardware or software. Hardware firewalls provide a strong degree of protection from most forms of attacks coming from the outside world and can be purchased as a stand-alone product or in broadband routers. Unfortunately, when battling viruses, worms and Trojans, a hardware firewall may be less effective than a software firewall, as it could possibly ignore embedded worms in outgoing e-mails and see them as regular network traffic. For individual home users, the most popular firewall choice is a software firewall. A good software firewall protects from outside attempts to control or gain access to your computer and usually provides additional protection against the most common Trojan programs or e-mail worms. The downside of software firewalls is that they will only protect the computer they are installed on, not a network. It is important to remember that a firewall is not going to eliminate computer virus problems on its own. If used in conjunction with regular operating system updates and good anti-virus scanning software, it will add some extra security and protection for your computer or network.

## Computer Crime

There are no precise and reliable statistics on the amount of computer (or cyber) crime and the economic loss suffered by its victims, partly because many of these crimes are not detected by the victims and are never reported to authorities, and partly because the losses are often difficult to calculate. Nevertheless, there is a consensus among both law enforcement personnel and computer scientists who specialize in security that both the number of computer crime incidents and the sophistication of computer criminals are rapidly increasing. Estimates are that computer crime costs may be substantially higher than we think. Experts in computer security, not attorneys, speak of “*information warfare*” as yet another name for computer crime. The term “*warfare*” fairly denotes the amount of damage inflicted by this sort of crime on our society.

It is important to note that many crimes that involve computers are not different from the ones committed without the use of computers. Namely, a computer is only a tool that a criminal uses to commit a crime. For example, using a computer, a scanner, graphics software and a high-quality colour laser to forge and counterfeit is the same crime as using an old-fashioned printing press with ink for the same purpose.

There are three major classes of new criminal activities in today’s cyberspace performed by computer criminals, or so-called hackers:

- Unauthorized use of a computer that may involve stealing a username and a password, or accessing a victim's computer via the Internet through a backdoor operated by a Trojan horse program;
- Creating or releasing of a malicious computer program;
- Harassment and stalking in cyberspace.

Unauthorized use of computers generally takes the forms of computer voyeurism, changing and deleting of data, as well as the denying of service to

authorized users. A computer voyeur is a criminal who reads or copies confidential or proprietary information, but neither deletes nor changes data. For example, so called *Melissa virus* infected a possibly confidential document on a victim's computer, and then automatically sent that document and a copy of the virus via e-mail to other people. Unauthorized changing of data and deleting of entire files can be seen as fraudulent acts and acts of vandalism or sabotage. A user can "deny service to authorized users" by gobbling unreasonably large amounts of computer time or disk space in three ways: by sending large amounts of junk e-mail in one day (a so-called "mail bomb"), by executing a malicious program that puts the processing unit into an infinite loop, or by flooding an Internet server with bogus requests for web pages, thereby denying legitimate users an opportunity to download a page and also possibly crashing the server. First, the criminal plants remote-control programs on dozens of computers that have broadband access to the Internet. The remote-control program will, at the command of the criminal, issue a nearly continuous series of pings to a specified victim's website. The criminal is then ready to attack. He instructs the programs to begin pinging a specific target address. The computers containing the remote-control programs act as "zombies". The victim computer responds to each ping, but since zombie computers give false source addresses for their pings, the victim computer is unable to establish a connection with the zombie computers. As the victim computer waits for a response to its return ping, and as there are more zombies than victims, the victim computer becomes overwhelmed and either does nothing except respond to bogus pings or crashes. In a way, a computer criminal is similar to a burglar. Whereas burglary is the breaking and entering of a building with the intent of committing a felony therein and the unlawful taking of another person's property, in the unauthorized use of other person's computer, a criminal "enters" the computer via the telephone lines. In order to deal with this new kind of crime, either the burglary statute needs to be

made more general or new criminal statute(s) for unauthorized access to a computer need to be enacted. In recent years, there have been a large number of hacker attacks on websites. In a typical attack, a hacker deletes some pages or graphics, then uploads new pages with the same name as the old file, so as to control the message conveyed by the site. This is not the worst kind of computer crime since the owners of the attacked websites can always close them temporarily in order to restore all the files from backup media and improve the website security before they re-open them. Nonetheless, the perpetrator has committed a computer crime by making an unauthorized use of someone else's computer or a computer account.

### ***Comprehension***

1. The amount of cyber crime cannot be determined precisely. T / F
2. A *computer* voyeur is a cyber criminal who deletes and changes data and entire files from the victim's computer. T / F
3. Cyber criminals can prevent authorized users from accessing their data by flooding their email with large amounts of spam. T / F
4. DOS attack is performed by entering a computer via telephone lines. T / F
5. The worst cyber crime performed by hackers is the attack that involves deleting and changing information on websites. T / F
6. The terms "worm", "Trojan horse" and "virus" are often (wrongly) used synonymously. T / F
7. Unlike viruses, worms and Trojans can replicate themselves. T / F
8. Trojans enable intruders to gain other people's personal information by creating a backdoor. T / F

9. Blended threats combine several of the worst aspects of viruses, worms and Trojan horses; they are therefore most damaging. T / F
10. The most effective way to protect your computer from malicious computer programs is to regularly update your operating system. T / F

## **The Internet**

### ***Reading***

Internet is a global computer network. It is a worldwide, publicly accessible network of interconnected computer networks of local to global scope that are linked by copper wires, fiber-optic cables, wireless connections, and other technologies. Internet transmits data by packet switching using the standardized *Internet Protocol Suite (TCP/IP)*. The prevalent language for communication on the Internet is English with 30% of Web visitors, followed by Chinese (14 %), Japanese (8%), Spanish (8%), German (5%) and French (5%). By continent, 36% of the world's Internet users are based in Asia, 29% in Europe, and 21% in North America.

### ***E-mail***

*E-mail* is one of the common uses of the Internet. Electronic mail, often abbreviated as *email* or *e-mail* is a method of exchanging digital messages. E-mail systems are based on a store-and-forward model in which e-mail computer server systems accept, forward, deliver and store messages on behalf of users, who only need to connect to the e-mail infrastructure, typically an e-mail server, with a network-enabled device (e.g., a personal computer) for the duration of message submission or retrieval. Pictures, documents and other files can be sent as e-mail attachments. E-mails can be cc-ed to multiple e-mail addresses.

### ***World Wide Web***

Another common use of the Internet (maybe the most important one) is the *World Wide Web*. The World Wide Web (commonly abbreviated as the “www”) is a system of interlinked, hypertext documents accessed via the Internet. With a web browser, a user can view web pages and navigate between them using hyperlinks. A web browser is a software application that enables a user to display and interact with text, images, and other information typically located on a web page on the World Wide Web or a local area network. Text and images on

a web page can contain hyperlinks to other web pages at the same or different website. Web browsers allow a user to quickly and easily access information provided at many websites by traversing these links. Web browsers format HTML information for display, so the appearance of a web page may differ between browsers. Some of the most popular web browsers are Internet Explorer, Opera, Mozilla Firefox, Safari etc.

The Internet allows computer users to connect to other computers and store information easily, wherever they may be across the world. This is encouraging new ways of working from home, collaboration and information sharing in many industries. An accountant sitting at home can audit the books of a company based in another country, on a server situated in a third country that is remotely maintained by IT specialists in a fourth. These accounts could have been created by home-working bookkeepers, in other remote locations, based on information e-mailed to them from offices all over the world. Some of these things were possible before the widespread use of the Internet, but the cost of private leased lines would have made many of them infeasible in practice. The low-cost and nearly instantaneous sharing of ideas, knowledge, and skills has made collaborative work dramatically easier. Now a group can cheaply communicate and share ideas. Internet 'chat' allows colleagues to stay in touch in a very convenient way when working at their computers during the day. Messages can be sent and viewed even more quickly and conveniently than via e-mail. Extension to these systems may allow files to be exchanged, as well as voice and video contact between team members. Public places to use the Internet include libraries and Internet cafes, where computers with Internet connections are available. The Internet is the major source of leisure nowadays. Millions of people spend hours in front of the computer. People use blogs or message boards as a means of communication and sharing of ideas. Many use the Internet to access and download music and movies. Another area of leisure on the Internet

is multiplayer gaming, since it creates communities, brings people of all ages and origins together to enjoy the fast-paced world of multiplayer games. Many use the World Wide Web to access news, weather and sports reports, to plan and book their holidays or to find out more about their random ideas and casual interests. People use chat, messaging and email to make and stay in touch with friends worldwide.

## **Internet Addiction**

Internet addiction is a growing epidemic. The Internet has become one of the most universal methods for communication with users worldwide. Chat Rooms and Multi-User Dimensional games offer people the ability to talk and mingle with others online. But with this newfound freedom, also comes the possibility of abuse and addiction. Internet addiction, also known as Pathological Internet Use, has emerged as a very destructive force in today's society. Scientists believe that an estimated 6 percent of the web users are thought to be online addicts. That number is growing every day.

*What causes Internet addiction?*

There are many different causes, but one of the most essential ones is thought to be a personality disorder. Psychologists think that the lone, bored, depressed, introverted, people lacking self-esteem, or the ones who have a history of addictions are most vulnerable. This group of people seems to be the most susceptible to all mental disorders, psychologically or physically. These people need to fill the void that has been created by not having any real life relationships, so they turn to the Internet, just as if someone would turn to drugs. We can also read about people feeling closer to the ones they communicate with online than the ones in real life. As time passes, they like the anonymity that the Internet offers. Some researches provide us with very interesting statistics: about twenty-five percent of the people questioned say that web time has reduced their time spent with friends and family as well as the time spent participating in events outside their home. They also found that nearly 60% of the people cut back on television viewing because of the Internet. So how does one know if he or she has become a pathological Internet user? A few symptoms are regarded as good indicators of the problem. Namely, neglecting family activities, social events, work and school obligations in order to spend more time online are

probably the most conspicuous signs of Internet addiction. Suffering from withdrawal symptoms, not being able to limit the time spent at a computer, constantly thinking about the next online session, and preferring to talk to cyber-friends rather than to have face-to-face conversations are also warning signs. All three forms of Internet addiction – online gaming addiction, chat room addiction and cyber sex addiction are based on the need of personal contact and the desire to change personal status and gain peer recognition.

Online gaming as a manifestation of Internet addiction is the belief in a fantasy world in which a player takes on the name of a character, battles against other on-line players, accumulates “points” and improves his status. While online, the player feels in control of his destiny, yet off-line he feels less competent and even awkward. A more taboo type of addiction presented by the Internet is the cyber sex addiction. The Internet provides pornographic images accessible to anyone willing to look for them, without almost any sort of safeguard for young children. This sort of freedom makes it hard for the viewers to stop and leads to a growing expectation of finding a better web site with similar content. With the Internet, there is always another link, another banner, and always something better to find. Chat rooms are accessible to and used by a wide range of people, which makes them probably the most abused part of the Internet. The only condition for using a chat room is to have a computer and to be able to communicate effectively. Chat rooms tend to create imaginary relationships, which may be more ideal and more important than the ones in real life. But once the contact is made and the online relationship is started, the online partner usually doesn’t turn out as expected. All those cyber chatters are drawn to the ones who are as depressed or lonely as they are, which is often one of the most destructive factors in relationships and leads to a disaster. Internet addiction has been growing more and more. There are even numerous cases of divorce linked to the excessive use of the Internet. The most frequently used treatment against

Internet addiction is just limiting the use of the Internet, but it hasn't been proven as effective. Psychologists suggest so called *Cognitive-Behavioral Therapy (CBT)*, a treatment based on the premise that thoughts determine feelings. Patients are taught to monitor their thoughts and identify those that trigger addictive feelings and actions while they learn new coping skills and ways to prevent a relapse. So they are taught to ask themselves which is more important, the relationships online, or the real one.

**I Read the following passage and choose True (T) or False (F).**

Most of the world's surface is water. We may know the land very well but we know very little about the oceans.

Until recently, man could not stay underwater for long. A pearl diver, for example, couldn't stay underwater for longer than two minutes. But now, with special breathing equipment, a diver can stay underwater for a long time. After the invention of this equipment, men could swim freely underwater and scuba-diving became a popular sport.

*T or F statements*

- ..... 1. Most of the world's surface is land.
- ..... 2. We know the oceans very well.
- ..... 3. With special breathing equipment, a diver can stay underwater for a long time.
- ..... 4. After this invention, scuba-diving was not anymore a popular sport.

## II Read the passage and answer the question.

Marie was born in Poland in 1867. She learnt to read when she was 4 years old. She was very intelligent and had an excellent memory. She finished high school when she was only 15 years old. When she grew up, Marie went to Paris to study mathematics and chemistry at the University. She won the Nobel Prize for physics in 1903 and 8 years later she received the Nobel Prize for chemistry. She died in 1934.

### Questions:

1. When was Marie born?

---

2. How old was she when she learnt to read?

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3. How old was she when she finished high school?

---

4. Where did she go to study?

---

5. What did she study?

---

6. When did she win the Nobel Prizes and in which areas?

---

7. When did she die?

---

### III Read the following text and choose True or False.

I arrived at Paris Charles de Gaulle Airport one recent night and was met by a driver sent by a French friend. The driver was carrying a sign with my name on it, but as I approached him I noticed that he was talking to himself, very animatedly. As I got closer, I realized he had one of those Bluetooth wireless phones clipped to his ear and was deep in conversation. I pointed at myself as the person he was supposed to meet. He nodded and went on talking to whoever was on the other end of his phone.

When my luggage arrived, I grabbed it off the belt; he pointed toward the exit and I followed; as he kept talking on his phone. When we got into the car, I said, "Do you know my hotel?" he said, "No." I showed him the address, and he went back to the phone.

After the car started to roll, I saw he had a movie playing on the screen on the dashboard – on the flat panel that usually displays the G.P.S. road map. I noticed this because between this his talking on the phone and the movie, I could barely concentrate. I, alas, was in the back seat trying to finish a column on my laptop. When I wrote all that I could, I got out my iPod and listened to a Stevie Nicks album, while he went on talking, driving and watching the movie.

After I arrived at my hotel, I reflected on our trip: The driver and I had been together for an hour, and between the two of us we had been doing six different things. He was driving, talking on his phone and watching a video. I was riding, working on my laptop and listening to my iPod.

There was only one thing we never did: Talk to each other.

It's a pity. He was a young, French-speaking African, who probably had a lot to tell me.

I relate all this because it illustrates something I've been feeling more and more lately – that technology is dividing us as much as uniting us. For all I know, my driver was talking to his parents in Africa. How wonderful! But that meant the two of us wouldn't talk at all. And we were sitting two feet from each other.

(Taken from: ПОЛИТИКА, The New York Times, Monday, November 13, 2006; World trends, Thomas L. Friedman, *A Man, a Cab, A Cellphone, a Laptop*)

Exercise: Circle True or False. If you circle False, on the line below the sentence write what is true.

1. The author of the text arrived at Heathrow airport. T F

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2. The driver was sent by his English friend. T F

---

3. The driver was talking on the phone. T F

---

4. The driver stopped talking when he saw the author of the text. T F

---

5. The driver had the movie playing on the screen in his car. T F

---

6. The author of the text was on the front seat. T F

---

7. The author of the text listened to a Stevie Nicks album. T F

---

8. The driver and the author of the text had been together for 2 hours. T F

---

9. The two of them have been doing six different things while driving. T F
- 

10. The technology is uniting us, not dividing. T F
- 

**IV Read the following text and answer the questions below it.**

**Information Technology**

If you want a brief history of information technology, here is one. Humans were the first "computers". Then machines were invented to carry out the computational tasks. Now these machines have given way to new form of information technology. Information has become accessible from anywhere.

Information technology deals with the acquisition, processing, storage and dissemination of vocal, pictorial, textual and numerical information by a microelectronics-based combination of computing and telecommunications. Thanks to the continuous development of computers, the original computing systems became minicomputers and later personal computers took the lead. Nowadays, mobile phones are dethroning the personal computer and computing is evolving faster to become disembodied more like a cloud, becoming accessible more easily whenever needed. Information technology in this sense has transformed people and companies and has allowed digital technology to influence society and economy alike.

Comprehension:

1. Information technology is changing principally because of:
  - a. the changing needs
  - b. new technological advances

2. According to the author the first computers were:
  - a. calculators
  - b. humans
3. Development of information technology is the result of:
  - a. advances in computing systems
  - b. development of machinery in general
4. Computing systems are taking the form of clouds means:
  - a. computers have become smaller
  - b. computing power will be disembodied.

**V Read and translate the following texts:**

### **Living Through a Phone**

The release of the iPhone 6 and 6 plus this September was greeted with open arms and a touch of chaos. People queued for four days just to be one of the first people in the world to get their hands on these gadgets, paying up to £800 for the privilege. People go to extraordinary lengths to get these phones and there is a sense of urgency across the world to have the latest Apple products.

But a phone, nowadays, is no longer just a practical device, used to text and call. It has become a testimony of status, a fashion accessory, and so much more than a telephone. Children as young as five years old have been seen in Britain carrying round expensive mobile phones and for what reason? Who can a 5 year old possibly need to text or call?

The answer lies in the fact that the primary use for mobile phones is no longer a phone. More photos are taken using iPhones than any camera in the world. Apps allow us to track our health, our pets, play games, find dates, shop, budget... the list is endless, and features the innovative, the weird and the wonderful.

As an iPhone user myself, I am never without my phone. I check Facebook, Instagram, Twitter and my emails several times a day, along with taking photographs and keeping in touch with friends and family.

But do we rely on our phones too much? I love sharing things that I enjoy and keeping up with my friend's lives, but I do think it's got out of hand. Instead of talking together, friends sit round tables in restaurants scrolling through Facebook, and we are more interested in Instagramming photos of special moments than actually enjoying them.

I think it's important to make time for each other. Turn off your phone every now and again. One tip when you go out with friends is to put all of your phones in the middle of the table, and whoever touches their phone first has to pay the bill! Trust me, it won't ruin your life if you don't see what that guy you once met is eating for dinner!

Sharing and keeping in touch is great, but don't let your phone become more important than the people in your life.

## **Is Photography an Art?**

I like to think of myself as a creative person with a head buzzing full of imagination, ideas and flashing lightbulbs. One of my favourite past times is photography; having arrived in France on my year abroad all alone, it became a fantastic way to explore new places and even better that I didn't need to depend on anyone else to come with me. To say my camera has been put to good use is quite the understatement, and apart from the sheer size of it, I wouldn't change it for the world. As we continue to live in this tech-savvy digital age, I've started to question whether photography is an art and this is where my debate starts.

Yes, you can achieve almost any photograph with the vast array of settings that digital cameras have to offer and yes, they generally tend to be of a

higher quality. But, what happens to the photographs after they are taken? In my experience, they are either stored on the computer and the minority are printed, uploaded onto social media websites for my friends to see or added to photography websites to receive some feedback or they are instantly deleted and never seen again. Ask yourself, when was the last time you had a batch of photos printed or made a scrapbook by hand?

Sometimes I think life would be much easier with a film camera. Call me old-fashioned but there really is an art to using this type of camera. Whereas digital cameras can hold thousands of pictures, films can only hold around 30, so you really do have to be selective and think carefully about the composition before snapping. With apps such as Instagram, all you have to do is add a filter and you're a photographer - what would be a dull picture of a coffee mug, suddenly becomes trendy. I'd be the first to put my hands up and say I have an Instagram account, but I just think that these apps take away the art of photography and individuality.

## **Is Technology the Best Travel Companion?**

When you move abroad technology becomes more important than ever. Our generation has been brought up with technology therefore, not only is it comforting to have our daily dose of technology at our fingertips whilst we're in a foreign country. (How many of us roll out of bed in the morning and instinctively check twitter, Instagram, Facebook, Tumblr, emails etc.) But it also offers so many opportunities, from staying in touch with people from home to storing life-long memories and meeting new people in our new surroundings, evidently technology becomes even more indispensable when we're thrown out of our comfort zone.

Skype sessions with family and friends from home can help soothe any worries and bouts of homesickness, numerous Facebook updates and messages reassure us that we've not been forgotten about at home and endless invites to events and meet-ups ensure that we're always busy and enjoying ourselves in our new home ... where would we be without technology?! Not to mention the crucial use of maps on our handheld devices to navigate round foreign cities, language translation apps for moments when our mind goes blank and we just *can't* remember that *one* word and life-

saving alarms to wake us up in the morning so we're not late for our new jobs!

Technology becomes one of our most important vices whilst we're abroad (if it wasn't so already) it holds contact details of all our favourite people, pictures and videos which we'll always look back on, thousands of songs to motivate us during essay writing, relax us after work and persuade us out of bed in the early morning.

Of course, technology's not only for recreational use either, it's becoming almost essential to have access to good technology in daily life for areas such as education and work due to submissions and tasks increasingly becoming more online based.

However, with all of this undeniable reliance on technology, it begs the question; would we be able to survive without it ... of course we would physically, but how comfortably? Would we possess enough initiative to organize our lives completely on our own? How would we plan trips and without any technology, would we ever really "keep in touch" with others? Or on the other hand, would it create a positive revelation, forcing us to interact more with people directly around us, rather than sitting at home, communicating from behind a computer screen? Would it make us more adventurous and have more initiative or just leave a massive hole in our lives?

## **VI Read the text and answer the questions below it.**

*Ubix computers* is a publicly traded corporation actively traded on the NASDAQ. The company was launched in 1999 with an IPO raising \$70 million. Shareholders own more than 80% of the company while upper level management and employee stock options own the remaining 20%. *Ubix* is located in Denver, Colorado with manufacturing plants in Taiwan and Indonesia. The total cash flow during 2000 was \$365 million. While total operating expenses for the past fiscal year totaled \$180 million resulting in a pre-tax profit of \$175 million.

*Ubix* Computers market share in the US domestic market has grown from 2% to 5% during the past 18 months. Future plans include the development of a line of laptop computers to export to the Chinese Market. CEO, Robin Lancaster, was optimistic in his vision of the future. While other computer manufactures are losing market share, we are increasing our market share at over 100% annually. *Ubix* offers consumers computers that are made to meet their specific requirements, while pricing these computers at mass market prices. This unique combination ensures *Ubix* will be a major market player in the near future.

**Exercise:**

**Check your understanding by answering the following questions.**

1. Which market is *Ubix* traded on?

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2. How much money did the IPO raise?

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3. Who owns 80% of stock?

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4. Where are *Ubix* manufacturing plants located?

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5. How much has market share grown over the past 18 months?

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6. How much did *Ubix* spend on operating expenses?

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7. Which market is Ubix trying to enter with its new line of laptop models?

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8. What prediction is made about Ubix in the future?

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### The Samsung Series 7 “All-in-one”

**The good:** *The Samsung Series 7 all-in-one offers an unique design and easy-to-use touching software for a reasonable price.*

**The bad:** *Samsung has decided to steer clear of the performance crowd, and it shows. We also wish this system had a Blu-ray drive like other in her price range.*

**The bottom line:** *Samsung has captured our attention, and our Editors' Choice Award, in its U.S. desktop debut, and we expect the Series 7 all-in-one PC will attract much mainstream customers with his apealings looks and accessible touch interface.*

Samsung is a new player in the U.S. all-in-one desktop market, and its first effort, the Series 7, show what can happen when a experienced consumer electronics vendor bring fresh eyes to a product category. The Series 7 striking all-in-one has a unique appearance as well as a strong assortment of common-sense touch software and general usability features. Samsung are not targeting performance-driven customers with this system, but with its reasonable \$1,199 price tag, the Samsung Series 7 provide most accessible, family-friendly touch experience we've seen to date.

We founded ourselves immediately struck by the Samsung's design, who is nearly perfect. The crisp, angular brushed aluminum lining the sides of the display and forming the majority of the lower body suggests that Samsung was determined to give the Series 7 an clean appearance. Uniformly aligned ports on the back of case, the slot-loading optical drive, and the touch buttons capacitive on the edge protruding all work to maintain look.

The system is so clean-looking that the two most significant designs missteps, however minor, stand out. The protruding optical drive, for one, interrupt the plane of front panel, and makes for awkward placement of the mouse and keyboard. When you lie the screen down flat--have we mentioned that the screen folds back a ful 90 degrees?--both the optical drive and the placement of the hinge are aranged such that the screen feels out of alignment with the base unit.

**EXERCISE 1**

Find all the mistakes in the text.

**EXERCISE 2**

Correct all the mistakes in the text.

**EXERCISE 3**

List 5 unknown words and try to guess their meaning. Then, ask your neighbour (in English!) about the meaning of the words you found and note your neighbour's answer below:

word 1 \_\_\_\_\_

word 2 \_\_\_\_\_

word 3 \_\_\_\_\_

word 4 \_\_\_\_\_

word 5 \_\_\_\_\_

**EXERCISE 4**

Describe two distinct profiles of users who might want to buy the Samsung Series 7:

Profile 1

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Profile 2

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### EXERCISE 5

Illustrate with examples from the text whether the statements below are true or false:

1. The Samsung Series 7 offers innovative design but is too expensive for what it is.

---

2. Samsung has produced other all-in-one computers before.

---

3. The computer's lower body is mostly made of black plastic.

---

4. The ports are carefully designed and placed in an orderly fashion.

---

5. This computer has optimal performance graphics.

---

6. The Samsung has obtained a prize.

---

### EXERCISE 6

Find the meaning of the following words and write their definition in English, list some synonyms and use them in a sentence to illustrate their meaning:  
unique:

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---

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crisp: \_\_\_\_\_

---

---

mainstream:

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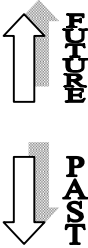
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## APPENDIX

# ENGLISH TENSES

## ACTIVE FORM

<b>3. FUTURE PERFECT TENSE</b> <b>2. FUTURE IN THE PAST</b> <b>1. SIMPLE FUTURE TENSE</b> ❖ <b>SIMPLE PRESENT TENSE</b> <b>1. SIMPLE PAST TENSE</b> <b>2. PRESENT PERFECT TENSE</b> <b>3. PAST PERFECT TENSE</b>		<b>3. S + WOULD + HAVE + INF. + ED</b> <b>2. S + WOULD + INF.</b> <b>1. S + WILL + INF.</b> ❖ <b>S + INF.((-e)s)</b> <b>1. S + INF. + ED</b> <b>2. S + HAVE (HAS) + INF. + ED</b> <b>3. S + HAD + INF. + ED</b>
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<u><b>AFFIRMATIVE FORM</b></u>	<u><b>NEGATIVE FORM</b></u>	<u><b>INTERROGATIVE FORM</b></u>
3. YOU WOULD HAVE GONE 2. YOU WOULD GO 1. YOU WILL GO ❖ YOU GO/HE GOES 1. YOU WENT 2. YOU HAVE GONE/HE HAS GONE 3. YOU HAD GONE	3. YOU WOULDN'T HAVE GONE 2. YOU WOULDN'T GO 1. YOU WILL NOT (WON'T) GO ❖ YOU DON'T GO/HE DOESN'T GO 1. YOU DIDN'T GO 2. YOU HAVEN'T GONE/HE HASN'T GONE 3. YOU HADN'T GONE	3. WOULD YOU HAVE GONE? 2. WOULD YOU GO? 1. WILL YOU GO? ❖ DO YOU GO?/DOES HE GO? 1. DID YOU GO? 2. HAVE YOU GONE?/HAS HE GONE? 3. HAD YOU GONE?

# ENGLISH TENSES

## CONTINUOUS FORM

<b>3. FUTURE PERFECT CONT.</b> <b>2. FUTURE IN THE PAST CONT.</b> <b>1. FUTURE CONT.TENSE</b> ❖ <b>PRESENT CONT.TENSE</b> <b>1. PAST CONT.TENSE</b> <b>2. PRESENT PERFECT CONT.</b> <b>3. PAST PERFECT CONT.</b>	<b>3. S+ WOULD+ HAVE+ BEEN+ INF. + ING</b> <b>2. S + WOULD + BE + INF. + ING</b> <b>1. S + WILL + BE + INF. + ING</b> <b>S + AM/IS/ARE + INF. + ING</b> <b>1. S + WAS/WERE + INF. + ING</b> <b>2. S + HAVE (HAS) +BEEN + INF. + ING</b> <b>3. S + HAD + BEEN + INF. + ING</b>
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<u><b>AFFIRMATIVE FORM</b></u>	<u><b>NEGATIVE FORM</b></u>	<u><b>INTERROGATIVE FORM</b></u>
<b>3. I WOULD HAVE BEEN GOING</b> <b>2. I WOULD BE GOING</b> <b>1. I WILL BE GOING</b> ❖ <b>I AM GOING</b> <b>1. I WAS GOING</b> <b>2. I HAVE BEEN GOING</b> <b>3. I HAD BEEN GOING</b>	<b>3. I WOULDN'T HAVE BEEN GOING</b> <b>2. I WOULDN'T BE GOING</b> <b>1. I WILL NOT (WON'T) BE GOING</b> ❖ <b>I AM NOT GOING</b> <b>1. I WASN'T GOING</b> <b>2. I HAVEN'T BEEN GOING</b> <b>3. I HADN'T BEEN GOING</b>	<b>3. WOULD I HAVE BEEN GOING?</b> <b>2. WOULD I BE GOING?</b> <b>1. WILL I BE GOING?</b> ❖ <b>AM I GOING?</b> <b>1. WAS I GOING?</b> <b>2. HAVE I BEEN GOING?</b> <b>3. HAD I BEEN GOING?</b>

# THE PASSIVE VOICE

<b>3. FUTURE PERFECT PASSIVE</b> <b>2. FUTURE IN THE PAST PASSIVE</b> <b>1. SIMPLE FUTURE PASSIVE</b> <b>SIMPLE PRESENT PASSIVE</b> <b>1. SIMPLE PAST PASSIVE</b> <b>2. PRESENT PERFECT PASSIVE</b> <b>3. PAST PERFECT PASSIVE</b>	<b>3. S + WOULD + HAVE + BEEN + INF. + ED</b> <b>2. S + WOULD + BE + INF. + ED</b> <b>1. S + WILL + BE + INF. + ED</b> <b>S + AM/IS/ARE + INF. + ED</b> <b>1. S + WAS/WERE + INF. + ED</b> <b>2. S + HAVE (HAS) + BEEN + INF. + ED</b> <b>3. S + HAD + BEEN + INF. + ED</b>
--	---

<u><b>AFFIRMATIVE FORM</b></u>	<u><b>NEGATIVE FORM</b></u>	<u><b>INTERROGATIVE FORM</b></u>
<b>3. YOU WOULD HAVE BEEN SEEN</b> <b>2. YOU WOULD BE SEEN</b> <b>1. YOU WILL BE SEEN</b> <b>❖ YOU ARE SEEN</b> <b>1. YOU WERE SEEN</b> <b>2. YOU HAVE BEEN SEEN</b> <b>3. YOU HAD BEEN SEEN</b>	<b>3. YOU WOULDN'T HAVE BEEN SEEN</b> <b>2. YOU WOULDN'T BE SEEN</b> <b>1. YOU WILL NOT (WON'T) BE SEEN</b> <b>❖ YOU ARE NOT SEEN</b> <b>1. YOU WEREN'T SEEN</b> <b>2. YOU HAVEN'T BEEN SEEN</b> <b>3. YOU HADN'T BEEN SEEN</b>	<b>3. WOULD YOU HAVE BEEN SEEN?</b> <b>2. WOULD YOU BE SEEN?</b> <b>1. WILL YOU BE SEEN?</b> <b>❖ ARE YOU SEEN?</b> <b>1. WERE YOU SEEN?</b> <b>2. HAVE YOU BEEN SEEN?</b> <b>3. HAD YOU BEEN SEEN?</b>

# MODAL VERBS

**The modal verbs are:**

CAN / COULD / MAY / MIGHT / MUST / SHALL / SHOULD / OUGHT  
TO / WILL / WOULD

Modal	Example	Uses
<b>Can</b>	They can control their own budgets. We can't fix it. Can I smoke here? Can you help me?	Ability / Possibility Inability / Impossibility Asking for permission Request
<b>Could</b>	Could I borrow your dictionary? Could you say it again more slowly? We could try to fix it ourselves. I think we could have another Gulf War. He gave up his old job so he could work for us.	Asking for permission. Request Suggestion Future possibility Ability in the past
<b>May</b>	May I have another cup of coffee? China may become a major economic power.	Asking for permission Future possibility
<b>Might</b>	We'd better phone tomorrow, they might be eating their dinner now. They might give us a 10% discount.	Present possibility Future possibility
<b>Must</b>	We must say good-bye now. They mustn't disrupt the work more than necessary.	Necessity / Obligation Prohibition

<b>Ought to</b>	We ought to employ a professional writer.	Saying what's right or correct
<b>Shall</b> <b>(More common in the UK than the US)</b>	Shall I help you with your luggage? Shall we say 2.30 then? Shall I do that or will you?	Offer Suggestion Asking what to do
<b>Should</b>	We should sort out this problem at once.  I think we should check everything again. Profits should increase next year.	Saying what's right or correct  Recommending action Uncertain prediction
<b>Will</b>	I can't see any taxis so I'll walk. I'll do that for you if you like. I'll get back to you first thing on Monday. Profits will increase next year.	Instant decisions Offer Promise Certain prediction
<b>Would</b>	Would you mind if I brought a colleague with me? Would you pass the salt please? Would you mind waiting a moment? "Would three o'clock suit you?" - "That'd be fine." Would you like to play golf this Friday? "Would you prefer tea or coffee?" - "I'd like tea please."	Asking for permission Request Request Making arrangements Invitation Preferences

# INDIRECT SPEECH

<u><b>Quoted speech</b></u>	<u><b>Later reporting</b></u>
<b>Simple Present</b>	<b>Simple Past</b>
<b>Present Continuous</b>	<b>Past Continuous</b>
<b>Present perfect</b>	<b>Past Perfect</b>
<b>Simple Past</b>	
<b>Past Perfect</b>	
<b>Simple Future (will)</b>	<b>Would</b>
<b>Future (be going to)</b>	<b>was/were going to</b>
<b>Modals:</b> <b>can</b> <b>may (possibility)</b> <b>may (permission)</b> <b>will</b> <b>might</b> <b>must</b> <b>have to</b> <b>should</b> <b>ought to</b> <b>shall</b> <b>shall</b>	<b>could</b> <b>might</b> <b>could</b> <b>would</b> <b>might</b> <b>had to</b> <b>had to</b> <b>should</b> <b>ought to</b> <b>would (future)</b> <b>should (ask for advice)</b>
<b>Imperative</b>	<b>Infinitive</b>

**Note:**

- If the reporting verb (the main verb of the sentences, e.g., **said**, is in the past, the verb in the noun clause will usually be in a past form.

Example:

“I **like** walking”, she **said**.                      She **said** that she **liked** walking.

- If the reporting verb is simple present, present perfect, or future, the noun clause verb is not changed.

Examples:

She **says**, “I **wash** my hair every day.”                      She **says** she **washes** her hair every day.

She **has said**, “I **wash** my hair every day.”                      She **has said** that she **washes** her hair every day.

She **will say**, “I **wash** my hair every day.”                      She **will say** that she **washes** her hair every day.

# CONDITIONAL SENTENCES

**There are three types of the if-clauses.**

type	condition
I	condition possible to fulfill
II	condition in theory possible to fulfill
III	condition not possible to fulfill (too late)

**Form**

type	if clause	main clause
I	Simple Present	will-future (or Modal + infinitive)
II	Simple Past	would + infinitive *
III	Past Perfect	would + have + past participle *

**Examples (if-clause at the beginning)**

type	if clause	main clause
I	If I <b>study</b> ,	I <b>will pass</b> the exam.
II	If I <b>studied</b> ,	I <b>would pass</b> the exam.
III	If I <b>had studied</b> ,	I <b>would have passed</b> the exam.

### Examples (if-clause at the end)

type	main clause	if-clause
I	I <b>will pass</b> the exam	if I <b>study</b> .
II	I <b>would pass</b> the exam	if I <b>studied</b> .
III	I <b>would have passed</b> the exam	if I <b>had studied</b> .

### Examples (affirmative and negative sentences)

type	Examples	
	long forms	short/contracted forms
I	+ If I <b>study</b> , I <b>will pass</b> the exam.	If I <b>study</b> , I'll <b>pass</b> the exam.
	- If I <b>study</b> , I <b>will not fail</b> the exam. If I <b>do not study</b> , I <b>will fail</b> the exam.	If I <b>study</b> , I <b>won't fail</b> the exam. If I <b>don't study</b> , I'll <b>fail</b> the exam.
II	+ If I <b>studied</b> , I <b>would pass</b> the exam.	If I <b>studied</b> , I'd <b>pass</b> the exam.
	- If I <b>studied</b> , I <b>would not fail</b> the exam. If I <b>did not study</b> , I <b>would fail</b> the exam.	If I <b>studied</b> , I <b>wouldn't fail</b> the exam. If I <b>didn't study</b> , I'd <b>fail</b> the exam.
III	+ If I <b>had studied</b> , I <b>would have passed</b> the exam.	If I'd <b>studied</b> , I'd <b>have passed</b> the exam.
	- If I <b>had studied</b> , I <b>would not have failed</b> the exam. If I <b>had not studied</b> , I <b>would have failed</b> the exam.	If I'd <b>studied</b> , I <b>wouldn't have failed</b> the exam. If I <b>hadn't studied</b> , I'd <b>have failed</b> the exam.

## Vocabulary - Information and Communication Technology

**This is a list of vocabulary items related to information and communication technology**

### **Application**

Applications software (also called end-user programs) include database programs, word processors, spreadsheets, and multimedia programs.

### **Blog**

Also called *weblog*. A website that displays in chronological order the postings by one or more individuals and usually has links to comments on specific postings.

### **Boot**

To start (a computer) by loading an operating system from a disk.

### **CPU**

Abbreviation of Central Processing Unit. This is the brains of the computer. This unit directs the computer's activities. Every instruction given by the operator must first pass through the CPU before it can be carried out.

### **Database**

A collection of data arranged for ease and speed of search and retrieval. Also called *data bank*.

## **Desktop**

It's a metaphor to denote file systems on the computer's home screen. The background image of a display screen, on which windows, icons, and other graphical items appear.

## **Hard drive**

A hardware device that reads data stored on hard disks. It is also called *hard disk drive*.

## **Download**

The process of transferring software/information from a server to a computer (the opposite is *upload*)

## **FAQ**

Frequently Asked Questions. A list of questions and answers that are often asked by beginners to help them use a computer, an application or a website.

## **File**

An aggregation of data on a storage device, identified by a name.

## **Firewall**

An application used to keep unauthorized users from accessing parts of a network or computer.

## **Folder**

A virtual container in a computer's file system, in which files and other folders may be stored. The files and subfolders in a folder are usually related.

### **Format**

To prepare a mass storage medium for initial use, erasing any existing data in the process.

### **HTML**

Abbreviation of **Hypertext Markup Language**. A computer language containing a set of tags and rules used in developing hypertext documents to be presented on web browsers, allowing incorporation of text, graphics, sound, video and hyperlinks.

### **Internet**

Millions of computer networks that communicate together

### **Keyboard**

A set of keys that allows you to type and enter information on the computer.

### **LAN**

**Local Area Network**, as contrasted with a **WAN**, or *Wide Area Network*. An interconnection of computers that are in relatively close proximity to each other, such as within a building.

### **Monitor**

A device similar to a television set used as to give a graphical display of the output from a computer

### **Modem**

A device that encodes digital computer signals into analog/analogue telephone signals and vice versa and allows computers to communicate over a phone line.

### **Mouse**

An input device that is moved over a pad or other flat surface to produce a corresponding movement of a pointer on a graphical display.

### **RAM**

Random Access Memory. Computer memory that dynamically stores and retrieve program and data values during operation.

### **ROM**

A computer memory chip that stores values but does not allow updates, in which the values are nonvolatile in that they are retained even when the computer is unpowered.

### **Server**

A computer or a program which provides services to other programs or users.

### **URL**

A Uniform Resource Locator: the address of a web page, ftp site, audio stream or other Internet resource

### **Virus**

A program which can covertly transmit itself between computers via networks (especially the Internet) or removable storage such as CDs, USB drives, floppy disks, etc., often causing damage to systems and data.

### **WAN**

Wide Area Network, as contrasted with a LAN, or Local Area Network. Used to describe a computer network that covers a large geographic area, which can refer to several buildings in a city, or several cities. Can refer to a group of LANs connected by dedicated long-distance links.

### **Website**

A set of interconnected web pages, usually including a homepage, generally located on the same server, and prepared and maintained as a collection of information by a person, group, or organization.

### **WWW**

World Wide Web. Collectively, all of the web pages on the Internet which hyperlink to each other and to other kinds of documents and media

# IRREGULAR VERBS DICTIONARY

A		
Infinitive	Simple Past	Past Participle
<u>arise</u>	arose	arisen
<u>awake</u>	awakened / awoke	awakened / awoken
B		
<u>backslide</u>	backslid	backslidden / backslid
<u>be</u>	was, were	been
<u>bear</u>	bore	born / borne
<u>beat</u>	beat	beaten / beat
<u>become</u>	became	become
<u>begin</u>	began	begun
<u>bend</u>	bent	bent
<u>bet</u>	bet	bet
<u>bid</u> (farewell)	bid / bade	bidden
<u>bid</u> (offer amount)	bid	bid
<u>bind</u>	bound	bound

<u>bite</u>	bit	bitten
<u>bleed</u>	bled	bled
<u>blow</u>	blew	blown
<u>break</u>	broke	broken
<u>breed</u>	bred	bred
<u>bring</u>	brought	brought
<u>broadcast</u>	broadcast / broadcasted	broadcast / broadcasted
<u>browbeat</u>	browbeat	browbeaten / browbeat
<u>build</u>	built	built
<u>burn</u>	burned / burnt	burned / burnt
<u>burst</u>	burst	burst
<u>bust</u>	busted / bust	busted / bust
<u>buy</u>	bought	bought
<b>C</b>		
<u>cast</u>	cast	cast
<u>catch</u>	caught	caught
<u>choose</u>	chose	chosen
<u>cling</u>	clung	clung

<u>clothe</u>	clothed / clad [?]	clothed / clad [?]
<u>come</u>	came	come
<u>cost</u>	cost	cost
<u>creep</u>	crept	crept
<u>crossbreed</u>	crossbred	crossbred
<u>cut</u>	cut	cut
<b>D</b>		
<u>daydream</u>	daydreamed / daydreamt [?]	daydreamed / daydreamt [?]
<u>deal</u>	dealt	dealt
<u>dig</u>	dug	dug
<u>disprove</u>	disproved	disproved / disproven
<u>dive</u> (jump head-first)	dove / dived	dived
<u>dive</u> (scuba diving)	dived / dove	dived
<u>do</u>	did	done
<u>draw</u>	drew	drawn
<u>dream</u>	dreamed / dreamt [?]	dreamed / dreamt [?]
<u>drink</u>	drank	drunk
<u>drive</u>	drove	driven

<u> dwell </u>	dwelt / dwelled [?]	dwelt / dwelled [?]
<b>E</b>		
<u> eat </u>	ate	eaten
<b>F</b>		
<u> fall </u>	fell	fallen
<u> feed </u>	fed	fed
<u> feel </u>	felt	felt
<u> fight </u>	fought	fought
<u> find </u>	found	found
<u> fit </u> (tailor, change size)	fitted / fit [?]	fitted / fit [?]
<u> fit </u> (be right size)	fit / <i>fitted</i> [?]	fit / <i>fitted</i> [?]
<u> flee </u>	fled	fled
<u> fling </u>	flung	flung
<u> fly </u>	flew	flown
<u> forbid </u>	forbade	forbidden
<u> forecast </u>	forecast	forecast
<u> forego </u> (also forgo)	forewent	foregone
<u> foresee </u>	foresaw	foreseen
<u> foretell </u>	foretold	foretold

<u>forget</u>	forgot	forgotten / <i>forgot</i> [?]
<u>forgive</u>	forgave	forgiven
<u>forsake</u>	forsook	forsaken
<u>freeze</u>	froze	frozen
<u>frostbite</u>	frostbit	frostbitten
<b>G</b>		
<u>get</u>	got	gotten / <i>got</i> [?]
<u>give</u>	gave	given
<u>go</u>	went	gone
<u>grind</u>	ground	ground
<u>grow</u>	grew	grown
<b>H</b>		
<u>hand-feed</u>	hand-fed	hand-fed
<u>handwrite</u>	handwrote	handwritten
<u>hang</u>	hung	hung
<u>have</u>	had	had
<u>hear</u>	heard	heard
<u>hew</u>	hewed	hewn / hewed

<a href="#"><u>hide</u></a>	hid	hidden
<a href="#"><u>hit</u></a>	hit	hit
<a href="#"><u>hold</u></a>	held	held
<a href="#"><u>hurt</u></a>	hurt	hurt
<b>I</b>		
<a href="#"><u>inbred</u></a>	inbred	inbred
<a href="#"><u>inlay</u></a>	inlaid	inlaid
<a href="#"><u>input</u></a>	input / inputted	input / inputted
<a href="#"><u>interbreed</u></a>	interbred	interbred
<a href="#"><u>interweave</u></a>	interwove / interweaved	interwoven / interweaved
<a href="#"><u>interwind</u></a>	interwound	interwound
<b>J</b>		
<a href="#"><u>jerry-build</u></a>	jerry-built	jerry-built
<b>K</b>		
<a href="#"><u>keep</u></a>	kept	kept
<a href="#"><u>kneel</u></a>	knelt / kneeled	knelt / kneeled
<a href="#"><u>knit</u></a>	knitted / knit	knitted / knit
<a href="#"><u>know</u></a>	knew	known

L		
<u>lay</u>	laid	laid
<u>lead</u>	led	led
<u>lean</u>	leaned / leant [?]	leaned / leant [?]
<u>leap</u>	leaped / leapt [?]	leaped / leapt [?]
<u>learn</u>	learned / learnt [?]	learned / learnt [?]
<u>leave</u>	left	left
<u>lend</u>	lent	lent
<u>let</u>	let	let
<u>lie</u>	lay	lain
<u>lie</u> (not tell truth) REGULAR	lied	lied
<u>light</u>	lit / lighted	lit / lighted
<u>lip-read</u>	lip-read	lip-read
<u>lose</u>	lost	lost
M		
<u>make</u>	made	made
<u>mean</u>	meant	meant
<u>meet</u>	met	met

<u>miscast</u>	miscast	miscast
<u>misdeal</u>	misdealt	misdealt
<u>misdo</u>	misdid	misdone
<u>mishear</u>	misheard	misheard
<u>mislay</u>	mislaid	mislaid
<u>mislead</u>	misled	misled
<u>mislearn</u>	mislearned / mislearnt [?]	mislearned / mislearnt [?]
<u>misread</u>	misread	misread
<u>misset</u>	misset	misset
<u>misspeak</u>	misspoke	misspoken
<u>misspell</u>	misspelled / misspelt [?]	misspelled / misspelt [?]
<u>misspend</u>	misspent	misspent
<u>mistake</u>	mistook	mistaken
<u>misteach</u>	mistaught	mistaught
<u>misunderstand</u>	misunderstood	misunderstood
<u>miswrite</u>	miswrote	miswritten
<u>mow</u>	mowed	mowed / mown
<b>N</b>		

No irregular verbs beginning with “N.”		
O		
<u>offset</u>	offset	offset
<u>outbid</u>	outbid	outbid
<u>outbreed</u>	outbred	outbred
<u>outdo</u>	outdid	outdone
<u>outdraw</u>	outdrew	outdrawn
<u>outdrink</u>	outdrank	outdrunk
<u>outdrive</u>	outdrove	outdriven
<u>outfight</u>	outfought	outfought
<u>outfly</u>	outflew	outflown
<u>outgrow</u>	outgrew	outgrown
<u>outleap</u>	outleaped / outleapt [?]	outleaped / outleapt [?]
<u>outlie</u> (not tell truth) REGULAR	outlied	outlied
<u>outride</u>	outrode	outridden
<u>outrun</u>	outran	outrun
<u>outsell</u>	outsold	outsold
<u>outshine</u>	outshined / outshone [?]	outshined / outshone [?]

<a href="#"><u>outshoot</u></a>	outshot	outshot
<a href="#"><u>outsing</u></a>	outsang	outsung
<a href="#"><u>outsit</u></a>	outsat	outsat
<a href="#"><u>outsleep</u></a>	outslept	outslept
<a href="#"><u>outsmell</u></a>	outsmelled / outsmelt [?]	outsmelled / outsmelt [?]
<a href="#"><u>outspoke</u></a>	outspoke	outspoken
<a href="#"><u>outspeed</u></a>	outspeed	outspeed
<a href="#"><u>outspend</u></a>	outspent	outspent
<a href="#"><u>outswear</u></a>	outswore	outsworn
<a href="#"><u>outswim</u></a>	outswam	outswum
<a href="#"><u>outthink</u></a>	outthought	outthought
<a href="#"><u>outthrow</u></a>	outthrew	outthrown
<a href="#"><u>outwrite</u></a>	outwrote	outwritten
<a href="#"><u>overbid</u></a>	overbid	overbid
<a href="#"><u>overbreed</u></a>	overbred	overbred
<a href="#"><u>overbuild</u></a>	overbuilt	overbuilt
<a href="#"><u>overbuy</u></a>	overbought	overbought
<a href="#"><u>overcome</u></a>	overcame	overcome

<a href="#"><u>overdo</u></a>	overdid	overdone
<a href="#"><u>overdraw</u></a>	overdrew	overdrawn
<a href="#"><u>overdrink</u></a>	overdrank	overdrunk
<a href="#"><u>overeate</u></a>	overate	overeaten
<a href="#"><u>overfeed</u></a>	overfed	overfed
<a href="#"><u>overhang</u></a>	overhung	overhung
<a href="#"><u>overhear</u></a>	overheard	overheard
<a href="#"><u>overlay</u></a>	overlaid	overlaid
<a href="#"><u>overpay</u></a>	overpaid	overpaid
<a href="#"><u>override</u></a>	overrode	overridden
<a href="#"><u>overrun</u></a>	overran	overrun
<a href="#"><u>oversee</u></a>	oversaw	overseen
<a href="#"><u>oversell</u></a>	oversold	oversold
<a href="#"><u>oversew</u></a>	oversewed	oversewn / oversewed
<a href="#"><u>overshoot</u></a>	overshot	overshot
<a href="#"><u>oversleep</u></a>	overslept	overslept
<a href="#"><u>overspeak</u></a>	overspoke	overspoken
<a href="#"><u>overspend</u></a>	overspent	overspent

<a href="#">overspill</a>	overspilled / overspilt [?]	overspilled / overspilt [?]
<a href="#">overtake</a>	overtook	overtaken
<a href="#">overthink</a>	overthought	overthought
<a href="#">overthrow</a>	overthrew	overthrown
<a href="#">overwind</a>	overwound	overwound
<a href="#">overwrite</a>	overwrote	overwritten
<b>P</b>		
<a href="#">partake</a>	partook	partaken
<a href="#">pay</a>	paid	paid
<a href="#">plead</a>	pleaded / pled	pleaded / pled
<a href="#">prebuild</a>	prebuilt	prebuilt
<a href="#">predo</a>	predid	predone
<a href="#">premake</a>	premade	premade
<a href="#">prepay</a>	prepaid	prepaid
<a href="#">presell</a>	presold	presold
<a href="#">preset</a>	preset	preset
<a href="#">preshrink</a>	preshrank	preshrunk
<a href="#">proofread</a>	proofread	proofread

<u>prove</u>	proved	proven / proved
<u>put</u>	put	put
<b>Q</b>		
<u>quick-freeze</u>	quick-froze	quick-frozen
<u>quit</u>	quit / <i>quitted</i> [?]	quit / <i>quitted</i> [?]
<b>R</b>		
<u>read</u>	read (sounds like “red”)	read (sounds like “red”)
<u>reawake</u>	reawoke	reawaken
<u>rebid</u>	rebid	rebid
<u>rebind</u>	rebound	rebound
<u>rebroadcast</u>	rebroadcast / rebroadcasted	rebroadcast / rebroadcasted
<u>rebuild</u>	rebuilt	rebuilt
<u>recast</u>	recast	recast
<u>recut</u>	recut	recut
<u>redeal</u>	redealt	redealt
<u>redo</u>	redid	redone
<u>redraw</u>	redrew	redrawn
<u>refit</u> (replace parts)	refit / refitted [?]	refit / refitted [?]

<a href="#">refit</a> (retailor)	refitted / refit <a href="#">[?]</a>	refitted / refit <a href="#">[?]</a>
<a href="#">regrind</a>	reground	reground
<a href="#">regrow</a>	regrew	regrown
<a href="#">rehang</a>	rehung	rehung
<a href="#">rehear</a>	reheard	reheard
<a href="#">reknit</a>	reknitted / reknit	reknitted / reknit
<a href="#">relay</a> (for example tiles)	relaid	relaid
<a href="#">relay</a> (pass along) REGULAR	relayed	relayed
<a href="#">relearn</a>	relearned / relearnt <a href="#">[?]</a>	relearned / relearnt <a href="#">[?]</a>
<a href="#">relight</a>	relit / relighted	relit / relighted
<a href="#">remake</a>	remade	remade
<a href="#">repay</a>	repaid	repaid
<a href="#">reread</a>	reread	reread
<a href="#">rerun</a>	reran	rerun
<a href="#">resell</a>	resold	resold
<a href="#">resent</a>	resent	resent
<a href="#">reset</a>	reset	reset
<a href="#">resew</a>	resewed	resewn / resewed

<a href="#">retake</a>	retook	retaken
<a href="#">reteach</a>	retaught	retaught
<a href="#">retear</a>	retore	retorn
<a href="#">retell</a>	retold	retold
<a href="#">rethink</a>	rethought	rethought
<a href="#">retread</a>	retread	retread
<a href="#">retrofit</a>	retrofitted / retrofit <a href="#">[?]</a>	retrofitted / retrofit <a href="#">[?]</a>
<a href="#">rewake</a>	rewoke / rewaked	rewaken / rewaked
<a href="#">rewear</a>	rewore	reworn
<a href="#">reweave</a>	rewove / reweaved	rewoven / reweaved
<a href="#">rewed</a>	rewed / rewedded	rewed / rewedded
<a href="#">rewet</a>	rewet / rewetted <a href="#">[?]</a>	rewet / rewetted <a href="#">[?]</a>
<a href="#">rewin</a>	rewon	rewon
<a href="#">rewind</a>	rewound	rewound
<a href="#">rewrite</a>	rewrote	rewritten
<a href="#">rid</a>	rid	rid
<a href="#">ride</a>	rode	ridden
<a href="#">ring</a>	rang	rung

<u>rise</u>	rose	risen
<u>roughcast</u>	roughcast	roughcast
<u>run</u>	ran	run
<b>S</b>		
<u>sand-cast</u>	sand-cast	sand-cast
<u>saw</u>	sawed	sawed / sawn
<u>say</u>	said	said
<u>see</u>	saw	seen
<u>seek</u>	sought	sought
<u>sell</u>	sold	sold
<u>send</u>	sent	sent
<u>set</u>	set	set
<u>sew</u>	sewed	sewn / sewed
<u>shake</u>	shook	shaken
<u>shave</u>	shaved	shaved / shaven
<u>shear</u>	sheared	sheared / shorn
<u>shed</u>	shed	shed
<u>shine</u>	shined / shone [?]	shined / shone [?]
<u>shit</u>	shit / <i>shat</i> / shitted	shit/ <i>shat</i> / shitted

<u>shoot</u>	shot	shot
<u>show</u>	showed	shown / showed
<u>shrink</u>	shrank / shrunk	shrunk
<u>shut</u>	shut	shut
<u>sight-read</u>	sight-read	sight-read
<u>sing</u>	sang	sung
<u>sink</u>	sank / sunk	sunk
<u>sit</u>	sat	sat
<u>slay</u> (kill)	slew / slayed	slain / slayed
<u>slay</u> (amuse) REGULAR	slayed	slayed
<u>sleep</u>	slept	slept
<u>slide</u>	slid	slid
<u>sling</u>	slung	slung
<u>slink</u>	slinked / slunk	slinked / slunk
<u>slit</u>	slit	slit
<u>smell</u>	smelled / smelt [?]	smelled / smelt [?]
<u>sneak</u>	sneaked / snuck	sneaked / snuck
<u>sow</u>	sowed	sown / sowed

<u>speak</u>	spoke	spoken
<u>speed</u>	sped / speeded	sped / speeded
<u>spell</u>	spelled / spelt [?]	spelled / spelt [?]
<u>spend</u>	spent	spent
<u>spill</u>	spilled / spilt [?]	spilled / spilt [?]
<u>spin</u>	spun	spun
<u>spit</u>	spit / spat	spit / spat
<u>split</u>	split	split
<u>spoil</u>	spoiled / spoilt [?]	spoiled / spoilt [?]
<u>spoon-feed</u>	spoon-fed	spoon-fed
<u>spread</u>	spread	spread
<u>spring</u>	sprang / sprung	sprung
<u>stand</u>	stood	stood
<u>steal</u>	stole	stolen
<u>stick</u>	stuck	stuck
<u>sting</u>	stung	stung
<u>stink</u>	stunk / stank	stunk
<u>strew</u>	strewed	strewn / strewed
<u>stride</u>	strode	stridden

<a href="#">strike</a> (delete)	struck	stricken
<a href="#">strike</a> (hit)	struck	struck / stricken
<a href="#">string</a>	strung	strung
<a href="#">strive</a>	strove / strived	striven / strived
<a href="#">sublet</a>	sublet	sublet
<a href="#">sunburn</a>	sunburned / sunburnt [?]	sunburned / sunburnt [?]
<a href="#">swear</a>	swore	sworn
<a href="#">sweat</a>	sweat / sweated	sweat / sweated
<a href="#">sweep</a>	swept	swept
<a href="#">swell</a>	swelled	swollen / swelled
<a href="#">swim</a>	swam	swum
<a href="#">swing</a>	swung	swung
<b>T</b>		
<a href="#">take</a>	took	taken
<a href="#">teach</a>	taught	taught
<a href="#">tear</a>	tore	torn
<a href="#">telecast</a>	telecast	telecast
<a href="#">tell</a>	told	told
<a href="#">test-drive</a>	test-drove	test-driven

<a href="#">test-fly</a>	test-flew	test-flown
<a href="#">think</a>	thought	thought
<a href="#">throw</a>	threw	thrown
<a href="#">thrust</a>	thrust	thrust
<a href="#">tread</a>	trod	trodden / trod
<a href="#">typecast</a>	typecast	typecast
<a href="#">typeset</a>	typeset	typeset
<a href="#">typewrite</a>	typewrote	typewritten
<b>U</b>		
<a href="#">unbend</a>	unbent	unbent
<a href="#">unbind</a>	unbound	unbound
<a href="#">unclothe</a>	unclothed / unclad [?]	unclothed / unclad [?]
<a href="#">underbid</a>	underbid	underbid
<a href="#">undercut</a>	undercut	undercut
<a href="#">underfeed</a>	underfed	underfed
<a href="#">undergo</a>	underwent	undergone
<a href="#">underlie</a>	underlay	underlain
<a href="#">undersell</a>	undersold	undersold
<a href="#">underspend</a>	underspent	underspent

<u>understand</u>	understood	understood
<u>undertake</u>	undertook	undertaken
<u>underwrite</u>	underwrote	underwritten
<u>undo</u>	undid	undone
<u>unfreeze</u>	unfroze	unfrozen
<u>unhang</u>	unhung	unhung
<u>unhide</u>	unhid	unhidden
<u>unknit</u>	unknitted / unknit	unknitted / unknit
<u>unlearn</u>	unlearned / unlearnt [?]	unlearned / unlearnt [?]
<u>unsew</u>	unsewed	unsewn / unsewed
<u>unslung</u>	unslung	unslung
<u>unspin</u>	unspun	unspun
<u>unstick</u>	unstuck	unstuck
<u>unstring</u>	unstrung	unstrung
<u>unweave</u>	unwove / unweaved	unwoven / unweaved
<u>unwind</u>	unwound	unwound
<u>uphold</u>	upheld	upheld
<u>upset</u>	upset	upset

W		
<u>wake</u>	woke / waked	woken / waked
<u>waylay</u>	waylaid	waylaid
<u>wear</u>	wore	worn
<u>weave</u>	wove / weaved	woven / weaved
<u>wed</u>	wed / wedded	wed / wedded
<u>weep</u>	wept	wept
<u>wet</u>	wet / <i>wetted</i> [?]	wet / <i>wetted</i> [?]
<u>whet</u> REGULAR	whetted	whetted
<u>win</u>	won	won
<u>wind</u>	wound	wound
<u>withdraw</u>	withdrew	withdrawn
<u>withhold</u>	withheld	withheld
<u>withstand</u>	withstood	withstood
<u>wring</u>	wrung	wrung
<u>write</u>	wrote	written

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