

**UNDERSTANDING
GRAMMAR TERMINOLOGY**

Lesson focus: learn how to ...

- recognize word classes and parts of the sentence;
- recognize types of sentences.

Word Classes (Parts of Speech)

Words of similar form or function make up a word class.

| Lexical (Content Words) | Structure (Function words) |
|---|---|
| Nouns Verbs Adjectives Adverbs | Pronouns Determiners Quantifiers Prepositions Conjunctions Interjections |

Nouns are names of persons, animals, things, places, ideas or events, e.g. **Virginia Raggi**, the **Five Star Movements (M5S)** candidate, won 67 per cent of the vote in the run-off ballot with the Democratic party's Roberto Giachetti.

Verbs are words that show an action (physical or mental) or state of being, e.g. *Raggi's critics have tended to focus on her lack of experience - she has been a councillor for just three years - saying it renders her incapable of transforming Rome.*

Adjectives are words that describe a noun or a pronoun, and specify properties like the quality, appearance, colour, size, origin, etc, e.g. *Electric knifefishes of South America occupy a wide variety of habitats - this pink variety is found in the deep waters of the Amazon.*

Adverbs are words used to describe a verb, an adjective or another adverb, e.g. *We waited tensely, wondering what would happen next, realising that this day might be our last.*

Pronouns are words used as a replacement for a noun, e.g. *We now know that, notwithstanding all the damage inflicted on the German trenches, they somehow managed to repulse the British assaults.*

Determiners are words that introduce a noun. Determiners include articles, demonstrative pronouns, quantifiers, and possessive pronouns, e.g. *At least Beck had enough time to warn his superiors. German observers at Gommecourt, at the northern end of the British attack line, did not have the luxury of seeing what was coming their way.*

Quantifiers are words used before a noun to show the **amount** or **quantity**, e.g. *Minimalists also argue that having fewer possessions is eminently practical in Japan, which is regularly shaken by earthquakes.*

Prepositions are words that show the **relationship** between a noun or pronoun and other words in a sentence, e.g. *Inspiration for Japan's minimalists came from the US, where early adherents included Steve Jobs.*

Conjunctions are words that **connect** words, phrases, clauses or sentences, e.g. *The TNR is in the Madre de Dios region in the south-east of Peru. Over 632 bird species, 1,200 butterfly species, 103 amphibian species, 180 fish species, 169 mammal species and 103 reptile species make it one of the most biodiverse places in the world, according to the Environment Ministry, but those numbers don't compare to the gold-miners.*

Interjections are words that express **emotions**, e.g. *Hurray, we won!*

Parts of a Sentence

| The Principal (Main) Parts of a Sentence | The Secondary Parts of a Sentence |
|--|---|
| The Subject The Predicate: - the Verbal Predicate - the Nominal Predicate: a linking verb + a predicative | The Object: - the direct object - the indirect object - the complex object: an object + a non-finite verb The Attribute: - appositive The Adverbial Modifier: - of time - of frequency; - of place (direction); - of cause (reason); - of result; - of purpose; - of condition; - of concession; - of manner; - of attendant circumstances; - of degree and measure; - of comparison. |

The **subject** is the part of a sentence that shows **what the sentence is about**, or **who or what performs the action**, e.g. *Ikea's headquarters are also here in the quiet town of Älmhult; many of the 9,000 residents have a working connection to the chain.*

The **predicate** is the part of a sentence that expresses **what is said about the subject**, e.g. *All the furnishing heroes of the company's 73-year history are here. "Like every big company, we make big mistakes and we learn from them," says Kloeck Malmsten.*

The **verbal predicate** is a type of the predicate **expressed by a verb**, e.g. *When her dream came true and she joined the company in 1986, she bought two Klippan sofas, still going strong in her lounge, though she has changed their covers "at least 15 times".*

The **nominal predicate** is a type of the predicate that **consists of a linking verb and a predicative** - a word renames or modifies the subject, e.g. *Ikea here is a kind of faith, a belief system.*

The **predicative** is a word or a group of words that comes after the linking verb and re-names or modifies the subject, e.g. *Ikea here is a kind of faith, a belief system.*

The **linking verb** is a verb that **links** the predicative to the sentence subject, e.g. *The chicken is tasty. The salad looks delicious. The chef just became my husband.*

The **direct object** is a part of the sentence that names **the goal or receiver** of the action of the verb, e.g. *The museum's curator, Sofie Bergkvist, acquired her first pieces at around the same time.*

The **indirect object** is a part of the sentence that shows **the recipient** of the direct object. The indirect object can be moved in front of the direct object with *to* or *for*, e.g. *Samantha gave her father a ticket; Samantha gave a ticket to her father.*

The **complex object** is **an object followed by a verb in a non-finite form** (Infinitive, Participle I, Participle II). The non-finite verb has a subject-predicate relationship with the object (that is, the action expressed by the non-finite verb is performed by the object, e.g. *I watched her approach. I saw the fire slowly conquered.*

The **attribute** is a part of the sentence that **modifies a noun**, e.g.: *The perfect solution would be for a CGM system to communicate directly with an insulin pump to deliver the correct dose without any input from the human wearing the devices.*

The **appositive** is a structure that adds information by **renaming another structure**, e.g. *Ginger, my dog, is sweet but stubborn. My daily exercise routine, running around the track, sometimes gets very boring.*

The **adverbial modifier** is a part of the sentence that gives **additional information about an action or state** (place, time, purpose, cause, means, etc.), e.g. *Johnson arrived at the final holes of the biggest round of his life not knowing what his score was.*

A **Participial phrase (construction)** is a present or past participle together with its subject or complements and / or modifiers. Participial phrases (constructions) usually act as adverbial modifiers, e.g. *Still clutching their pizza in their hands, the kids left the room.*

independent clause
simple sentence =

independent clause +- i:
compound sentence =

independent clause +- dependent clause(s)
complex sentence — —

independent clauses +- dependent clause(s)
compound-complex sentence =



Sentence Types

| Type of Sentence | Structure | Type of Conjunction Used |
|---------------------------|---|---|
| Simple Sentence | One independent clause | |
| Compound Sentence | Two or more independent clauses | Coordinating conjunction |
| Complex Sentence | Main clause + subordinate clause(s) | Subordinating conjunction |
| Compound-Complex Sentence | Two or more independent clauses + subordinate clause(s) | Coordinating conjunction, subordinating conjunction |

A **clause** is a sequence of words that includes a subject and a predicate, e.g. *Ellen slept. Ellen dreamed about her daughter, who was away at school.*

An **independent clause** is the main clause of a sentence, one that can stand on its own, e.g. *The house that used to look run down is now painted bright blue.*

A **subordinate (dependent) clause** is a clause that fills a role in a sentence (such as adverbial, adjectival, or nominal) and that cannot stand independently as a sentence. It is usually introduced by a subordinating conjunction such as *if, since, because, although*, etc., e.g. *He climbed until he was exhausted (adverbial clause of time); I wonder where I put my keys (noun clause functioning as direct object). We left because it was getting late (adverbial clause of reason).*

A **simple sentence** is a sentence consisting of a **single** independent clause, e.g. *Computers can be frustrating.*

A **compound sentence** is a sentence consisting of **two or more independent** clauses. Compound sentences are connected by coordinating conjunctions, e.g. *Computers are frustrating sometimes, but we all use them anyway.*

A **complex sentence** is a sentence consisting of **one independent**, or main, clause and at least **one dependent** clause, e.g. *Computers are frustrating when they don't work.*

A **compound-complex sentence** is a sentence consisting of **two or more independent**, or main, clauses and at least **one dependent** clause, e.g. *Computers are frustrating when they don't work, but we all use them anyway.*

A **coordinating conjunction** is a conjunction that connects two words, phrases, or clauses as equals: *and, but, or, nor, for, yet, while (=but)*. e.g. *Abraham and Jeff worked Tuesday.*

A **subordinating conjunction** is a conjunction that introduces a subordinate clause, e.g. *after, although, as long as, because, if since, so that, provided that, though, until, when, whenever, while*, etc.

Types of Subordinate Clauses

Noun Clause

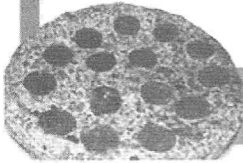
a dependent clause that functions as a noun

Pepperoni is fine with me.

↳ noun acting as subject

Whatever you want is fine with me.

↳ noun clause acting as subject



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Adjective Clause

a dependent clause that functions as an adjective

The angry tiger snarled at me.

↳ adjective describing tiger

The tiger that was angry snarled at me.

↳ adjective clause describing tiger

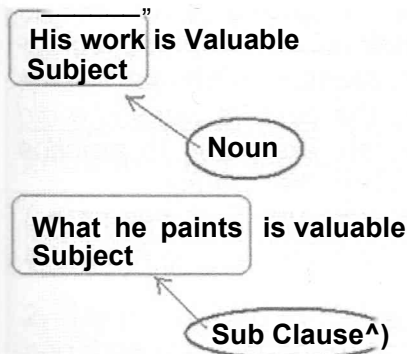


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| Type | Function within the main clause | Examples |
|----------------------------------|---------------------------------|---|
| Noun Clause: | subject, object or predicative | |
| - a subject clause | subject | <i>Whoever thought of that idea is a genius.</i> <i>Whichever restaurant you pick is fine with me.</i> |
| - a predicative clause | predicative | <i>My greatest asset is that I am a hard worker.</i> The focus of our work is how we can satisfy customers most effectively. |
| - an object clause | object | <i>On weekends, we can do whatever we want.</i> |
| Relative (Adjective) Clause: | attribute | |
| - a defining relative clause | | <i>The doctor that I was hoping to see wasn't on duty.</i> <i>Most of the parents who were invited to the conference did not come.</i> |
| - a non-defining relative clause | | <i>The heavy rain, which was unusual for the time of year, destroyed most of the plants in my garden.</i> <i>In the summer I'm going to visit Italy, where my brother lives.</i> |

Noun clause: A clause that functions as a noun phrase does, often a *that* clause or an interrogative clause, e.g. *I know that she knows. Denise wondered why they were late.* Noun clauses are subdivided into **subject clauses**, **predicative clauses** and **object clauses**.

Subject clause: A clause that functions as the subject for the whole sentence, e.g. *What he paints is valuable.*

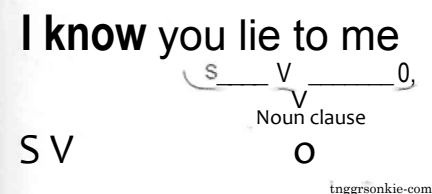


That / Whether / If / Wh-word + Subject of the subject clause (if necessary) + Predicate of the subject clause + Secondary parts of the subject clause (if necessary) + Predicate of the main clause + Secondary parts of the main clause (if necessary)

Predicative clause: A clause that comes after the linking verb and acts as a predicative for the whole sentence, e.g. *At Halloween, you can be whomever you want.*

Subject of the main clause + Linking verb + that / whether / if/wh-word + Subject of the predicative clause (if necessary) + Predicate of the predicative clause + Secondary parts of the predicative clause (if necessary)

Object clause: A clause that acts as an object for the whole sentence, e.g. *I know you lie to me.*



Subject of the main clause + predicate of the main clause + Secondary parts of the main clause (if necessary) + that / whether / if / wh-word + Subject of the object clause (if necessary) + Predicate of the object clause + Secondary parts of the object clause (if necessary)

Relative clause: A clause introduced by a relative pronoun (*who, which, that*) or a relative adverb (*when, where, why*) that acts as an adjective, e.g. *The book that you wanted has arrived. The area where I live is densely populated.* Relative clauses are divided into **defining relative clauses** and **non-defining relative clauses**.

Defining relative clauses: A relative clause that gives essential information about someone or something - information that we need in order to understand what or who is being referred to. A defining relative clause usually comes immediately after the noun it describes, e.g. *They're the people who want to buy our house. Here are some cells which have been affected. They should give the money to somebody who they think needs the treatment most.*


Non-defining relative clause: A relative clause gives extra information about the person or thing. We always use a relative pronoun (*who, which, whose or whom*) to introduce a non-defining relative clause, e.g. *Clare, who I work with, is doing the London marathon this year. Alice, who has worked in Brussels and London ever since leaving Edinburgh, will be starting a teaching course in the autumn.*

Relative clauses that are introduced by *which* and refer to the whole main clause, not a part of it, are also non-defining relative clauses. *Doctors use the testing kit for regular screening for lung and stomach cancers, which account for 70% of cancers treated in the western world. John bought a gas-guzzler, which surprised me.*

Adverb Clause
 a dependent clause that functions as an adverb

1 will eat my broccoli now.
 adverb modifying *will eat*

I will eat my broccoli after I eat this cookie.
 adverb clause J modifying *will eat*



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Adverbial (Adverb) clause: A clause functions as an adverbial modifier and indicates time, place, condition, contrast, concession, reason, purpose, result, etc., e.g. *Keiko's report was the best because she did the most research. The dancers are going to practice in the studio now while they have the chance.*

| Type | Function within the main clause | Examples |
|----------------------|--------------------------------------|--|
| Adverbial Clause: | adverbial modifier | |
| Adverbial clause of: | | |
| - of time | adverbial modifier of time | As soon as the baby is born, I will have to make a decision. |
| - of place | adverbial modifier of place | Everywhere I look, I see mothers with their newborn babies! |
| - of cause (reason) | adverbial modifier of cause (reason) | I crouched against the wall of the gallery so that I should not be seen. Maybe you can help me, since you were always better at making decisions. |
| - of result | adverbial modifier of result | The lecture was boring and irrelevant, so some of the students began to fall asleep. |
| - of concession | adverbial modifier of concession | I like my apartment a lot although it is quite small. |
| - of condition | adverbial modifier of condition | Unless Jeff gets laid off, we could probably manage it. |
| - of purpose | adverbial modifier of purpose | I wish we lived closer so that we could have lunch together once in a while. |
| - of manner | adverbial modifier of manner | I'll behave towards them as I would like to be treated. |

HOW TO DO "GRAMMAR TERMINOLOGY" QUESTIONS

"Grammar Terminology" questions ask you to match an underlined word, phrase or clause in a text with its name or function.

Remember that:

- you **do not need to understand the whole text** to answer this type of questions. You can read just sentences that contain underlined structures;
- there are **more terms** than you need. Always try to check that the leftover terms do not match any of the underlined structures;
- you don't have to start with the first underlined structure - always start with the ones you **know for sure** and leave the hardest ones till later.

A suggested procedure is as follows:

1. Read the sentence that contains the underlined structure.
2. Try to analyze the sentence: first, find the main parts (the subject and the predicate), and then the secondary parts (the object, the attribute, the adverbial modifier).
3. Analyze the underlined part of the sentence. Ask yourself: what is its function within the sentence? What kind of information does it carry?
4. If a clause is underlined and you need to find what kind of clause it is, pay attention to conjunctions. They help you understand whether the underlined clause is the main clause or a dependent clause, and what type of subordinate clause it belongs to.
5. If more than one term can fit the underlined structure (e.g. you have a participial construction which functions as an adverbial modifier of manner in a sentence, and both terms appear in the list), do the rest of the test and return to this question at the end. The remaining term will be the correct answer.

11 Intro to Level 3 and 4 Sentence Analysis

- Level 1=Identify parts of speech
- Level 2=Identify parts of sentence
- **Level 3=Identify phrases**
- **Level 4=Identify clauses**

Activity 1: Match the following grammar terms (1-12) with their descriptions and (a-1) and examples (i-xii).

Grammar terms:

- | | | |
|------------------------|-------------------|-----------------------|
| 1) adjective | 2) adverb | 3) appositive |
| 4) article | 5) auxiliary verb | 6) causative verb |
| 7) determiner | 8) linking verb | 9) noun |
| 10) possessive pronoun | 11) quantifier | 12) reflexive pronoun |

Descriptions:

- a) a determiner or a pronoun that indicates quantity
- b) a determiner that introduces a noun phrase as definite or indefinite
- c) a noun or a noun phrase that re-identifies or describes its neighbouring noun
- d) a part of speech that modifies a verb, an adjective or another adverb
- e) a part of speech that names a person, place, thing or concept
- f) a part of speech that typically describes or "modifies" a noun
- g) a pronoun ending in *-self* or *-selves*, used when the subject and object are the same, or when the subject needs emphasis
- h) a pronoun that indicates ownership
- i) a verb that causes things to happen; the subject does not perform the action but is indirectly responsible for it
- j) a verb that connects the subject to more information about the subject, but does not indicate action
- k) a verb used with the main verb to help indicate tense or voice
- l) a word such as an article or a possessive adjective that typically comes at the beginning of *noun* phrases

Examples:

Fox nodded. He knew that Gorin must have been tortured for a moment (i) by the conflict between the fear that he might make a poor (ii) impression and the desire to tell the truth.

"You'll have plenty (iii) of time to make up your mind," he said, "and there are any number of researches going on to help your (iv) choice. Unfortunately, most of the staff is away and work won't (v) start for another two weeks. Professor Beans is that (vi) man to whom you'll be responsible for your undergraduate teaching. He gives the (vii) freshman physics lecture. Professor Cameron will be (viii) your adviser in your graduate work. In the meantime, leave your address with Miss Prescott, the secretary (ix). Each year just before the semester starts, Mrs. Fox and I hold an open house for all the members of the staff so that the new men can acquaint themselves (x) with everyone else. Naturally, we're expecting you, but Mrs. Fox will prefer to have (xi) an invitation sent to you officially (xii), anyhow."

Activity 2: Identify parts of sentence in the following sentences.

1. Clare knew the results.
2. Clare knew what mattered.
3. Results were what mattered.
- 4.1 have never forgotten your story of the snakes.
- 5.1 have never forgotten how you escaped from the snakes.
6. Enormous flies and mosquitoes buzzed about our heads.
7. Juggling school, work, and homework, Paul had little time for a social life.
8. The mother had given the boy a balloon for his birthday.
9. Last week Michael showed us how to prepare a 'fruit leather'.
10. Whales cannot breathe under water.
11. Cherrapunji, India, is the wettest place on earth.
12. He was a Hindu, a puny wisp of a man, with a shaven head and vague liquid eyes.

Activity 3: In the following text, find what parts of sentence underlined structures belong to.

On the outskirts of Beijing, a small limestone mountain named Dragon Bone Hill rises above the surrounding sprawl (1). Along the northern side, a path leads up to some fenced-off (2) caves that draw **150,000** visitors each year, from schoolchildren to grey-haired pensioners. It was here, in **1929**, that researchers discovered a nearly complete ancient skull (3) that they determined was roughly half a million years old (4). Dubbed Peking Man, it was among the earliest human remains ever uncovered, and it helped to convince many researchers that humanity first (5) evolved in Asia.

Since then, the central importance of Peking Man (6) has faded. Although modern dating methods put the fossil even earlier — at up to 780,000 years old — the specimen has been eclipsed by discoveries in Africa that have yielded much older remains of ancient human relatives (7). Such finds have cemented Africa's status as the cradle of humanity — the place from which modern humans and their predecessors spread (8) around the globe — and relegated Asia to a kind of evolutionary cul-de-sac.

But the tale of Peking Man has haunted generations of Chinese researchers, who have struggled to understand its relationship to modern humans (9). "It's a story without an ending (10)," says Wu Xinzhi, a palaeontologist at the Chinese Academy of Sciences' Institute of Vertebrate Paleontology and Paleoanthropology (IVPP) in Beijing. They wonder whether the descendants of Peking Man and fellow members of the species *Homo erectus* died out or evolved into a more modern (11) species, and whether they contributed to the gene pool of China (12) today.

(By Jane Qiu, *Nature*)

Activity 4: In the following text, identify what parts of sentence underlined structures belong to.

Here's the nerdiest reason for cheering Andrew Jackson's removal from the \$20 bill

Andrew Jackson is set to be booted off the front of the \$20 bill in 2020 — and replaced with none other than Harriet Tubman.

The announcement from Treasury Secretary Jack Lew (1) turned heads on Wednesday: Tubman will be the first African-American (2), and only the third woman to ever appear on U.S. currency (3).

Moreover, when the Treasury originally floated the redesign idea (4) last year, Alexander Hamilton was going to be demoted from the \$10 in favor of a woman. That plan sparked protests from a slew of Hamilton admirers. Replacing Andrew Jackson instead (5) was the most oft-cited alternative: He was a plantation owner, a slave trader, and, as the seventh president of the United States, he forced the relocation and death of thousands of Native Americans. So axing him in favor of a more progressive and inclusive vision for America's currency seemed uniquely appropriate (6).

But if you're an economics nerd (7), there's yet another reason why striking Andrew Jackson from the \$20 bill has a certain poetic resonance: Namely, the man hated paper money.

Jackson was a fan of the gold standard, where the supply of dollars in circulation is tied (8) to the physical amount of gold the U.S. government has on hand. Jackson even passed a law at one point (9) requiring people who bought government land to only pay for it with actual gold or silver coins. In 1836, he fought a successful battle to kill the Second Bank of the United States, a kind of precursor to our modern Federal Reserve (10). In so doing, Jackson drove the country off the bimetal standard it had been on (i.e. gold and silver) and onto the gold standard exclusively.

For all practical purposes, the U.S. got off the gold standard right after WWII. And if you look at historical data put together by economist Brad DeLong and a few others, you can literally see the economy pass out (11) of a period of routine collapses and massive unemployment spikes, and into the modern era of comparatively stable and steady (12) growth.

(From *The Week*)

Activity 5: In the following essay, identify the type of each sentence.

Nowadays more people are choosing to live with friends or alone rather than with their families. This trend is likely to have a negative impact on communities.

To what extent do you agree or disagree with this opinion?

(1) In many countries, people of all ages are choosing to live either alone or with friends and there is no doubt that this is having an effect on the communities that they live in.

(2) Modern life means that many people live away from their families either because they are studying or because their circumstances have changed, such as getting divorced. (3) Also people often have to travel away from their home town in order to get a job and, if they are not married, this means they live alone or share with friends. (4) So whole towns and cities are changing because of this.

(5) The negative effects of this are, firstly, on the environment as more houses and flats need to be built and this is a drain on resources. (6) At the same time, a social consequence is that people are living in isolation or if they fall out with their flat mates they can be in a difficult situation.

(7) These people become distant from their families and, as often they just go to work and come home, they do not always participate in community life or help create a neighbourhood where everyone knows each other.

(8) However, there are also positive effects of this way of living. (9) Communities with a lot of single people or shared houses tend to have a lot of young people. (10) Many of these young people go out more so more shops and leisure activities develop in the town and they can have a vibrant social life. (11) This can make for a very dynamic and innovative community.

(12) The change in the way people are living is inevitable and, in my view, the benefits far outweigh the disadvantages. (13) Nevertheless, we will have to be careful that we do not produce communities with social problems caused by people feeling isolated.

Activity 6: Find the noun clauses in each of the following sentences and identify their types.

1. You can discuss your report with whichever teacher is available.
2. A little praise from time to time is what most children need.
3. The mayor will give whoever passes the finish line first a key to the city.
4. The teacher said that this little chunk of granite is over four billion years old.
5. What happened to the fabled city of Atlantis remains a mystery.
6. We will donate whatever we do not need to the Salvation Army.
7. The committee's decision was that solar power cells should be installed.
8. Deke expounded his weird theories to whoever would listen to them.
9. Marie Curie discovered that radium is an element.
10. How whales hunt by means of echolocation will be our subject for today.

Activity 7: Find the relative clauses in each of the following sentences and identify their types. Insert commas where necessary.

1. Call out the numbers that you draw from the basket.
2. The students are busily decorating the room in which the school dance is to be held.
3. Mrs. Tate whom I admire always offers constructive criticism.
4. The house where we will meet has a blue car in the driveway.
5. One speaker who seemed rather nervous provided thorough information about the task of seeking scholarships.
6. Fifteen repetitions with each arm is the number that my coach recommends.
7. She's a clever girl who can figure out solutions to many problems.
8. I'm allergic to Bermuda grass which is planted all around my neighborhood.
9. I live in London which has some fantastic parks.
10. Susan B. Anthony who was born in N.Y. is famous for her work in getting women the right to vote.

Activity 8: In each of the following sentences, find the adverbial clauses and identify their types.

1. You won't pass the test if you don't study.
2. After I eat lunch, I will clean my room.
3. When you get home, please clean your room.
4. George Bernard Shaw did not write a play until he was thirty-five years old.
5. Karen makes friends wherever she goes.
6. If you like the music of Mozart, you will love Beethoven's first symphony.
7. Don't open that present early unless you want to ruin the surprise.
8. Because Keith was born in Tokyo, his parents gave him a Japanese middle name.
9. Provided that you complete the training, you can start work next week.
10. Although many teens work during high school, they usually earn only a modest amount of money.
11. In 1873, the federal income tax ceased, until President Grover Cleveland reinstated it in 1894.
12. Since we have to work to pay for food, rent, clothing, and school, we will all end up paying taxes at some point!
13. Everything happened just as my mother had predicted.
14. It would be wise to save some of the money, for there may be unexpected expenses later.
15. I'm going early so I don't have to stand in a queue.
16. It was such nice weather that we ate lunch outside.
17. Though the test was difficult, we all passed.
18. The rice paddies were dry because the rains had not come.
19. Before you leave Japan, take a picture of the family with whom you are staying.
20. Because the Supreme Court declared the personal income tax unconstitutional, those who supported the tax had to alter the Constitution.

Activity 9: Match the underlined words or phrases (1-10) with the grammar terms (A-J).

| | Grammar terms: |
|---|--|
| 1. Abdullah watched <u>the orange sun dropping low</u> , nudging the horizon. | A) Adverbial clause of reason |
| 2. Baba Ayub couldn't answer them, <u>because he didn't recall what had happened to him.</u> | B) Adverbial modifier of manner |
| 3. But every once in a while, he thought <u>he heard another noise among these.</u> | C) Adverbial modifier of time |
| 4. "Go home," Father said <u>through gritted teeth.</u> | D) Complex object |
| 5. He closed his fingers around her hand, the way he did each night when he and his little sister slept in their cot, <u>their skulls touching</u> , their legs tangled. | E) Defining relative clause |
| 6. He remembered <u>Omar's labored cries</u> , then his silence, then Father grimly carving a wooden board with a sickle moon, just like the one above them now, pounding the board into the hard ground burnt with frost at the head of the small grave. | F) Direct object |
| 7. He was one of three babies <u>that brutal winter had taken in Shadbagh.</u> | G) Non-defining relative clause |
| 8. <u>That spring</u> , the skies at last broke open over Maidan Sabz. | H) Object clause |
| 9. The way she did Iqbal, her one-year-old son, <u>whose face she always kissed</u> , whose every cough and sneeze she fretted over. | I) Participial construction |
| 10. <u>What he knew about Kabul</u> came from stories Uncle Nabi had told him. | J) Subject clause |

(From "And the Mountain Echoed" by Khaled Hosseini)

Activity 10: Match the underlined structures (Q1-Q10) to their names (A-L).

Note: there are two extra names that you do not need to use.

Names of structures:

A) Adverbial Modifier of Manner

C) Attribute

E) Direct Object

G) Object Clause

I) Predicative

K) Subject

B) Adverbial Modifier of Place

D) Determiner

F) Indirect Object

H) Predicate

J) Relative Clause

L) Subject Clause

The Electronic Frontier Foundation (EFF) filed a lawsuit on Thursday that American copyright wonks, technologists and security researchers have been hotly awaiting for nearly 20 years (Q1).

If they succeed, one of America's most controversial (Q2) technology laws will be struck down, and countries all over the world who have been pressured by the US trade representative to adopt this (Q3) American rule will have to figure out whether they'll still enforce it, even after the US has given up on it.

The rule is section 1201 of the Digital Millennium Copyright Act (DMCA) of 1998 (Q4), the "anti-circumvention" rule that makes it illegal to break an "access control" for copyrighted works. These "access controls" often manifest as "digital rights management" (DRM), and the DMCA gives them unique standing in law.

EFF is suing the US government (Q5), arguing that section 1201 of the DMCA is unconstitutional, and also that the Library of Congress and the copyright office have failed to perform their duties in the three-year DMCA 1201 exemption hearings (Q6).

If you buy something, it's yours, and - you can modify, configure, or use it any way (Q7) you'd like, even if the manufacturer would prefer that you didn't. But the law forbids you from doing otherwise legal things if you have to tamper (Q8) with the DRM to do them.

Originally, this was used exclusively by the entertainment industries: by adding DRM to DVDs, they could prevent companies from making DVD players that accepted DVDs bought abroad (Q9). It's not illegal to bring a DVD home from an overseas holiday and watch it, but if your DVD player recognises the disc as out-of-region, it is supposed to refuse to play it back, and the act of altering the DVD player to run out-of-region discs (Q10) is unlawful under the DMCA's section 1201. It could even be a crime carrying a five-year prison sentence and a \$500,000 fine for a first offense (the act of offering a region-free DVD player for sale, or even the neighbour's kid helping you to deregionalise your DVD player, can be criminal acts).

(From *The Guardian*)

TEST PRACTICE 1

Questions 1-10

Match the underlined structures (Q1-Q10) to their names (A-L).

Note: there are two extra letters which you do not need to use.

Names of structures:

- | | |
|-----------------------------|----------------------------------|
| A) Adverbial Clause of Time | B) Adverbial Modifier of Purpose |
| C) Appositive | D) Attribute |
| E) Causative Structure | F) Direct Object |
| G) Object Clause | H) Participial Construction |
| I) Predicate | J) Predicative |
| K) Relative Clause | L) Subject |

An important 15th-century devotional painting that ministers last year temporarily barred from being sold abroad (Q1) is to remain in the UK.

The Bowes Museum at Barnard Castle, County Durham, announced it had secured sufficient funding from the Heritage Lottery Fund (HLF), the Art Fund and private donors to acquire St Luke Drawing the Virgin and Child, attributed to the workshop of Dieric Bouts the Elder, a painter considered one of the finest and most influential painters from a golden period of Flemish art (Q2).

It has paid £2.3m for a work deemed an important British cultural asset, with comparable examples not existing anywhere else in the UK (Q3).

Adrian Jenkins, the director of the museum, said: "During the 15th century, Netherlandish paintings were admired (Q4) all over Europe for their visual sophistication, imagination and invention, and those by Bouts and his workshop were no exception.

"This work exhibits all of those characteristics and we are extremely pleased to have secured its long-term future in the UK (Q5)."

The Bowes also announced it had struck up a partnership with York Art Gallery and Bristol Museum & Art Gallery (Q6), venues to which the painting will travel in 2018.

The recently appointed culture minister, Matt Hancock, welcomed the acquisition. He said: "It's fantastic news that this stunning painting will remain in the UK for the public to see (Q7)"

The privately owned painting was in the collection of the National Trust's Penrhyn Castle before it was sold to an overseas buyer (Q8). Most of the funding to buy it for the nation came from the HLF. It contributed £1.99m.

The plan is for the painting to be scientifically investigated and conserved in a project led by staff at the National Gallery. It will then be displayed at the Bowes, followed by the National Gallery, then York and Bristol. It will then become part of the Bowes permanent collection (Q9).

Stephen Deuchar, the director of the Art Fund, said the art-historical significance of the subject was considerable. "It's a great coup for the Bowes Museum, and we were happy to help. We are particularly supportive of their plan to show the work at other UK museums (Q10), as well as at the Bowes, in the years to come."

(From *The Guardian*)

TEST PRACTICE 2

Questions 1-10

Match the underlined structures (Q1-Q10) to their names (A-L).

Note: there are two extra letters which you do not need to use.

Names of structures:

- | | |
|--------------------|--------------------------------|
| A) Adverb | B) Adverbial Modifier of Place |
| C) Appositive | D) Attribute |
| E) Conjunction | F) Determiner |
| G) Direct Object | H) Object Clause |
| I) Predicate | J) Predicative |
| K) Relative Clause | L) Subject |

On any given night outside a theater in central Tokyo (Q1), hundreds of women can be found waiting in neat phalanxes, dressed in matching T-shirts or sporting identical colored handkerchiefs — the uniform of what may be the most rabidly loyal fans in Japanese entertainment (Q2).

The stars they're hoping to glimpse (Q3) are women, too, actresses who play both male and female roles in the 102-year-old (Q4) Takarazuka Revue, an enduringly successful theater company that is bringing its gender-twisting take on the Broadway musical to the Lincoln Center Festival from July 20 to 24.

In Takarazuka's "Chicago," women play the sultry Velma and Roxie as well as the swaggering Billy Flynn and the hapless-schmoe Amos. The dialogue is in Japanese (Q5), but at a recent dress rehearsal here, the attitude and staging were all-American, loyal to the vaudeville-inspired production that has been running on Broadway for two decades.

In Japan, Takarazuka is a phenomenon that rarely tours outside the country.

Founded in 1914 by a railway company that hoped to lure travelers to a struggling hot spring resort outside Osaka, the group began with a handful of (Q6) teenage singers and dancers and staged its first performances in a converted swimming pool. A century later, Takarazuka operates five sub-troupes (Q7) and puts on 900 shows a year, in company-owned theaters in Tokyo and its original western Japanese base. Most of the shows sell out.

Cross-dressing, single-gender theater groups have a long history in Japan. This year's Lincoln Center Festival also features the Kanze Noh Theater, whose stately, stylized dramas (Q8) are older than Shakespeare and are performed exclusively by men. Kabuki — Noh's somewhat newer, livelier cousin — was pioneered by all-female troupes, until (Q9) a 17th-century public-morals crackdown put them out of business. Today, Kabuki, too, is all-male.

On the surface, Takarazuka looks like a rebellion against such classical Japanese art forms. Its touchstones are modern and Western (Q10) — Parisian cabaret, Radio City-style variety shows and, since the 1960s, Broadway. The railway executive who founded the company is said to have banned Japanese musical instruments from its backing orchestra.

(From *The New York Times*)

situations. The correct answer is D.

I have never... that strange building before, have you?

- A) realised B) remarked C) noticed D) recognised

Here, from the context, C is the correct answer.

2) words with similar meanings that **collocate with certain words, e.g. (non-phrasal) verb plus preposition, verb plus noun, adjective plus noun, preposition plus noun, noun plus preposition, adjective plus preposition, and adverb plus adjective. In this case, you need to know not only the difference between the given words, but also their collocations.**

Examples:

David has never been ... in football. He prefers rugby.

- A) keen B) eager C) fond D) interested

The given words have similar meanings, but only one of these synonyms is used with the preposition 'in'. The correct answer is D.

I wonder if you could ... me a favour and carry this box for me.

- A) make B) do C) give D) hold

We say "*do smb a favour*". The correct answer is B.

3) prepositions. In this case, you need to know which preposition is used with the given word.

Examples:

- What do you do ... a living? - I'm a computer programmer.

- A) as B) by C) for D) of

We say "*for a living*". The correct answer is C.

After a great deal of discussion we were all ... agreement that we should have a party.

- A) for B) at C) on D) in

We say "*be in agreement*". The correct answer is D.

4) phrasal verbs. In this case, you need to know verb + preposition combinations that make up phrasal verbs.

Examples:

We cannot put... with the noise in this room. People are working here.

- A) off B) up C) on D) out

The phrasal verb '*put up with*' means 'tolerate'. The correct answer is B.

The accident investigators are looking ... the cause of the crash very thoroughly.

- A) into B) at C) out D) after

The phrasal verb '*look into*' means 'investigate'. The correct answer is A.

5) linking words that must fit the meaning, the structure or both the meaning and structure. In this case, you need to pay attention to the structure of the sentence and what kind of linking word (preposition, coordinating or subordinating conjunction, sentence connector) to make the sentence grammatically correct.

Examples:

I was allowed to leave early ... I did the work the following day.

- A) incase B) even if C) providing D) otherwise

The sentence is saying that the person would only get permission to leave early if he did the work the following day. The linking word or phrase must fit this meaning. The correct answer is **C**.

Jane was forced to stay at home ... of whether she wanted to.

- A) regardless B) on account C) because D) despite

Only A and D can fit the meaning of the sentence, "despite" is not used with "of", so the correct answer is **A**.

HOW TO DO MULTIPLE MATCHING TESTS

Multiple matching tests also check your ability to use lexical and grammar items in context.

A suggested procedure is as follows:

1. Skim the text for **general information and understanding**. Read only the text, without reading the list of words.
2. Highlight or underline important words, especially the ones **before and after the gaps**.
3. Think **what kind of word** (e.g. noun, adjective, preposition, etc.) is needed for each gap.
4. Look through the list of words. For each word, write **what kind of word** (e.g. noun, adjective, preposition, etc.) it is. You usually have several nouns, several prepositions, etc.
5. Go back to the beginning of the text and start reading it again. For each gap, choose only from the words that **fit the gap grammatically**. Thus, you'll narrow down the list and will need to choose only from 3 or 4 words, not 12.
6. **Cross out** the words you have used and move to the next gap until you cover all the gaps.
7. Check if the **remaining words** do not fit anywhere in the text.
8. After you have finished with all the gaps in the text, read the text once again to yourself with the chosen answers and try to assess if the text **makes sense** in your mind..

Activity 1: Look at the following sentences and decide which answer A, B, C, or D best fits each gap. Also, identify which category (1-5) is being tested.

Categories:

- 1) words with similar meanings 2) collocations
3) prepositions 4) phrasal verbs 5) linking words

1. He tried to ... her some advice but she wouldn't listen.
A) give B) suggest C) recommend D) take
2. Have you ... out the invitations to the party yet?
A) posted B) sent C) dispatched D) delivered
3. Could you just stand there quietly without ... a sound?
A) creating B) doing C) causing D) making
4. She's slowly getting ... after the accident.
A) better B) finer C) well D) improved
5. Your father looks really different in this picture but I can ... it's him.
A) know B) identify C) tell D) choose
6. The recipe for vegetable soup has a number of different...
A) parts B) components C) ingredients D) elements
7. Guess who I ... into in the supermarket today?
A) knocked B) bumped C) hit D) banged
8. Although it was a wonderful job offer, he decided to ... it down in the end.
A) pass B) take C) turn D) spin
9. When I saw his awful haircut I burst ... laughing.
A) out B) into C) in D) from
10. As time goes ... we do more damage to the environment.
A) beyond B) forward C) by D) off
11. Could you repeat that? I couldn't quite make ... what you were saying.
A) out B) up C) over D) of
12. Thanks for telling me about that website. I'll keep it ... mind.
A) in B) on C) to D) about
13. Our train's been cancelled. We'll have to listen out ... an announcement.
A) for B) to C) about D) on
14. She isn't going to university next year. She's had a change of ...
A) attitude B) thoughts C) heart D) tune

15. There are lots of different sweets to choose from. Just ... your pick.
 A) make **B) take** C) do **D) select**
16. If you want to buy that motorbike you'll have to take ... a loan to do it.
 A) down **B) on** C) up **1^) out**
17. The success of the school play was thanks ... all the hard work involved.
 A) to **B) for** C) in **D) of**
18. Studying abroad is a great opportunity. ... the other hand, you might find yourself getting homesick.
 A) By **B) In** C) On **D) From**
19. He did hardly any work before the exam. ... , he managed to pass.
 A) Although **B) Nevertheless** C) Despite **D) In spite**
20. Life in a big city is more stressful than the country. ... it can also be expensive.
 A) Further **B) Addition** C) Moreover **D) Likewise**
21. Some people have said the play is boring. ... the contrary, I found it absolutely fascinating
 A) On **B) In** C) At **D) By**
22. The company is making a number of changes. In other ... , it seems that there are going to be a number of job losses.
 A) words **B) ways** C) sayings **D) expressions**
23. The team played well in the first half. In ... , during the second half they completely lost control of the game.
 A) contrary **B) contrast** C) context **D) opposite**
24. She bumped into her ex-boyfriend in the street, ... all her efforts to avoid him.
 A) through **B) spite** C) despite **D) yet**
25. Please confirm your reservation in ...
 A) letter **B) writing** C) words **D) paper**
26. ... the lights went out, I was taking a math test.
 A) During **B) While** C) As soon as **D) When**
27. Everybody knew Gregory had ... a crime, but no one wanted to tell the police.
 A) done **B) made** C) performed **D) committed**
28. Everyone knows that it was wrong to ... Masha for the accident.
 A) accuse **B) blame** C) charge **D) connect**
29. Kate has only been here a week. I think you should ... that into consideration before you complain about her.
 A) take **B) put** C) bring **D) carry**
30. If you're looking ... a bargain, try the local market.
 A) for **B) at** C) into **D) up**

Activity 2: Read the text. There are some gaps in the text, with three choices given for each gap. The choices are all wrong. Write a correct fourth choice.

The Statue of Liberty is ... (1) New York City's—and America's—most familiar landmarks: a massive copper-and-steel cast of a green lady ... (2) a torch, clutching a tablet and donning a seven-point crown. Some tourists miss out on visiting the statue because it's only accessible ... (3) boat, set on a government-run island in the middle of New York Harbor, ... (4) it's easy to work into your trip with some advance planning. The monument welcomed generations of immigrants to the United States as they passed through Ellis Island, the nation's main entry station ... (5) 1892 and 1924 (it eventually closed in 1954). Its American Family Immigration History Center ... (6) millions of passenger arrival records and hundreds of ship pictures from the time; anyone whose family arrived in America this way, or who has just a passing ... (7) in the nation's immigrant history, will find the museum an excellent... (8) to a statue trip—or a reason to visit in its own right.

Statue Cruises ... (9) the official ferry from the Battery to Liberty Island (and Ellis Island, as well). The ferry is the only way to ... (10) the island, and generally leaves every 20-25 minutes. You can find more schedule info at statuecruises.com.

(Source: <http://www.nycgo.com/>)

- | | | | | |
|-----|-----------------|--------------|---------------|-------|
| 1. | A) amid | B) between | C) with | D)... |
| 2. | A) rising | B) elevating | C) ascending | D)... |
| 3. | A) on | B) in | C) with | D)... |
| 4. | A) and | B) or | C) either | D)... |
| 5. | A) from | B) since | C) till | D)... |
| 6. | A) accommodates | B) fits | C) involves | D)... |
| 7. | A) passion | B) love | C) motivation | D)... |
| 8. | A) benefit | B) incentive | C) asset | D)... |
| 9. | A) manages | B) works | C) provides | D)... |
| 10. | A) get | B) arrive | C) go | D)... |

Activity 3: Read the following text. Decide what kind of word you need to fill each gap.

High above the city, on a ... (1) column, stood the statue of the Happy Prince. He was gilded all over with thin leaves of fine gold, ... (2) eyes he had two bright sapphires, and a large red ruby ... (3) on his sword-hilt.

He was very much admired indeed. 'He is as beautiful as a weathercock,' remarked one of the Town Councillors who ... (4) to gain a reputation for having artistic taste; 'only not quite so ... (5),' he added, fearing lest people should think him unpractical, which he really was not.

'Why can't you be like the Happy Prince?' asked a ... (6) mother of her little boy who was crying for the moon. 'The Happy Prince never dreams ... (7) crying for anything.'

'I am glad there is some one in the world who is quite happy', muttered a ... (8) man as he gazed ... (9) the wonderful statue.

'He looks just like an angel,' said the Charity Children as they came out of the cathedral in their bright scarlet cloaks, and their clean white pinafores.

'How do you know?' said the Mathematical Master, 'you have never seen one.'

'Ah! but we have, ... (10) our dreams,' answered the children; and the Mathematical Master ... (11) and looked very severe, for he did not approve of children dreaming.

One night there ... (12) over the city a little Swallow. His friends had gone away ... (13) Egypt six weeks before, but he had stayed behind, for he was in love with the most beautiful Reed. He had met her early in the spring as he was flying down the river after a big yellow moth, and had been so attracted by her ... (14) waist that he had ... (15) to talk to her.

(From "The Happy Prince" by Oscar Wilde)

Identify what parts of speech the following words belong to.

- | | | | |
|-------------|-----------------|------------|---------|
| A) at | B) disappointed | C) flew | D) for |
| E) frowned | F) glowed | G) in | H) of |
| I) sensible | J) slender | K) stopped | L) tall |
| M) to | N) useful | O) wished | |

Now, fill the gaps (1-15) in the text above with the words (A-O).

Activity 4: Read the text below and add the word which best fits each space.

From a young age Sarah Thomas from Shrewsbury has been caring for both her parents but primarily for her mum, Carol, 53, ... (1) has multiple sclerosis. Sarah has worked hard campaigning for the MS Society and ... (2) attention to the needs of young carers like herself. At the age of 12, she posted a video on YouTube highlighting the challenges young carers face.

"I'll never ... (3) my first day at school. I saw the other children being dropped off by their parents and I suddenly realised that not all mothers were in a wheelchair. The thing is, my mum has ... (4) MS for 30 years so I have no memory of her being anything other than ill".

As an only child, Sarah had to ... (5) responsibility for her mother's condition from a very young age. Although her mum is relatively mobile, she falls over daily, suffers ... (6) fatigue and can't do much.

Her father, Ray, ... (7) to be the principal carer but he has arthritis now so Sarah helps him too. She ... (8) her local British Red Cross young carers project when she was eight and learned first aid and skills to help her look after her mother.

"In the mornings I ... (9) sure Mum has taken her pills and I give her an injection. After school I cook dinner. I don't have much time for school friends. When I was eight I developed an eating disorder because I was ... (10) stressed to eat. Then someone told me about a Red Cross project that gives young carers the chance to meet each other. That helped a lot. Caring for my mum isn't a burden; I'm going to carry ... (11) doing it as long as it's necessary."

Sarah was proud to ... (12) chosen to be an Olympic torchbearer in the London 2012 Olympics and she has met the Prime Minister. She is a true inspiration - she's a hard-working, conscientious student, as well as being a wonderful, caring young lady.

Activity 5: Read the text below and choose the correct word for each space.

Barcelona, the self-confident and progressive capital of Catalunya in Spain, vibrates with life. A thriving port and prosperous commercial centre of 3 million people, the city offers numerous possibilities and ... (1) in a lengthy visit you will likely only scrape the surface. It boasts some superb museums ... (2) outstanding *modernista* architecture. This is most ... (3) expressed in Antoni Gaudi's extraordinary church of the Sagrada Familia. From early morning to long ... (4) midnight, the world-famous boulevard that is the Ramblas, is choked with people shopping, chatting in cafés or watching the street performers. ... (5) sunny afternoons, the city's beaches attract thousands of sunbathers, cyclists and diners.

- | | | | | |
|----|-----------------|----------------|---------------|----------------|
| 1. | A) rather | B) even | C) since | D) yet |
| 2. | A) on behalf of | B) as long as | C) in case of | D) as well as |
| 3. | A) crucially | B) permanently | C) perfectly | D) selectively |
| 4. | A) after | B) before | C) ever | D) never |
| 5. | A) Under | B) On | C) At | D) To |

Activity 6: Read the text below and choose the correct word for each space.

How was Jackson going to ... (1) rid of Simon? That was the question that had kept him awake for the previous three nights, and which he pondered as he now walked home from work. It had all started so innocently, as a favour to a friend.

'Could you put me ... (2) , Jackson?' Simon had asked. 'Just for a couple of nights.'

Jackson of course had said yes, thinking that it would be just for two nights. How wrong he had been. Now, more than four months on, Simon was still in the flat and there seemed little evidence to suggest he was ... (3) to leave. The evidence, in fact, pointed to quite the opposite conclusion. Simon seemed to have ... (4) in so comfortably, Jackson wondered sometimes if it was actually Simon's flat, and he, Jackson, was the one staying there as the guest.

Jackson knew he should ... (5) his feelings clear to Simon - that he valued his own privacy, that he didn't want to live with someone else on a permanent basis, that he felt Simon was abusing his hospitality - but the truth was he was scared. Not scared of how Simon would react physically, but scared that Simon would take offence, and would ... (6) him of being selfish and not caring about a friend who was in trouble. And Simon was in trouble. With no job, no money and nowhere else to stay, where would Simon go if Jackson ... (7) him out?

'Maybe I am being selfish,' Jackson thought, 'but the situation just can't go on like this.'

He made the decision to bring the subject up sometime that evening. 'I won't ask him to leave immediately,' he reasoned. 'That would be unfair, and would put him in a difficult ... (8). But I'll explain that the whole arrangement was meant to be temporary, has gone on for a very long time now, and that, while it's been nice having Simon as a flat mate, it just can't go on indefinitely.'

For the rest of the walk home, he rehearsed exactly what he was going to say.

- | | | | | |
|----|--------------|----------------|-------------|---------------|
| 1. | A) have | B) get | C) take | D) set |
| 2. | A) in | B) out | C) over | D) up |
| 3. | A) intending | B) assuming | C) devising | D) conceiving |
| 4. | A) settled | B) established | C) launched | D) relaxed |
| 5. | A) convey | B) express | C) make | D) tell |
| 6. | A) charge | B) condemn | C) blame | D) accuse |
| 7. | A) let | B) sent | C) threw | D) did |
| 8. | A) location | B) position | C) point | D) site |

Activity 7: Read the text below and add the word which best fits each space.

Application software has been around for decades and ... (1) the user to perform various tasks, ... (2) as document manipulation or modification of digital images. With the advent of more powerful mobile phones, a huge new field of mobile applications, ... (3) apps, has developed. Many apps are written by enthusiasts and are ... (4) for free. Others are developed by companies and given away for free in the ... (5) that you will upgrade to an app which is not free, ... (6) with better features or with no advertising. For apps that are not free, the money is normally ... (7) between the app developer (around 75%) and the distribution provider (around 25%). Games are one of the most popular apps, ... (8) over 90% of smartphone users playing a mobile game at least once a week.

Activity 8: In the following text, fill in the gaps (21-30) with an appropriate word from the list (A-L). Note: there are two extra words that you do not need to use.

List of words:

- | | | | |
|--------------|-------------|---------------|------------|
| A) big | B) daylight | C) for | D) haughty |
| E) in | F) on | G) rank | H) tearful |
| I) to accept | J) to get | K) to give in | L) walk |

On a summer morning a hundred and fifty years ago a young Danish squire and his wife went out for a ... (1) on their land. They had been married a week. It had not been easy for them ... (2) married, ... (3) the wife's family was higher in ... (4) and wealthier than the husband's. But the two young people, now twenty-four and nineteen years old, had been set ... (5) their purpose for ten years; and in the end her ... (6) parents had had ... (7) to them. They were wonderfully happy. The stolen meetings and secret, ... (8) love letters were now things of the past. To God and man they were one; they could walk arm ... (9) arm in broad ... (10) and drive in the same carriage, and they would walk and drive so till the end of their days.

TEST PRACTICE 1

For Questions 1-10, read the text below and choose which answer A, B, C or D best fits each space.

In 1848, when gold was ... **(Q1)** in California, John Sutter was already one of the wealthiest people in the state. By 1850 he was a ... **(Q2)** man.

Sutter was a Swiss immigrant who came to California in 1839, intent on building his own ... **(Q3)** empire. At that time, the state was a distant ... **(Q4)** that only a handful of Americans had seen. San Francisco had just a few hundred residents. Sutter built a fort, and soon he had 12,000 ... **(Q5)** of cattle and hundreds of workers.

By the mid-1840s, more and more Americans were trickling into California by wagon and ship. Sutter welcomed the newcomers; he saw them as ... **(Q6)** for his new kingdom. But he had no idea that the trickle would become a ... **(Q7)**, a deluge of humanity that would destroy his dream.

At the beginning of 1848, Sutter... **(Q8)** James Marshall and about twenty men to the American River to build a sawmill. It was nearly complete when a glint of something ... **(Q9)** Marshall's eye. Later he wrote, 'I reached my hand down and picked it up; it made my heart thump, for I was certain it was gold. The piece was about half the ... **(Q10)** and shape of a pea. Then I saw another.'

- | | | |
|-------------|----------------------|------------------------|
| Q1. | A) discovered | B) released |
| | C) revealed | D) investigated |
| Q2. | A) destroyed | B) collapsed |
| | C) ruined | D) damaged |
| Q3. | A) individual | B) private |
| | C) personal | D) proper |
| Q4. | A) settlement | B) village |
| | C) outpost | D) edge |
| Q5. | A) herd | B) head |
| | C) flock | D) pack |
| Q6. | A) majors | B) natives |
| | C) allies | D) subjects |
| Q7. | A) flood | B) snowslide |
| | C) wave | D) waterfall |
| Q8. | A) circulated | B) sent |
| | C) posted | D) launched |
| Q9. | A) caught | B) grabbed |
| | C) grasped | D) seized |
| Q10. | A) size | B) volume |
| | C) dimension | D) extent |

TEST PRACTICE 2

For Questions 1-15, read the text below and choose which answer A, B, C or D best fits each space.

People love to complain. Moaning to friends can be a source of relief from the ... (Q1) and strains of work, study or relationships. But when it comes to protesting to a retailer about ... (Q2) goods and services, many of us find we don't have the nerve and choose to ... (Q3) in silence.

By the time we do ... (Q4) summon up the courage to make our ... (Q5) we have generally already allowed the problem to get to us, and we are angry. In this ... (Q6), we can all too ... (Q7) become aggressive, gearing up for battle and turning what should be a rational discussion into a conflict.

To complain effectively, you need to be specific about your problem and communicate it clearly using words which are objective and fair. ... (Q8) over the top with emotional language and unreasonable claims will get you nowhere. Good negotiators tend to be calm and logical. They start by explaining the situation and stating their requirements clearly, without threat. Most complaints prompt a defensive ... (Q9) from the other person, but by being reasonable yourself, you ... (Q10) more chance of achieving the positive ... (Q11) you want.

If you feel angry or upset about what has happened, by all means tell the company, but do so calmly..... (Q12) that you understand the situation from all points of (Q13) ... , but explaining what you will do if your complaint is ignored. Be sure to remember, however, that it is unwise to ... (Q14) threats unless you are in a position to ... (Q15) them out.

- | | | | |
|--------------------|---------------|------------------|------------------|
| Q1. A) pressures | B) pains | C) stresses | D) struggles |
| Q2. A) faulty | B) inexpert | C) improper | D) scruffy |
| Q3. A) stick | B) suppress | C) stay | D) suffer |
| Q4. A) essentially | B) especially | C) exceptionally | D) eventually |
| Q5. A) turn | B) point | C) mark | D) say |
| Q6. A) manner | B) form | C) state | D) mode |
| Q7. A) easily | B) happily | C) simply | D) casually |
| Q8. A) Being | B) Going | C) Getting | D) Feeling |
| Q9. A) response | B) respect | C) revenge | D) regard |
| Q10. A) spend | B) attract | C) stand | D) establish |
| Q11. A) fallout | B) outcome | C) turnout | D) output |
| Q12. A) revealing | B) exhibiting | C) displaying | D) demonstrating |
| Q13. A) mind | B) opinion | C) view | D) reason |
| Q14. A) make | B) bear | C) do | D) carry |
| Q15. A) fill | B) work | C) do | D) carry |

Is the determiner (article, possessive words, demonstrative words) used correctly?

Is the quantifier used correctly? (Beware of commonly misused quantifiers, such as *little* - *a little*, *few* - *a few*, etc.!))

Non-finite forms of the verb:

Is the non-finite form of the verb (V-i, Ving, V₃) used correctly?

Aren't there any dangling participles?

Prepositions:

Is the preposition idiomatically correct?

Adjectives and Adverbs:

Is the modifier (adjective, adverb) of the correct type?

Are the comparative and superlative forms used correctly?

Are comparative words like "*than*," "*like*," "*as*" used correctly?

Conjunctions:

Is the conjunction creating a sentence fragment?

Does the conjunction logically connect ideas?

Does the conjunction grammatically connect sentence parts?

Relative pronouns (who, which, that, etc.):

Is the correct pronoun used for the context?

Does the pronoun have a clear noun antecedent?

Sentence structure:

Are parallel structures really parallel?

Aren't there any problems with the word formation (adjective instead of noun, noun instead of adjective, etc.)?

Aren't there any problems with sentence fragments?

If the sentence has a subordinating conjunction, does it have the main clause?

Parallelism: The things in a list should be in the same grammatical form.

Incorrect: Sonia is known for her independence, honesty, and being intelligent.

Correct: Sonia is known for her independence, her honesty, and her intelligence.

Dangling Participle: A participle phrase that does not have a subject inside the sentence. The subject used in the dangling participle is not the doer of the action expressed by the participle.

Incorrect: Rushing to the catch the bus, *Bob's wallet* fell out of his pocket.

Correct: Rushing to the catch the bus, *Bob* lost his wallet.

Sentence Fragments: Pieces of sentence that have become disconnected from the main clause, or that do not have a subject or predicate.

Examples: *After the coach encouraged him so much and he seemed to improve with each passing game.* (No main clause!)

Kelly working extra hard on his new job lately. (No predicate - the predicate should be in a tense form!)

Activity 1: In the following sentences, find the underlined word or the phrase which has a mistake and must be changed in order for the sentence to be correct.

1. Chicago's Sears Tower, now (A) the taller (B) building in the world, rises (C) 1,522 feet from the ground to the top of (D) its antenna.
2. Vitamin E, which (A) is found in nutritious (B) foods such as green vegetables and whole grains, action (C) as an antioxidant in cell membranes (D).
3. Scientists are currently (A) trying map (B) the human genome (C), the blueprint of (D) human heredity.
4. A snowflake is a frailty (A) crystalline structure which (B) maintains its (C) delicate shape only as long as (D) it is airborne.
5. James Dickey's first poem was published (A) during (B) he was still (C) a senior in (D) college.
6. Most (A) fatty (B) acids have been find (C) as (D) essential components of lipid molecules.
7. Social stratification can based (A) on many (B) criteria, such as (C) wealth, cultural level, legal status, birth, personal qualities (D), and ideology.
8. In his famous domes, architecture (A) Fuller utilized (B) thousands of simple (C) equilateral triangles linked (D) together.
9. Early (A) in United States history, the rights of woman (B) were championed in Wyoming, the State where (C) they were first (D) guaranteed the right to vote.
10. The most aggressive bees (A) known (B), the African honeybee is currently (C) swarming into (D) North America.
11. Only after (A) Theodore Roosevelt became president did (B) conservation developed (C) into (D) a major environmental issue in the United States.
12. If he were (A) alive today, F. Scott Fitzgerald might be surprised (B) to learn that his novel *The Great Gatsby* having transcended (C) its (D) own age and turned into a timeless classic.
13. The world's rain (A) forests are being (B) cut down at the rate on (C) 3,000 acres per hour (D).
14. In all human communities, power yields (A) certain (B) advantages and privileges, such as honor, material (C) benefits, and prestigious (D).
15. Scientists used (A) line spectra (B) identifying (C) the element helium in (D) the sun.
16. The compute (A) of the passage of time has always been (B) associated with the movements (C) of celestial (D) bodies.
17. Many environmentalists fear (A) that the earth will run out (B) essential (C) natural resources before (D) the end of the 21st century.
18. The discovered (A) of gold in California in 1848 led to (B) the (C) Gold Rush of (D) 1849.
19. The personality traits of children are (A) often similar to (B) that (C) of their parents, but these traits are not always genetically (D) conditioned.

20. Lecithins and (A) other phospholipids play key roles (B) with (C) the structure of cell membranes (D).
21. Wages and salaries account for (A) nearly three fourths (B) of the total nationally (C) income generated (D) in the United States annually.
22. Farther (A) evidence is needed to support (B) recent research which suggests (C) that certain chemicals found in broccoli may act as (D) cancer preventatives.
23. Contemporary newspaper columnist (A) Russell Baker is noted for (B) his commentaries humorous (C) written in the tradition of (D) Benjamin Franklin.
24. Nutritional adequacy (A) is hard to achieve (B) on a low-calorie diet; even a small person should not try to get by on (C) fewer than twelve hundreds (D) calories per day.
25. In reality (A), all biological (B) reproductive (C) begins at (D) the cellular level.

Activity 2: Identify and correct the errors in the following sentences.

1. For make its nest, the yellow-headed blackbird weaves a small cup and fastens it to reeds above water.
2. Native American beaded designs are often characterized by geometric shaped and bright colors.
3. The codfish lays million of eggs each year, only a small percentage of which actually hatch.
4. When the body becomes extremely overheated, it failure to cool itself again, and sunstroke can occur.
5. The preferring of many Western cultures for maintaining a physical distance of at least three feet during social interaction is well documented in anthropological studies.
6. In chronicling her months as a captive of the Wampanoag Indians, Mary Rowlandson demonstrated his narrative skill.
7. The nests of most bird species are strategic placed to camouflage them against predators.
8. Few synthetic vitamins and minerals in pill supplements are absorbed as efficiently by the body that are those occurring naturally in foods.
9. On the one hand, most Americans believe that space exploration is a legitimate and important national undertaking; on the contrary, they worry about the amount it costs.
10. Vitamin K providing the necessary impetus for the synthesis of at least two proteins involved in blood clotting.
11. If no fossil record were available, the next strongest evidence of the kinship among organisms would to be similarities in the embryonic development of organisms today.
12. The black cherry tree, from which fine cabinets and furniture is made, is found all across North America, from Nova Scotia to Texas.

13. Research and recommending concerning the dangers of smoking are beginning to have an impact on the tobacco industry in the United States.
14. Antarctic blue whales can be 100 foot long and weigh more than any dinosaur that ever lived.
15. Oil base house paint is neither easy to work with or quick to clean up, but it is often preferred to latex paint because of its high sheen and durability.
16. The colonists who first settled in New England did so because they felt there was none social justice in their homeland of England.
17. Architect Louis Sullivan commanded the respect of his contemporaries for his work on the designed of the first American skyscrapers.
18. During the 1850s, the Spanish colony of Cuba was of interest to Southerners, who felt they needed it for it increasing political and economic power.
19. Glucose is different from fructose in its structural formula, but the molecular formula for these two sugars is the similar.
20. A sealer should be applied at wood surfaces before they are varnished; otherwise, uneven absorption of the varnish may occur.
21. The high temperatures created by fire are necessary for to split up the seed-bearing cones of lodge pole pines.
22. Mormon leader Brigham Young was too brilliant and strong-willed that he was able to organize the most remarkable religious migration in the annals of American history.
23. Due to her untimely death, the talented writer Sylvia Plath was never to know how well would her work be received by the American public.
24. From the Mexican War toward the Civil War, the major theme of American political history was a growing sectionalism interacting with a vigorous nationalism.
25. In Western culture, much attention been given to the subject of social class conflict, which may cause revolution

Activity 3: The following text has twelve underlined parts (A-L), some of which are incorrect. Find the parts which have a mistake and must be changed in order for the sentence to be correct. Correct the mistakes.

The 21st century's leading energy source may very well depend from (A) the development of a technology that first discovered (B) in 1839. Indeed, many experts believe that the future of electricity generation will not come from farther (C) refinement of solar, wind, coal or nuclear energy, but from fuel cells. Among (D) the various types of fuel cells, the ceramic or solid oxide fuel cell promise (E) to achieve the greatest efficiency of conversion of fossil fuels such as gas and coal to electricity while producing (F) only very low levels of pollutants. To this end, a consortium comprising of (G) five leading organisations has established Ceramic Fuels Ltd, initially to expand fuel cell research and development and secondly, to bring the technology to commercial application. Ceramic fuel cells are electrochemically (H) devices that directly convert fuels such as gasified coal or natural gas into electricity without the limitation of the Carnot cycle (an ideal thermodynamic cycle in which heat takes (I) onto a working fluid at a constant upper temperature and rejected at a constant lower temperature). In many respects, fuel cells work as (J) batteries. As long as (K) they are constantly supplied with fuel and oxidant, fuel cells can continuously produce power, removing (L) the need for recharging.

Activity 4: Find and correct the mistakes in the following text.

Gifford Pinchot was the first professional trained forester in the United States. After he graduated from Yale University in 1889, he studied forestry in Europe. In the 1890s he managed the forest on the Biltmore estate in North Carolina and became the first person practicing scientific forestry. Perhaps his most important contribution for conservation was persuading the President Roosevelt to set aside millions of acres in the West as forest reserves. These lands now make up much of the nation forests of the United States. Pinchot became the Chief Forester of the U.S. Forest Service in 1905. Although he held that post for only five years, he has established guidelines that set forest policy for decades to come.

Activity 5: In the following text, each sentence (1-10) has three underlined words or phrases marked A, B, or C. Find the word or the phrase which has a mistake and must be changed in order for the sentence to be correct. If there is no mistake in the sentence, choose D (no mistake).

1. The control of fire (A) was the first and perhaps greatest (B) of humanity's steps towards a life-enhancing (C) technology. (D - no mistake)
2. To early man (A), fire was a divine gift randomly delivering (B) in the form of lightning, forest fire or (C) burning lava. (D - no mistake)
3. Unable making (A) flame for themselves (B), the earliest peoples (C) probably stored fire by keeping slow burning logs alight or by carrying charcoal in pots. (D - no mistake)
4. How and where man learnt how to produce flame at will (A) is unknown. It was probably a secondary (B) invention, accidental (C) made during tool-making operations with wood or stone. (D - no mistake)
5. Studies of primitive (A) societies suggest that the earliest method to make (B) fire was through (C) friction. (D - no mistake)
6. European peasants would (A) insert a wooden drill in a round hole and to rotate (B) it briskly between (C) their palms. (D - no mistake)
7. This process could be speed up (A) by wrapping a cord around the drill and pulling (B) on (C) each end. (D - no mistake)
8. The Ancient Greeks used lenses or concave mirrors to concentrate (A) the sun's (B) rays and burning glasses were also used by Mexican Aztecs and the Chinese (C). (D - no mistake)
9. Percussion methods of fire-lighting dates back (A) to Paleolithic times, when some Stone Age tool-makers discovered that (A) chipping flints produced (C) sparks. (D - no mistake)
10. The technique (A) became more efficiently (B) after the discovery of iron, about (C) 5000 years ago. (D - no mistake)

Activity 6: Read the following passage. Decide if each line of the text (16-30) has a mistake and must be changed in order for the sentence to be correct. Choose:

- A** if the line has a mistake and must be corrected;
B if there is no mistake in the line.

1 The first decade of the twentieth century was ushered in by significant turmoil,
as unrest felt around
2 the world. On September 6, 1901, U.S. President William McKinley was fatally
shot and his assertive,
3 young vice president, Theodore Roosevelt, was sworn at office. Russians were
engaged in a revolution,
4 conflict between Dutch settlers and the British raged in South Africa, China's
most ancient monarchy
5 was toppled, the Young Turks revolted against the Ottoman Empire, and upris-
ings ensued in the Adriatic
6 and Balkan provinces. Even nature added to the turbulence of the time when
the San Francisco
7 earthquake hit in 1906, reaching 8.3 on the Richter scale and causing fires that
had burned for three days.
8 Twenty-eight wooden buildings were toppled, and over half of the San Francis-
co's 400,000 residents were
9 left homeless. Society in the United States at the turn of the twentieth century
looked very different from
10 it does today. In 1900, 42 percent of workers in the United States were farmers;
by 1990, farmers made up
11 only 3 percent of the workforce. At the dawn of the twentieth century, industri-
al workers logged an average
12 of 52 hours per week, compared with an average workweek of just fewer than
39 hours by the end of the
13 century. The makeup of the population changed dramatically during the twen-
tieth century, and particularly
14 in the first decade, when immigration was at its highest levels. The peak was
reached in 1907, when more
15 than 1.2 million people, most of southern and eastern European descent, ar-
rived - meeting poor living
conditions and resentment by immigrants of earlier decades.

TEST PRACTICE 1

In the following text, each sentence (1-10) has three underlined words or phrases marked A, B, or C. Find the word or the phrase which has a mistake and must be changed in order for the sentence to be correct.

If there is no mistake in the sentence, choose D (no mistake).

Q1. A recent paper (A) by Dora Costa, an economist at the Massachusetts Institute of Technology, looks through (B) the living standards (C) debate from an unusual direction. (D - no mistake)

Q2. Rather than (A) worrying about cash incomes, Ms Costa investigates Americans' (B) recreational habits over (C) the past century. (D - no mistake)

Q3. She finds that the people (A) of all income levels have steadily (B) increased the amount of time and money they devote to having (C) fun. (D - no mistake)

Q4. The distribution of dollar incomes may have become (A) more skewed (B) in _____ recent years, but leisure is more even (C) spread than ever. (D - no mistake)

Q5. Ms Costa bases her research in (A) consumption surveys dating (B) back as far as (C) 1888. (D - no mistake)

Q6. The industrial workers (A) surveyed in that year spent on average (B) three-quarters of their incomes to (C) food, shelter and clothing. (D - no mistake)

Q7. Fewer (A) than 2% of the average family's (B) income was spent on leisure but that average hid (C) large disparities. (D - no mistake)

Q8. The share of a family's budget that spent (A) on having fun rose sharply with (B) its income: the lowest-income families in this working-class sample spent barely (C) 1% of their budgets on recreation, while higher earners spent more than 3%. (D - no mistake)

Q9. Only the latter (A) group could afford such extravagances as theatre and concert performances, which (B) were relatively much more expensive (C) than they are today. (D - no mistake)

Q10. Since (A) those days, leisure has steadily become less (B) of a luxury. By 1991, the average household needed to devote only 38% of its income to (C) the basic necessities, and was able to spend 6% on recreation. (D - no mistake)

TEST PRACTICE 2

Read the following passage. Decide if each sentence of the text (1-15) has a mistake and must be changed in order for the sentence to be correct.

In your answer sheet, mark:

A **if the line has a mistake and must be corrected;**

B **if there is no mistake in the line.**

Q1. When people talk about "global English" they are usually referring to the common features which identify the variety of we call standard English.

Q2. Increasingly, however, attention has been drawn at the regional features which differentiate one part of the English-speaking world from another.

Q3. So today we happily talk about British, American, Australian, South African, Indian, and other "Englishes", and studies are accumulating of the way these varieties make distinctive use of pronunciation, orthography, grammar, vocabulary, and discourse.

Q4. Much of the distinctiveness resides in the area of lexicology, the linguistic domain which the most closely reflects cultural identity, and dictionaries have been compiled of the distinctive lexicons encountered in these regions.

Q5. It does not take long for these lexicons reach many thousands of words.

Q6. When a country adopts a language as a local alternative means of communication, it immediately starts adapting it, to meet the communicative needs of the region.

Q7. Words for local plants and animals, food and drink, customs and practices, politics and religion, sports and games, and many other facets of everyday life soon accumulate into a local wordstock which is unknown outside the country and its environs.

Q8. When someone in South Africa says "The bakkie had to stop at a red robot", we need to know that a *bakkie* is a truck and a *robot* is a traffic-light.

Q9. There are thousands of such words in the *Dictionary of South African English*.

Q10. And the other parts of the English-speaking world display the same kind of creativity.

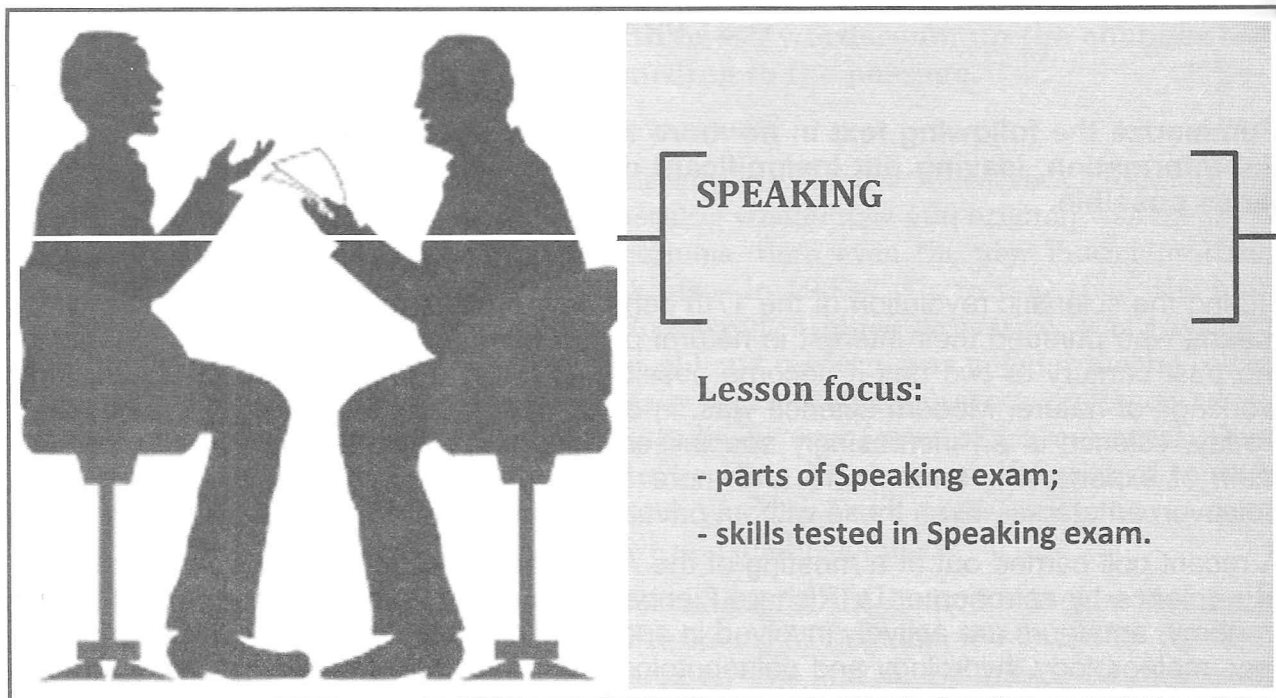
Q11. Note that these lexicons eliminate the difference between native and non-native speakers of English.

Q12. I am a native speaker of English, but when I first encounter such words as *bakkie* and *robot* on a visit to South Africa (or reading about South Africa), I am in exactly the same position like a non-native speaker.

Q13. I do not know what they mean, and have to ask someone - or look for them, if there is a dictionary.

Q14. Nor is it just individual words that cause problems.

Q15. And that is what is increasingly happening, so English becomes a local alternative language.



SPEAKING EXAM FORMAT

In tests administered by Department of Assessment of Foreign Language Proficiency of State Testing Centre, **Speaking part** is organized in the form of a **face-to-face interview** lasting 11-15 minutes (in C1-level certification, it may last up to 20 minutes). The examination is usually recorded in case there are appeals.

Speaking part consists of three stages:

For Test of eligibility for monthly salary bonuses and **B2-level certification test**:

1. Interview - answering questions on topics related to the candidate's life and on abstract topics (no preparation time is allowed);
2. Individual long-term - making a presentation on a given topic (one minute preparation time is allowed);
3. Presentation - presenting views and arguments on a given issue (one minute preparation time is allowed) - this part may be source-based: the candidate may be given a text and asked to summarize the key points from the text and then, give their opinion the problem raised in the text.

For C1-level certification test:

1. Interview - answering questions on topics related to the candidate's life and on abstract topics (no preparation time is allowed);
2. Individual long-term - making a presentation on a given topic (one minute preparation time is allowed);
3. Presentation— making a presentation on a given topic (two minute preparation time is allowed).

The candidate's speech is assessed on the following **criteria**:

- Communicative Effectiveness - to what extent is the candidate's speech relevant to the question/situation (in terms of content and style);
- Fluency and Coherence - to what extent is the candidate able to produce an extended speech repetition, self-correction or hesitation, and can the candidate use a range of connectives and discourse markers appropriately;

- **Grammar Range and Accuracy** - can the candidate use a mix of simple and complex grammar structures, and to what extent do the grammar mistakes affect communication;
- **Vocabulary Range and Accuracy** - can the candidate operate with a range of vocabulary to discuss topics at length and make meaning clear, can the candidate use paraphrasing to avoid repetition, and to what extent do the vocabulary mistakes affect communication;
- **Pronunciation** - does the candidate use a range of pronunciation features.

Tips and suggestions for Speaking exam:

1. This is **not a knowledge test or intelligence test**, it is a test of English - the examiner does not assess what you know or think on a particular topic, they assess **how you speak**.
2. Use **natural spoken** English - it is OK in natural speech to use contractions and correct oneself.
3. **Extend** your answer appropriately. You can use examples, reasons, further explanation or contrast to extend your answer. Be aware, however, that very long answers are not always a good idea. It is possible that you will go off topic and lose coherence.

Examples:

How many languages do you speak? - I speak three languages. My first language is Uzbek and I speak English and Russian too. I've been learning English since I was 11. I started learning it when I was in secondary school.

Do you play any sports? - Actually, no. I'm not really interested in playing sports. I like watching sport on TV and I really enjoyed keeping up with the Olympics recently.

4. Make your answers personal and memorable. Link your answers to your personal experience.
5. You can start by repeating/reformulating or commenting on the question. It allows you a little time to think.

Examples: "What did I enjoy doing as a child? Let me see..."

"That's not something I've thought about before. It's an interesting question."

6. You can also use **fillers** (That's a good question, Well, let me think ..., You know ..., etc.). They make your speech sound natural and allows you a little time to think.
7. If you have made a mistake and you can **correct** it immediately, do so. This will show the examiner that you have control over the language. If, however, you are unsure how to correct yourself, move on.
8. If you **don't understand** the question, ask the examiner to repeat or explain it - you should not be penalized for this.
9. In long turns and presentations, use **preparation time** wisely and make notes of the points you'd like to make. Do not try to write full sentences - write only key words.
10. **Structure** your talk. Make a clear beginning, main part and ending.

Sample Exam Questions

Warm-up

Good morning/afternoon. My name is and, what is your name?

Could you show me your identification document, please? Thank you.

Stage 1

First, let's talk about your hometown.

- What is special about your hometown?
- How do you usually travel around your hometown?
- What are some problems faced by your hometown?

Now, let's move to the topic of eating habits.

- What types of food are popular in your country?
- How are the eating habits now in your country different from eating habits in the past?
- How may eating habits change in coming decades?

Stage 2

Now we move to Stage 2.

I would like you to speak up on a topic that I'm going to give to you. You have one minute to think of what you are going to say. Here is some paper and a pen, so you can make notes if you wish. You will need to speak for about two minutes.

I'd like you to describe someone who has had an important influence on your life and explain why they have had such an influence on you.

(one minute preparation time)

Your preparation time is up. Could you please start talking now?

Stage 3

Now we move to Stage 3.

I'd like you to make a presentation on a topic. You should state your opinion, develop it and provide details to support your opinion. You have one minute to think of what you are going to say. Here is some paper and a pen, so you can make notes if you wish. You will need to speak for about three minutes.

Your topic is: Do the advantages of the Internet outweigh its disadvantages?

(one minute preparation time)

Your preparation time is up. Could you please start talking now?

Thank you. This is the end of your interview.

Activity 1: Work in pairs. Answer the following questions. Add extra questions where appropriate.

1. What do you do in your spare time?
2. How long have you been interested in this?
3. Do you do this alone or with other people?
4. How much time do you spend doing this in an average week?
5. Where do you do it?
8. Do you need any special equipment to do it?
7. What is it about this particular activity that suits your personality?
8. Why is it generally beneficial for people to have hobbies?
9. How do you benefit from yours?
10. Is it an expensive hobby?
11. What are the disadvantages of your hobby?

Activity 2: Answer the questions.

1. Which of the following do you enjoy reading in your language?
- novels; - plays; - newspapers; - biographies; - sports books; poetry
- cartoons; - magazines; - popular science books
2. What kinds of things do you enjoy reading in English?
3. Are you someone who can read anywhere, or do you have a favourite place?
4. Do you need peace and quiet to be able to read, or can you concentrate even in noisy situations?

Activity 3: Work in pairs. Choose one of the task cards below and spend one minute preparing what to say. Make a few written notes to remind yourself of points to include.

1. Describe an object that you particularly like and explain why this object is special to you.
2. Describe a book you have enjoyed reading and explain what you liked about it.
3. Describe a newspaper or magazine you enjoy reading explain why you enjoy reading it.