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## **GOING IN FOR MEDIA LITERACY**

Навчальний посібник

Рекомендовано вченою радою Сумського державного університету

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Навчальний посібник спрямований на розвиток навичок розуміння й аналізу оригінальних текстів англійською мовою зі сфери журналістики, реклами та медіаграмотності, умінь брати участь у дискусіях, розширення словникового запасу та вдосконалення знань із граматики англійської мови.

Призначений для здобувачів вищої освіти спеціальності 061 «Журналістика» денної та заочної форм навчання, а також усіх, хто прагне розширити свої знання з журналістики англійською мовою.

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## ПЕРЕДМОВА

Навчальний посібник з англійської мови «Going in for Media Literacy» розрахований на студентів старших курсів спеціальності 061 «Журналістика» денної та заочної форм навчання. Видання розроблене відповідно до програми з англійської мови для професійного спрямування (АМПС).

Посібник складається з шести розділів, послідовно згрупованих за професійною тематикою: друковані ЗМІ, світова преса і реклама. Структура та послідовність розділів відповідають дидактичному принципу поступового зростання труднощів – як лексичних, так і граматичних. Принцип подання та комплектації завдань забезпечує найбільш ефективний та раціональний спосіб формування навичок та вмінь роботи з фаховим англійським матеріалом. Системність у структурі, послідовність та циклічність завдань забезпечують чітку організацію навчального процесу, що сприяє мотивації, зацікавленості та розвитку комунікативної компетентності, пізнавально-творчої самостійності студентів. Тексти, до-текстові та післятекстові вправи достатньо насичені професійною термінологією, що значно прискорює засвоєння нового матеріалу. Підсумкові вправи до кожного розділу забезпечують контроль володіння базовою лексикою, навичками усного монологічного та діалогічного мовлення, вміння складати стислі повідомлення, розроблення творчих та проектних робіт. Завдання підвищеного рівня складності позначені зірочкою\*.

Останній розділ пропонує граматичні таблиці основних типів питальних речень, усіх часових форм дієслова для активного та пасивного стану, ступенів

порівняння прикметників, модальних дієслів, умовних речень та список неправильних дієслів. Для закріплення кожного граматичного блоку запропоновано низку тренувальних вправ.

Під час укладання навчального посібника було опрацьовано велику кількість новітніх першоджерел, що відповідають сучасним вимогам програми АМПС для формування англомовної граматичної й лексичної компетенції здобувачів вищої освіти.

## UNIT I MASS MEDIA

***Exercise 1. Study basic media terms and memorize them.***

<i>Word</i>	<i>Example</i>	<i>Meaning</i>
medium ( <i>pl. media</i> )	TV is an electronic medium. The media often write about famous people	TV, radio, newspapers, magazines and the internet are kinds of mass media
magazine	Do you read women's magazines?	Something you can buy every week or month, often with stories and coloured photos, e.g. <i>Time Magazine, Vogue</i>
opinion	What's your opinion of the events?	What you think about something
to report	Journalists report the news from all over the world	Give information on the news; the person is a reporter (journalist)
event	The Olympic Games is a very big event	something important that happens. It can be good or bad
die	Fortunately, nobody died in the accident	Stop living
war	The two countries were at war for ten years	If a country is at war, it is fighting with another country; when a war ends, there is peace
disaster	The tsunami was a terrible disaster	Something very bad that happens, often when a lot

		of people die
celebrity ( <i>pl.</i> celebrities)	There were a lot of celebrities at the first night of the film	Famous person, usually from TV, film or sports
advertisement (also advert, ad)	There are too many adverts on TV and in the press	Text, picture or short film which try to sell you something

**Exercise 2. Is the meaning of the sentences the same or different? Write S or D.**

<i>Model:</i>	What do the media say about him?	What does the advert say about him?	<b>D</b>
1.	There is peace between the two countries.	There is war between the two countries.	
2.	What's your opinion of the news?	What do you think of the news?	
3.	It was a great event.	It was a great advertisement.	
4.	He is reporting from Seoul.	He is giving the news from Seoul.	
5.	I read it in an article.	I read it in an advertisement.	
6.	She's a TV celebrity.	She's on TV a lot.	
7.	Where did he live?	Where did he die?	

**Exercise 3. Complete the text with media terms from Exercise 1 in the correct form.**

The *media* are TV, radio, newspapers, (1) \_\_\_\_\_, and the internet. The media (2) \_\_\_\_\_ on important (3) \_\_\_\_\_ from around the world. For example, (4) \_\_\_\_\_ like the Asian tsunami, or (5) \_\_\_\_\_ between different countries. As well as reporting the news, the

media give their (6) \_\_\_\_\_ of events round the world. And reporters also like to write about (7) \_\_\_\_\_ such as Tom Cruise and Angelina Jolie.

***Exercise 4. Read the first part of information about modern mass media. Memorize the basic vocabulary that follows it.***

### TEXT 1

## MASS MEDIA

### PART I

**Mass media** or mass communications are one of the most characteristic features of modern civilization. People are united into one global community with the help of mass media. People can learn about what is happening in the world very fast using mass media. The mass media include newspapers, magazines, radio, television and the internet.

Newspaper was the earliest kind of mass media. The first newspaper was Roman **handwritten newsheet** called *Acta Diurna (Daily Events)* started in 59 B.C. Magazines appeared in 1700's. They developed from newspapers and **booksellers'** catalogues. Radio, TV and the internet appeared only in the 20th century.

Newspapers can present and comment on the news in more detail compared with radio and TV **newscasts**. Newspapers can **cover** much more events and news in their **columns**.

Magazines do not **focus** on daily, rapidly changing events. They provide more **profound** analysis of events of **preceding** weeks. Magazines are designed to be kept for a longer time so they have **cover** and **binding** and are printed on better paper.

The most **exciting** and **entertaining** kind of mass media is television. It brings moving pictures and sounds directly to people's homes. So one can see events that take place far away just sitting at home.

Radio is **widespread** for its **portability**. It means that radio can easily be carried around. People like listening to the radio on the beach or picnic, while driving a car or just walking down the street. Music programmes are the main kind of radio entertainment.

Nowadays the internet has become the quickest means of spreading news and information. It is our modern day information highway.

mass media (or mass communication) – засоби масової інформації  
handwritten – написаний від руки  
newssheet – листівка  
bookseller – продавець книг  
newscast – огляд новин  
newscaster – диктор, радіокоментатор  
cover – висвітлювати, обкладинка  
column – колонка, шпальта,

постійний розділ  
focus – зосереджуватися  
profound – глибинний  
preceding – попередній  
binding – зшивка, скріплення  
exciting – захоплюючий  
entertaining – розважальний  
widespread – широко розповсюджений  
portability – портативність

***Exercise 5. Answer the questions in writing.***

1. What kinds of mass media do you know?
2. What was the earliest kind of mass media?
3. Why is television so exciting?
4. What is the reason for widespread use of radio?
5. What advantages do newspapers have over the other kinds of mass media?
6. What is the difference between a newspaper and a magazine?



**Exercise 6. Tick your answers to the questions and study the glossary that follows it.**

### **MEDIA QUESTIONNAIRE**

1. Why do you read a **newspaper**?

- a to **find out** what has **happened**
- b because of interesting **articles**
- c for the sports results
- d for the business news

2. What do you watch on TV?

- a **the news**
- b **soaps**
- c films
- d **nothing much**

3. What do you listen to on the radio?

- a the news
- b music **programmes**
- c the **weather forecast**
- d nothing much

4. Do you **believe** what you read or hear in the news?

- a yes, **all** of it
- b yes, **most** of it
- c yes, **some** of it
- d no, **none** of it

**newspaper (paper)** – e.g. *The Times*, *The Herald Tribune*

**find out** – get information or facts

**happen** – take place, e.g. “We don’t know what will happen tomorrow”

**article** – a piece of writing in a paper or magazine

**on TV / on the radio** not ~~in TV / in the radio~~, but in the paper

**the news** – a TV or radio programme about important things happening in the world

**soap** – a story on TV two or three times a week about the lives and problems of a group of people

**nothing much** – nothing important

**programme** – a TV or radio show, e.g. the news

**weather forecast** – a description of the weather for the next few days

**believe** – think that something is true

**all** = 100%, **most** = 80 - 95%, **some** = 30 - 50%, **none** = 0%

**NOTE:** We *watch TV*, but we *see or watch a programme*. We *listen to the radio*, but we *hear or listen to a programme*.

**Exercise 7. Underline the correct answer.**

*Model:* Don't believe / *listen* what you see.

1. Read an article *on* / *in* the paper.
2. Let's listen to *the* / *a* news.
3. Watch a programme *in* / *on* TV.
4. Find – / *out* what has happened.
5. See the *programme* / *article* on TV.
6. Did you hear – / *to* the sports results?
7. I heard all – / *of* it *on/in* the radio.
8. See – / *to* the film.
9. I watched most – / *of* it.

**Exercise 8. Complete the dialogues.**

*Model:* I always read a paper at the weekend. – But do you read all of it?

1. Did you \_\_\_\_\_ TV last night? – Yes, I \_\_\_\_\_ a programme about dogs.
2. I read the story but I don't \_\_\_\_\_ it's true. – No, \_\_\_\_\_ of it is true. It's all false.
3. Have you heard the \_\_\_\_\_? – No, what's \_\_\_\_\_?
4. Did you \_\_\_\_\_ to the radio today? – Yes, I \_\_\_\_\_ the 8 o'clock news.
5. What's in the \_\_\_\_\_ this morning? – I don't know; I never buy one.

6. Have you seen the weather \_\_\_\_\_? – Yes, it's going to rain.

7. What did you \_\_\_\_\_ on TV? – Oh, nothing \_\_\_\_\_.

***SPEAKING TASK A. Read the media questionnaire in exercise 6 again. Check your answers, or write a different answer. Ask another student about the media.***

***Exercise 9. Read the second part of information about modern mass media. Memorize the basic vocabulary that follows it.***

## TEXT 2

### MASS MEDIA

#### PART II

Mass media have become an important part of our life. We all have already become listeners, readers, **viewers** long time ago. We get information we need while we are reading newspapers and magazines, watching TV, listening to the news on the radio or the internet. If you want to relax, you can just **switch on** any FM station and enjoy music channels and have a fun. Now you can **hardly** imagine that not long ago there were no FM radio, no **satellite television** and the internet at all.

Newspapers, with their **enormous circulation** and different kinds of news, can **supply** any kind of information. They carry articles that cover the latest international and national events, all kinds of **rumours**, **advertising**, fun stories, biographies of well-known people, etc. One can buy newspapers with a full **coverage** of commercial, financial, public affairs and TV programs. There are newspapers and magazine for young people. They give a wide assortment of news, events and **reports** on education, sports, cultural life, entertainment, **fashion**, etc.

«News is not what really happens, it's what you hear or read in mass media.» It is said of those who think the press forms public opinion, influences governmental policy, gives citizens a view of their own country and foreign countries as

well. The press performs a few functions: informative, entertaining, commercial. It is addressed to people of different political views and different statuses. There is a well-known joke circulating among the publishers, which exactly defines their idea of news: «If a dog bites a man, that's not news, but if a man bites a dog, that is news.» In other words, news must be something unusual, unexpected, and sensational.

Everyone knows that we get a great amount of information especially from TV. It is an immensely powerful **medium** as it uses the most important form of communication, the visual image. Many programs are broadcasting now with the help of which we can choose everything we want. Some viewers are fond of watching different shows, movies, sports, plays, games, educational and cultural programs and so on. Our television **provides** so much information! It can vary from social and economic crises, conflicts, wars, disasters, **earthquakes** to diplomatic visits and **negotiations**; from terrorism, corruption to **pollution** problems, **strikes** and social movements. It is mass media that provide us with new, first hand and reliable information. But sometimes we are lost in this information ocean.

viewer – глядач  
 switch on – вмикати  
 (телевізор, радіо)  
 hardly – ледве, навряд чи  
 satellite television –  
 супутникове телебачення  
 enormous – величезний

circulation – тираж,  
 розповсюдження  
 supply – забезпечувати  
 rumours / gossip – чутки,

coverage – висвітлення в  
 пресі  
 report – репортаж,  
 повідомлення, звіт  
 fashion – мода  
 medium – засіб, спосіб  
 broadcast – транслювати  
 provide – забезпечувати  
 earthquake – землетрус  
 negotiations – перемовини  
 pollution – забруднення  
 strike – страйк

плітки

advertise – рекламувати

**Exercise 10. Answer the questions in writing.**

1. How do we get the information that we need?
2. What information can we find in newspapers?
3. What functions does the press perform?
4. What kind of programs do channels broadcast? What is your favourite one?
5. Why can one be lost in the information ocean?
6. What is your favourite kind of mass media?

**SPEAKING TASK B. Use your answers to the questions after text 1 and 2 as a plan to speak about modern mass media.**

**Exercise 11. Read the information about a professional sportsman. Restore the word order in the general questions the journalist asked him. Imagine you are Tim Abbott and answer the questions. Use short answers. Identify the grammar forms. For reference see unit VI.**

Hi! My name's Tim Abbott and I play for Maidstone United in the Southern League. I've played with them for five years. We train for about six hours every day, but my manager thinks we should not train on Sundays. Last year I had a problem with my left knee and it's been painful since then. It hurts all the time. I'll stop playing when I'm about thirty-five. After that, I'll do something different.

*Model:* Tim/are/you/Abbott?

Are you Tim Abbott? – Yes, I am. (*Present Indefinite*)

1. United/play/do/you/Maidstone/for?

---

2. Premier/your/club/is/in/the/League?

---

3. have/played/for/with/them/you/ten/years?

---

4. you/do/train/for/seven hours/about?

---

5. tell/train/your manager/you/did/not/to/on Saturdays?

---

6. your/on Sundays/train/team/does?

---

7. did/this year/you/a problem/have?

---

8. your knee/has/now/stopped/hurting?

---

9. you/stop/you/are/playing/before/will/fifty?

---

10. then/you/different/will/do/anything?

---

**Exercise 12. Choose the right alternative and analyze its tense form. For reference see unit VI.**

1. Everything is going well. We *didn't have/haven't had* any problems so far.

2. Margaret *didn't go/hasn't gone* to work yesterday. She wasn't feeling well.

3. Look! That man over there *wears/is wearing* the same shirt as you.

4. Your son is much taller than when I last saw him. He *grew/has grown* a lot.

5. I still don't know what to do. I *didn't decide/haven't decided* yet.

6. I wonder why Jim *is/is being* so nice to me today. He isn't usually like that.

7. Jane had a book open in front of her but she *didn't read/wasn't reading* it.

8. I wasn't very busy. I *didn't have/wasn't having* much to do.

9. Mary wasn't happy in her new job at first but she *begins/is beginning* to enjoy it now.

10. After graduation from university, Tim *decided/has decided* to get a well-paid job.
11. When Sue heard the news, she *wasn't/hasn't been* very pleased.
12. This is a nice restaurant, isn't it? Is this the first time you *are/you've been* here?
13. I need a new job. *I'm doing/I've been doing* the same job for too long.
14. "Ann has gone out." "Oh, has she? What time *did she go/has she gone*?"
15. "You look tired." "Yes, *I've played/I've been playing* basketball."
16. Where *are you coming/do you come* from? Are you Ukrainian?
17. I'd like to see Tina again. It's a long time *since I saw her/that I didn't see* her.
18. Bob and Alice have been married *since 20 years/for 20 years*.

**Exercise 13. Underline all the verb forms in the text. Then match them with the names of the tenses.**

- |                   |                    |                    |
|-------------------|--------------------|--------------------|
| a. Present Simple | f. Present Perfect | j. Perfect         |
| b. Past Simple    | g. Present Perfect | infinitive         |
| c. Future Simple  | Continuous         | k. Perfective -ing |
| d. Present        | h. Past Perfect    | form (gerund)      |
| Continuous        | i. Past Perfect    | l. Perfective -ing |
| e. Past           | Continuous         | form (participle)  |
| Continuous        |                    | m. Future Perfect  |

Maria came (b.) home rather late. She had been working (i.) hard on the school play they were going to have the following week. Having closed the door behind her, she realised that the house was completely dark and very quiet. "Where have they all gone?" she wondered. She switched on

the light and went upstairs to check the bedrooms. There was no one there, and the beds looked as if nobody had slept in them. She remembered having left her red sweatshirt on the bed but it wasn't there. She was beginning to feel scared. And then the telephone rang. She picked up the receiver and heard her father's voice saying 'Hi, where have you been? We have been trying to contact you all evening. You must have switched off your mobile. Ted has won the school chess championship and we are celebrating in the pizzeria round the corner. Come and join us!' 'But you will have eaten by the time I get there', Maria said. 'No problem. We will order another one for you.' Maria left to join them. But she didn't forget the moment of panic she had experienced just before the phone rang.

**Exercise 14. Match the following English media terms with their Ukrainian equivalents and memorize them.**

#### **Part I**

- |                           |                               |
|---------------------------|-------------------------------|
| 1) mass media             | a) скарги                     |
| 2) periodicals            | b) справедливість,            |
| 3) free distribution      | неупередженість               |
| 4) advertising            | c) незалежний, самостійний    |
| 5) libel                  | d) втручання в особисте життя |
| 6) censorship             | e) засоби масової інформації  |
| 7) independent            | f) періодичні видання         |
| 8) complaints             | g) щотижневик                 |
| 9) intrusion into privacy | h) безкоштовне розповсюдження |
| 10) impartiality          | i) реклама, рекламування      |
| 11) feature (article)     | j) цензура                    |
| 12) weekly                | k) наклеп, дискредитація      |
|                           | l) нарис, велика стаття       |

#### **Part II**

- |                 |                                |
|-----------------|--------------------------------|
| 1) competition  | a) неупереджена інформація     |
| 2) choice       | b) передплата                  |
| 3) satellite TV | c) сюжет, газетний матеріал    |
| 4) pastime      | d) сучасні, актуальні, поточні |



- |                         |  |
|-------------------------|--|
| 5) programme content    | новини                                 |
| 6) controversy          | е) проведення часу                     |
| 7) circulation          | ф) суперництво, змагання               |
| 8) story                | г) зміст програми                      |
| 9) unbiased information | h) вибір                               |
| 10) subscription        | і) супутникове телебачення             |
| 11) current news        | ж) поширення, розповсюдження,<br>тираж |
|                         | к) суперечка, дискусія                 |

***Exercise 15. Which is the odd word in each group and why?***

- |               |           |             |            |
|---------------|-----------|-------------|------------|
| 1. local      | newspaper | magazine    | weekly     |
| 2. radio      | press     | television  | news       |
| 3. view       | opinion   | circulation | comment    |
| 4. politician | publisher | editor      | journalist |
| 5. popularity | public    | audience    | readers    |

***Exercise 16. Read the text and answer the questions that follow it.***

### **TEXT 3**

#### **MASS MEDIA IN UKRAINE**

Ukrainian mass media, which include press, radio and television, are independent, and the state guarantees their economic independence. There are a lot of periodical editions in Ukraine now. New radio and TV channels, newspapers and magazines appear practically every year.

The role of mass media in our everyday life is enormous. Where do we get most of the news? From TV or radio news programmes, from newspapers or the internet. What forms public opinion? Mass media. So they bear great

responsibility and should always give truthful and unbiased information to their readers and viewers.

In Ukraine there are several information agencies that supply the population of the country with the latest news. These agencies are: the *UKRIFORM – Ukrainian National Information Agency*, the *UNIAN – the Ukrainian Independent News Agency*, *Interfax – Ukraina* and some others. These agencies have reporters in every administrative region of our country and in all major foreign countries. They collect most interesting and important information for the readers of newspapers and magazines and for the TV viewers.

There are newspapers and magazines for the readers of all ages and professions, with different interests, tastes and hobbies. For example, those who are interested in politics can read the newspapers *Den'*, *Siohodni*, *Fakty*, *Kyivski Vidomosti*. In these newspapers the readers can also find information about home affairs, culture and sports. These publications deal with the burning problems of our present life and history. At the same time, there you can find amusing stories, crossword puzzles that can entertain you in your pastime. There are also magazines for businessmen and businesswomen, for scientists and gardeners, etc. Those who like to learn about the new publications in literature can read the magazines *Dnipro* and *Vsesvit*. Teachers have their own newspaper *Vchytelska Hazeta*. Specialists of different subjects can buy journals in their special fields. Young people like to read the newspapers *Artmozaika*, *Telenedilia* and others.

Ukrainian learners of English can find a lot of interesting information in the newspapers and magazines published in English – *Kyiv Post*, *News from Ukraine*, *Digest*.

Some magazines are published every month, and they are called monthlies; if they are published every 3 months, they

are called quarterlies. Newspapers are usually published daily or weekly.

***Exercise 17. Answer the following questions about mass media.***

1. Do all the members of your family read newspapers and magazines? Do they have any preferences?
2. Do your friends and acquaintances prefer to subscribe to periodicals or buy them in the news-stands/news agents?
3. If you read a newspaper or a magazine, do you begin reading from the very first page or from your favourite sections?
4. Do you have a favourite TV channel? What attracts you in it? Does it have any specialisation, like a music channel?
5. If you are listening to your favourite radio music channel, are you irritated when the music is interrupted by the news?
6. Do you like to read gossip in the celebrity columns? Do you think that it is an intrusion into privacy?
7. What is your opinion about advertising in mass media? Do you like it? Why is it necessary?
8. Some people say that they prefer not to watch or listen to the news programmes and not to read newspapers because they feel very many negative emotions afterwards. What is your opinion?
9. If you were offered a choice to watch TV, to listen to the radio, to read a book or a magazine or a newspaper, which would you prefer and why?

***Exercise 18. Match English press terms with their Ukrainian equivalents. Memorize them.***

- |                    |                          |
|--------------------|--------------------------|
| 1) editor-in-chief | a) позаштатний журналіст |
| 2) editorial       | b) підзаголовок, субтитр |
| 3) glossy          | c) художник-графік       |

(magazine)

4) undertitle,  
subtitle

5) international  
update

6) column  
conductor

(columnist)

7) gossip column

8) freelance

9) black-and-  
white artist

d) передова або редакторська стаття

e) глянцевий ілюстрований журнал

f) головний редактор

g) міжнародні новини

h) розділ світської хроніки

i) журналіст, який веде певну  
рубрику, оглядач, рубрикар

**Exercise 19. Study the information about an editor and the glossary that follows it.**

### LIFE AS AN EDITOR

Meet Ben Davis, who has spent his **whole** working life in **journalism**. He's now the **editor** of *The Evening Star*, a local **daily** paper published in Birmingham. He's been a news reporter on **several national** papers, a sport editor, and a headline writer. *The Star* covers **current affairs**, sports, crime, and so on, but one **section** of the paper is about **culture**. It's a good paper, but newspaper sales generally are **declining** because of TV and the internet. It's not good time for **the press**.

#### Glossary:

**whole** – complete, with no parts missing; *syn.* **entire**.

**journalism** – the profession of collecting and writing about news in newspapers, on TV, etc.

**editor** – the person in charge of a newspaper, magazine, etc;  
**edit** *v.*

**daily** – you can get a **daily** (newspaper) every day, except Sunday.

**several** – more than two, but not many.

**national** – connected with all of a country (**international** – involving two or more countries).

**current affairs** – important political or social events happening now.

**section** – one of the parts into which a periodical is divided.

**culture** – activities involving art, literature, music, etc;

**cultural** *adj.*

**decline** – become weaker or smaller; **decline** *n.*

**the press** – newspapers and the journalists who work for them.

**publish smth** – prepare and print a book, newspaper, etc;

**publishing** *adj.*

*Exercise 20. Identify the given words and their parts of speech.*

INTERNATIONALWHOLEPRESSDECLINEDAILYSECTI  
ONBVMNEDITJOURNALISMENITIRECULTURENATIIO  
NALCULTURALUYT

*Exercise 21. Is the meaning the same or different? Write S or D.*

*Model:* She edits the newspaper. / She's an editor.      **S**

1. I didn't understand the article. / I didn't understand the headline.

2. Which section do you read first? / Which part of the paper do you read first?

3. I'm interested in current affairs. / I'm interested in cultural events.

4. The number of journalists has declined. / The number of journalists has gone up.

5. She read the entire paper. / She read the whole paper.

6. She's worked there for several years. / She's worked there for some years.

*Exercise 22. Complete the sentences. Use the first letter as a prompt.*

*Model:* The article is in the sports section on page 34.

1. I always turn to the section on **c**\_\_\_\_\_ first to read about the latest films and books.
2. My friend reads all papers and is fascinated by the **p**\_\_\_\_\_. He wants to be a **j**\_\_\_\_\_.
3. The paper is **p**\_\_\_\_\_ in Sumy and sold everywhere in the region.
4. I spent the **w**\_\_\_\_\_ morning today reading the news about the **i**\_\_\_\_\_ situation.
5. According to recent surveys, newspapers sales are going up in China, but they're **d**\_\_\_\_\_ in Europe.
6. Do you buy a **d**\_\_\_\_\_ newspaper?

**Exercise 23. Read and complete this newspaper cutting. Use these time expressions from the box.**

<i>in the afternoon</i>	<i>in the morning</i>	<i>after</i>
<i>lunch</i>	<i>after that</i>	<i>yesterday</i>

### **CITY WELCOMES MEDIAPEOPLE**

(1) \_\_\_\_\_ the Lord Mayor of London welcomed foreign delegations to the City of London. (2) \_\_\_\_\_ media publishers from more than 20 countries visited the European forum *Modern Media*.

(3) \_\_\_\_\_ they attended a lunch in their honour at the Guildhall. (4) \_\_\_\_\_ The Lord Mayor presented a short film and talked about developments in world mass media.

(5) \_\_\_\_\_ the guests toured the City. They visited St. Paul's Cathedral and other famous sights of the City.

**Exercise 24. Match the names of periodicals with their descriptions.**

**Translate them.**

1) quality newspapers (qualities)	a) focuses more on sensations than serious news; with large headlines and stories about celebrities, crimes and UFO sightings
-----------------------------------	---

2) trade publications	b) may be published weekly or monthly; concerned with fashion, music, computers or may review the weeks news
3) journal	c) are self-published periodicals printed and distributed in a network
4) newsletters	d) is a magazine with cartoon stories, often (though not always) for children
5) e-zines	e) are written by and for people within a particular field of industry or business
6) tabloid (newspaper)	f) are often called broadsheets because they are printed on large pages, report national and international news and are serious in tone
7) comic (book)	g) is usually an academic magazine
8) magazine	h) comes out once a week (often on Sundays) as a separate addition to the newspaper
9) colour supplement	i) are produced by various organizations to inform readers about the activities of the group

***Exercise 25. Read and translate the text.***

#### **TEXT 4**

#### **WORLD MEDIA**

In Britain the newspaper industry, often called Fleet Street, has a major influence on public opinion and is a strong force in political life. The freedom of the press to publish everything, without the government interfering, is considered important. Moreover, in the USA freedom of the press is assured by the first amendment of the constitution. The tabloids often rely on cheque-book journalism (paying people large amounts of money for their story) in order to be the first to publish a human-interest story. Many people

don't like this approach. Recently, there has been concern about people's rights to privacy. Now a voluntary press code also gives guidelines on photographing famous people.

In the US journalists try to be objective in reporting facts, but financial pressures can work against this. Most of a paper's profits come from advertising. If a company is offended by something the paper writes, it may decide not to advertise there again.

Newspapers get material from several sources. Staff reporters write about national or local news. Major newspapers also have their own foreign correspondents or freelancers throughout the world. Others get foreign news from press agencies, such as Associated Press or Reuters. Some papers have their own features writers. In the US features are usually syndicated, which means that one newspaper in each area can buy the right to print them. The editor decides what stories to include each day, but the publisher or owner has control over general policy. Newspaper owners are very powerful and are sometimes called press barons or tycoons. The most famous ones in recent years have been Robert Maxwell and Rupert Murdoch.

***Exercise 26. Mark true or false sentences on Text 4. Correct the false statements.***

1. The British government has a major influence on the newspaper industry.
2. The freedom of the press is to publish everything with the official censorship.
3. Most people prefer cheque-book journalism.
4. There are a lot of human-interest stories in tabloids.
5. Press code gives only guidance on taking pictures of famous personalities.



6. The US and British journalists are always objective and concerned about people's rights to privacy.
7. Advertising is the main source of a paper's profits in Great Britain and in the USA.
8. Staff reporters decide what materials to publish.
9. Main newspapers also have their own staff reporters, foreign correspondents, feature writers and freelancers.
10. Press barons are the most famous people.

**WRITING TASK\***. *Explain the meaning of the press terms listed below.*

*freedom of the press; cheque-book journalism; press code; staff reporters; foreign correspondents; press agencies; wire services; features writers; publisher; press baron*

*Model:* Fleet Street

It was in a Fleet Street tavern that the British press was born. This thoroughfare in central London has been the home of the British press for 300 years. Almost all Britain's national newspapers are published here. Here also are the headquarters of many magazines, foreign and provincial press bureaus, international news agencies, trade papers, and the attic offices of freelance journalists.

**Exercise 27\***. *Put the verb into the correct form, present simple (I do), present continuous (I am doing), past simple (I did), past continuous (I was doing) or present perfect (I have done). For reference see unit 6.*

1. We can go out now. It \_\_\_\_\_ (not/rain) any more.
2. Ann \_\_\_\_\_ (wait) for me when I \_\_\_\_\_ (arrive).
3. I \_\_\_\_\_ (get) hungry. Let's go and have something to eat.
4. What \_\_\_\_\_ (you/do) in your pastime? Have you got any hobbies?

5. What speed \_\_\_\_\_ (the car/do) at the time of the accident?
6. Mary usually \_\_\_\_\_ (phone) me on Fridays but she (not/phone) yet.
7. – When I last saw you, you \_\_\_\_\_ (think) of moving to a new flat.  
– That’s right, but in the end I \_\_\_\_\_ (decide) to stay where I was.
8. What’s that noise? What \_\_\_\_\_ (happen)?
9. It’s usually dry here at this time of the year. It \_\_\_\_\_ (not/rain) much.
10. Yesterday evening the phone \_\_\_\_\_ (ring) three times while we \_\_\_\_\_ (have) dinner.
11. Linda was busy when we \_\_\_\_\_ (go) to see her yesterday. She \_\_\_\_\_ (study) English. We \_\_\_\_\_ (not/want) to disturb her, so we \_\_\_\_\_ (not/stay) very long.
12. When I first \_\_\_\_\_ (tell) Tom the news, he \_\_\_\_\_ (not/believe) me. He \_\_\_\_\_ (think) that I \_\_\_\_\_ (joke).

***SUGGESTED ACTIVITY IN CONCLUSION. This challenging word search puzzle will help you better learn topical vocabulary. Translate the given words. Find the words in the grid and number them. The words can go either across, down, diagonal or backwards.***

### IN THE MEDIA

- |             |               |                |             |
|-------------|---------------|----------------|-------------|
| 1. ANALYSIS | 11. DIAGRAM   | 21. LIMIT      | 31. REPORT  |
| 2. ANSWER   | 12. DIGNITARY | 22. MAGAZINE   | 32. SEATS   |
| 3. ASK      | 13. EPIC      | 23. MEDIA      | 33. SPEAKER |
| 4. CAMERA   | 14. EVENT     | 24. MICROPHONE | 34. SPEECH  |

- |              |            |               |                |
|--------------|------------|---------------|----------------|
| 5. CHAIRS    | 15. FILE   | 25. NEWSPAPER | 35. SUBJECT    |
| 6. CHART     | 16. FILM   | 26. PLAN      | 36. TELEVISION |
| 7. COMMENT   | 17. GOAL   | 27. PODIUM    | 37. THEATRE    |
| 8. COMMUNITY | 18. GRAPH  | 28. PRODUCT   | 38. TIME       |
| 9. CURRENT   | 19. IDEA   | 29. QUESTION  | 39. TOPIC      |
| 10. DETAILS  | 20. INFORM | 30. RADIO     | 40. WORLD      |

S	E	A	T	S	N	O	I	T	S	E	U	Q	M
U	T	T	R	O	P	E	R	P	O	D	I	U	M
B	I	R	E	P	A	P	S	W	E	N	K	S	A
J	M	A	B	T	E	L	E	V	I	S	I	O	N
E	I	H	C	A	N	A	L	Y	S	I	S	M	C
C	L	C	F	A	T	C	U	D	O	R	P	I	O
T	N	E	V	E	M	R	O	F	N	I	E	C	M
E	O	E	R	T	N	E	M	M	O	C	E	R	M
N	C	I	P	T	D	K	R	E	V	J	C	O	U
I	H	K	D	I	A	A	F	A	D	U	H	P	N
Z	A	L	A	A	C	E	H	I	R	I	L	H	I
A	I	G	A	I	R	P	H	R	L	F	A	O	T
G	R	D	P	O	A	S	E	T	I	M	E	N	Y
A	S	O	E	R	G	N	S	L	I	A	T	E	D
M	T	H	G	A	T	R	E	W	S	N	A	L	P

**FINAL SPEAKING TASK.** Answer the revision questions using the terminology of this unit and organise a group discussion.

1. Where do you and your family like to get news from: radio, TV, newspapers, magazines, Internet?
2. If you were offered a choice to read a book, a magazine, or a newspaper, which would you prefer? Why?
3. Do you think that «hot-news» about celebrities in the mass media is the intrusion into privacy? Why? Why not?
4. Which factors influence the circulation of newspapers and magazines?

5. What are the main changes in the history of mass media: from messengers to the Internet?
6. Do you think newspapers and magazines will last for a long time? What will the future of the mass media development be?

**UNIT II**  
**PRINTED MEDIA**  
**PART I**  
**PARTS OF NEWSPAPER**

*Exercise 1. Look at the following statements about news writing. Number the statements from 1 to 5: 1 = strongly agree, 2 = agree, 3 = partly agree, 4 = disagree, 5 = strongly disagree.*

1. The most important things in a good news story are shock, surprise and contrast. \_\_\_\_\_.
2. A good journalist can always write a short story, even if they would prefer to write a longer version. \_\_\_\_\_.
3. If you can't get the reader's attention in the first sentence, they won't bother to read the rest of the story. \_\_\_\_\_.
4. It's publishing house style, not only good journalism that makes a newspaper successful. \_\_\_\_\_.
5. You cannot know too much or have too many useful qualities to be a good journalist. \_\_\_\_\_.

*Exercise 2. Match English media terms with their Ukrainian equivalents and memorize them.*

**Part I**

- |                   |                            |
|-------------------|----------------------------|
| 1) publication    | a) перевага                |
| 2) public opinion | b) щотижневик              |
| 3) current events | c) заголовок, назва        |
| 4) advantage      | d) випуск                  |
| 5) section        | e) надавати, забезпечувати |
| 6) issue          | f) поточні події           |
| 7) title          | g) щоденне видання         |
| 8) weekly         | h) розділ, рубрика         |
| 9) daily          | i) видання                 |
| 10) to provide    | j) суспільна думка         |

## Part II

- |                       |                                 |
|-----------------------|---------------------------------|
| 1) pamphlet           | a) нарис, велика газетна стаття |
| 2) broadsheet         | b) кварталний науковий журнал   |
| 3) to focus           | c) щомісячне видання            |
| 4) feature (article)  | d) редактор                     |
| 5) quarterly journal  | e) зосереджуватися              |
| 6) monthly            | f) масові журнали               |
| 7) editor             | g) брошура, проспект            |
| 8) consumer magazines | h) художній твір, література    |
| 9) fiction            | i) бюлетень, періодичне видання |
| 10) bulletin          | j) широкоформатна газета        |

**Exercise 3. Read and translate the text using the media terms from the previous exercise.**

### TEXT 1

#### NEWSPAPERS VERSUS (VS) MAGAZINES

Newspaper is a publication that presents and comments on the news. Newspapers play an important role in shaping public opinion and informing people on current events.

The first newspapers were probably handwritten newsheets posted in public places. The first printed newspaper was Chinese publication called *Diabo (Ti-pao)* started in A.D. 700's. It was printed from carved wooden blocks. The first regularly published newspapers in Europe was *Avisa Relation* or *Zeitung*, started in Germany in 1609.

Magazine is also one of the major printed media. Magazine is a collection of articles and stories, which also contains illustrations. The earliest magazines developed from newspapers and booksellers catalogues. Such catalogues first appeared during the 1600's in France. In the 1700's pamphlets published at regular intervals appeared in England and

America. They were literary publications. One of the first British magazines *The Gentleman's Magazine* was published from 1731 to 1914. The first American magazine was called *American Magazine* or *A Monthly View*.

Magazines provide information on a wide range of topics such as business, culture, hobbies, medicine, religion, science, and sports. Some magazines' sections entertain their readers with fiction, poetry, photography or articles about TV or movie celebrities. Magazines are designed to be kept for a longer time in comparison to newspapers, and that is why they are printed on better paper and have covers and binding. There are specialized magazines intended for special business, industrial and professional groups, and consumer magazines intended for general public.

Magazines focus on major national and international events of the preceding week. But they do not focus on daily, rapidly changing events. Newspaper focuses on local news and provides information and comment faster than magazine. Newspapers also have certain advantages over other mass media – TV and radio. Newspaper can cover more news and in much detail than TV or radio newscast.

***Exercise 4. Answer the questions in writing.***

1. What is a newspaper?
2. What were the first newspapers?
3. What is a magazine?
4. What did magazines develop from?
5. What is the name of the first US and British magazine?
6. What kinds of information do magazines provide?
7. What kinds of magazines are there?
8. What is the difference in contents between a magazine and a newspaper?
9. What are the advantages of newspapers over the other mass media?

**Exercise 5. Look at the magazine titles in the box and answer the following questions. Which of the titles are familiar to you?**

<i>Vogue</i>	<i>Simply Knitting</i>	<i>Cosmopolitan</i>	<i>FHM</i>
<i>What car?</i>	<i>GQ</i>	<i>House Beautiful</i>	<i>Esquire</i>
<i>Glamour</i>	<i>PS3</i>	<i>Art Ukraine</i>	<i>In Style</i>
			<i>Sho T3</i>

1. Which titles give information about their content?
2. Which titles suggest a type of person or lifestyle?
3. Which titles give no obvious information about their content or readers?

**Exercise 6. Open the brackets and analyse the grammar forms. For reference see unit VI.**

1. The event just \_\_\_\_\_(to report) by the newspaper.
2. The publication \_\_\_\_\_(to do) at 6 o'clock tomorrow.
3. Don't open the door. The reporter \_\_\_\_\_ (to conduct) an interview.
4. The chief of staff was not in the room when I \_\_\_\_\_(to report) the proceedings of Parliament.
5. A journalist \_\_\_\_\_(to deal) with people every day.
6. The nature of news \_\_\_\_\_(to be) a favorite subject of discussion among mediemen.
7. In two years he \_\_\_\_\_(to become) an experienced editor.
8. While I \_\_\_\_\_(to look through) illustrated magazine I found many pictures of celebrities.



*Exercise 7. Study the general information about newspapers, magazines and do the activities that follow it.*

## NEWSPAPERS AND MAGAZINES

### Background

Most newspapers in Great Britain and the USA are **daily** (they **come out** / **are published** every day). Some are national, some are local. Magazines are **weekly** or **monthly** (published every week/ month). Some newspapers are **tabloids** (small in size). These are usually the **popular press** (short articles and lots of pictures), and they often have a large **circulation** (number of readers). The most serious newspapers are bigger in size. They are broadsheets. People often refer to newspapers as **the press**.

### Contents

**reports** – pieces of writing about news, e. g. **a report in** *The Times*

**articles** – pieces of writing about an important subject, e.g. **an article about** drugs

**headlines** – titles in large letters above the report / article, e.g. **a front-page headline**

**reviews** – articles giving an opinion of new films, books, etc. e.g. **a review of...**

**advertises (advertisements, ads)** – words and pictures about a product to make people buy it, e.g. **an ad for...**

### People

**editor** – a person in control of the daily production

**reporters / journalists** – people who report news and write articles

**photographers** – people who take the pictures for papers, magazines

### “It said in the paper that...”

When we refer to something written in a newspaper we use these phrases:

**It said in *The Times*** that they've found the missing girl.  
**According to *The Guardian*,** the missing girl was found last night.

***Exercise 8. Fill the gaps with a suitable preposition.***

1. There was a report \_\_\_\_\_ *The Independent* \_\_\_\_\_ this new law.
2. Have you read any reviews \_\_\_\_\_ his new film?
3. It's an advert \_\_\_\_\_ a type of mobile phone, I think.
4. I read it \_\_\_\_\_ the paper.
5. High unemployment won't last according \_\_\_\_\_ the paper.

***Exercise 9. Fill the gaps with a suitable word.***

1. – Is the paper published every day?  
– No, it \_\_\_\_\_ out once a week.
2. There are more than ten national \_\_\_\_\_ newspapers in Britain.
3. I haven't read *Hello* magazine. Is it a weekly or a \_\_\_\_\_?
4. The actor was interviewed for the newspaper by their best known \_\_\_\_\_.
5. Do you understand this \_\_\_\_\_? «200 WOMEN GIVEN WRONG DIAGNOSIS»
6. The picture on the front page of this magazine was taken by one of their youngest \_\_\_\_\_.
7. There was a fantastic \_\_\_\_\_ in the paper yesterday about the space. Did you read it?
8. I read a \_\_\_\_\_ of his latest film. It doesn't sound very good.
9. You often see \_\_\_\_\_ in the paper which promise that you can learn a language in ten hours with this method. It's nonsense.
10. \_\_\_\_\_ to *The Times*, the government is starting to panic.

**Exercise 10 Read the text and tick the statements below as TRUE (T) or FALSE (F). Correct the false ones.**

*Den'* is the leading national daily in our country. It gives full attention to home and world **developments**. The first article in the paper is the leader (leading, editorial article) which is of great importance, since it expresses the official view on significant political and social questions. It is never signed by the author. The leader is always a statement of opinion, often a critical review of a problem and usually calls for some particular action. The leader may be on any subject that is topical, or, of special interest. Leaders comment on foreign as well as home events. The editor may write them himself, but usually he delegates the task to an expert in the field of politics or economy. It is absolutely essential that the leader is up-to-date, so that although the general lines of the article may be worked out before, the actual writing is left to the last minute to allow the writer to deal with the very latest developments.

On the first page you will also find the major home news and items of foreign news. The second and the third pages are taken by home affairs. On the fourth and the fifth pages there are reports from various countries on world news.

On the last pages you will find the articles which are sometimes called features. The term «features» covers a wide range of subjects. It generally covers reviews of books, criticisms on the theatre, on music, art, films and television, articles on science, travel, chess problems, sport events.

***New vocabulary:***

**developments** – події, хід подій

1. National daily gives a brief account on home and world events. T \_\_\_\_/ F \_\_\_\_
2. Home news is always on the second page. T \_\_\_\_/ F \_\_\_\_

3. Features usually call for some particular action. T \_\_\_\_/ F \_\_\_\_
4. The leading article is always signed by the author. T \_\_\_\_/ F \_\_\_\_
5. It is a nation-wide quality paper. T \_\_\_\_/ F \_\_\_\_
6. Reports on world news are on the second and third pages. T \_\_\_\_/ F \_\_\_\_
7. Features are on the fourth and fifth pages. T \_\_\_\_/ F \_\_\_\_
8. The first article always represents the main political and social questions. T \_\_\_\_/ F \_\_\_\_
9. Home news are only on the first page. T \_\_\_\_/ F \_\_\_\_
10. This paper tries to entertain rather than inform. T \_\_\_\_/ F \_\_\_\_
11. The editor sometimes writes a leading article. T \_\_\_\_/ F \_\_\_\_
12. Leaders comment only on home events. T \_\_\_\_/ F \_\_\_\_
13. Features contain both serious and entertaining information. T \_\_\_\_/ F \_\_\_\_

**WRITING TASK. Think about newspapers in our country. Answer these questions in writing.**

1. How many daily national newspapers are there in Ukraine?
2. How many tabloids are there in your country?
3. How many newspapers come out only on Sunday in our country?
4. Which newspaper has the largest circulation in our region?
5. What kinds of magazines are your favourite ones?
6. Which magazine has the largest circulation?
7. Name two or three famous journalists who write for Ukrainian newspapers and/or magazines.

***Exercise 11. Read the text and do the activities that follow it, memorize the basic terminology.***

## **TEXT 2**

### **GENERAL ORGANIZATION OF NEWSPAPERS**

All newspapers have a fundamental organization in common, no matter what their size is. Each newspaper has five major departments:

*editorial*, which gathers and prepares the news, entertainment, and opinion materials, both written and illustrated;

*advertising*, which solicits and prepares the commercial messages addressed to the readers;

*circulation*, which has the task of selling and delivering the newspaper to the readers of a community;

*production*, which turns the editorial materials and advertisements into type and prints the newspapers;

and *business*, which oversees the newspaper's entire operation.

The newspaper printing is a rather unusual activity since each day the newspaper material is prepared anew. Newspaper **editorial board** work includes the following: getting the right news, writing it in the form of an article, selection of the best items for the print, and displaying the selected copy in the paper.

All these tasks are performed by journalists, editors. **Rewrite men, photographers, make-up editors and picture editors** are also responsible for the issue of the paper.

Thus, the **newspaper reporting** starts with collecting information for the paper. However, journalism does not stop here. News reporters, when determining which facts to investigate, ask 5 *W's & H* questions:

*Who* are the individuals that subscribe to our newspaper and want to know more?

*What* activities must be employed to understand, propose, investigate this initiative?

*When* will it be the optimal time to implement this initiative?

*Where* is the focus now and where will it be at the conclusion of this report?

*Why* is it necessary to investigate this concept, why is the timing important?

*How* would this idea be described now or in the future, with necessary modifications?

editorial board – редакція, редколегія	picture editor – художній редактор
rewrite man – літературний редактор	photograph – світлина, фотографія
make-up editor – технічний редактор	photographer – фотограф newspaper reporting – газетний репортаж

***Exercise 12. Answer the questions in writing.***

1. Does the number of newspaper departments depend on their size?
2. What are the major newspaper departments?
3. Why is the newspaper printing an unusual activity?
4. What does the newspaper reporting start with?
5. What are 5 *W's* & *H* questions which a reporter asks?

***Exercise 13. Match the beginnings of the sentences with the endings.***

**PEOPLE WORKING FOR NEWSPAPERS**

*Model:* A journalist writes or reports news either for a newspaper, radio or television.

1) a reporter	a) decides what goes in a newspaper or magazine b) finds interesting news stories and
---------------	--

2) the editor	writes about them
3) a correspondent	c) owns the newspaper d) sends reports from a particular part of the world or about a particular subject
4) a columnist	e) writes a regular column in a newspaper or magazine
5) a tycoon	

**Exercise 14. Match the newspapers with the definitions.**

### KINDS OF NEWSPAPER

*Tabloids* and *broadsheets* refer to the size of the newspaper – tabloids are smaller than broadsheets. However, when we talk about tabloids and broadsheets, we are really talking about the popular and serious press.

*The Press* means newspapers and journalists: «The Press seems to have turned against the Government recently.»

1) national paper	a) a paper that you can buy every morning
2) local paper	b) a paper that's sold throughout the country
3) daily paper	c) a paper produced in one town
4) broadsheet	d) a small paper with sensational stories about the private lives of celebrities
5) tabloid	e) a large serious paper that reports world events

**Exercise 15. Read the text and do the activities that follow it. Memorize the basic terminology.**

### TEXT 3

#### NEWSPAPER REPORTING

Journalism is a report of events as they appear at the moment of writing, not a definite study of a situation.

Historically the journalist carries out two main functions: reporting the news and offering interpretation and opinion based on news.

It is no secret that different newspaper publications differently influence the reader. It depends on the level of the skill of the journalist himself or the type of the topic being covered.

One can often hear some reporters who have just started their career in journalism asking this question: how to **conduct an interview**? There are hardly any rules because each **interviewee** is different. In most instances, the journalist's problem is how to get the interviewee to start talking. The opening questions are of special importance. The reporter should not ask questions that call for only yes-or-no response. Another problem is how to keep on talking. Some **interviewers** take large notes, others trust their memory and take notes only about the exact names, places and figures.

Newspapers and magazines publish a great deal of stories, not only news items or political stories, but stories of humorous or some other type. Such **essay**-type articles may be called **human interest stories**. Human interest stories are often written in the form of an interview, or as some journalists say, a «**profile**» is given. **Profile-type stories** may be characterised as «**personality sketches**» from which one learns a lot about interesting aspects of somebody's life. Other everyday topics covered by newspapers are stories on crime, medicine and law. Besides, newspapers carry many items on sports, celebrities, as well as stories on science, art and technology.

conduct an interview – брати інтерв'ю

interviewee – особа яка дає інтерв'ю, опитуваний,

human interest story – стаття для всіх

profile-type story – нарис про сучасників



респондент	personality sketch –
interviewer – особа, яка бере	замальовка
інтерв'ю, інтерв'юєр	essay – нарис

**NOTE** that the ending *-or, -er* indicates one who grants; *-ee* indicates one who receives. Words using these endings also include: *employer* (роботодавець) – *employee* (службовець, працівник).

**Exercise 16. Answer the questions in writing.**

1. What is journalism?
2. What functions does a journalist carry out?
3. What are the main steps in conducting an interview?
4. What articles may be called human interest stories?
5. In what form are human interest stories often written?
6. What reports and every day topics are rather popular?

**SPEAKING TASK.** Use the question exercises after the basic texts as a plan to speak on the newspaper structure and reporting.

**Exercise 17. Identify which section of the paper from the boxes below you would look in, if you wanted to find out about the following. One section is extra.**

**Sections / Parts of the Paper:**

**News and Features**

<i>Home news</i>	<i>Foreign news</i>	<i>Sports news</i>
<i>Business and money news</i>		

**Regular Features**

<i>Health, Fashion, Food</i>	<i>Editorial</i>	<i>Readers' letters</i>
<i>Reviews</i>	<i>Obituaries</i>	<i>Classified ads</i>
<i>TV and entertainment guide</i>	<i>Weather forecast</i>	<i>Personal ads</i>

- 1) the football results
- 2) what has been happening in the Middle East

- 3) a big fire in York
- 4) what readers think
- 5) the paper's opinion about something in the news
- 6) a new job
- 7) what is on at the theatre tonight
- 8) where to invest your money
- 9) the life of a famous actor who has just died
- 10) the temperature in Tenerife
- 11) finding a new partner
- 12) what a newly published book is like

**Exercise 18. Use these words to complete the sentences below.**

### **Talking About Newspapers**

*front page headlines privacy circulations supplement  
article*

1. Did you see that really interesting \_\_\_\_\_ about India in the paper last Sunday?
2. – Have you watched the news today? Somebody broke into the central bank last night.  
– No, but I'm sure it'll be on the \_\_\_\_\_ of all tomorrow's papers. I can see the \_\_\_\_\_ already!
3. – The tabloids are full of absolute rubbish.  
– I know. I'm amazed they have such big \_\_\_\_\_.
4. – I feel sorry for these film stars. Reporters seem to follow them everywhere.  
– No, they don't get much \_\_\_\_\_, do they?
5. I love the Sunday papers. There are so many sections and usually a colour \_\_\_\_\_ too.

**Exercise 19. Have you ever written a newspaper article? If so, what steps did you follow? Look at the steps for writing a newspaper article below and put them into a logical order. The first step has already been marked.**

\_\_\_\_\_ Check your article for mistakes.

\_\_\_ Plan (organize and paragraph your ideas).

**1** \_\_\_ Brainstorm the topic (write down ideas connected to the article).

\_\_\_ Research the story.

\_\_\_ Write the introduction.

\_\_\_ Conclude.

\_\_\_ Write the main body of the article.

**Exercise 20. Choose any newspaper (it can be in your native language if you don't have one in English) and complete the following sentences:**

1. I am going to analyze the newspaper Panorama.

2. The editorial is about \_\_\_\_\_.

3. The most interesting feature article is about \_\_\_\_\_.

4. There is an advice column on page \_\_\_\_\_, a crossword puzzle on page \_\_\_\_\_, a cartoon on page \_\_\_\_\_ and classified ads (starting) on page \_\_\_\_\_.

5. The most interesting business article is about \_\_\_\_\_, and the biggest sports story is about \_\_\_\_\_.

6. The most striking photograph shows \_\_\_\_\_.

**FINAL SPEAKING TASK. Bring any periodical to speak about it in detail using phrases given below. The previous exercises can also be helpful.**

*Kyiv Post*: to be a weekly; to inform the readers of a wide range of questions: the life of our country, the most significant events in foreign states; to be printed in English, Ukrainian, Russian.

*Panorama*: to come out once a week; to give full coverage to the burning local problems; to inform readers of major home affairs, culture and sport; to have a separate entertaining supplement with TV programs.

*Dnipro*: to be issued once a month; to give full attention to the latest literature publications in Ukraine; to be read by many young and old people.

**Exercise 21\***. Correct the following sentences.

1. I'm afraid that I have done a mistake.
2. It was the third time I saw that film.
3. You look beautifully.
4. I have a six years old daughter.
5. I am totally agree with you.
6. The police hasn't caught the murderer yet.

**Exercise 22.** Choose answers for the quiz using the names from the box below. Two of them are extra. Use a passive form in the correct tense.

<i>The Beatles</i>	<i>Eddy Murphy</i>	<i>Steven Spielberg</i>
<i>William Shakespeare</i>	<i>Leo Tolstoy</i>	<i>Elvis Presley</i>
<i>Agatha Christie</i>	<i>Kevin Costner</i>	<i>Sean Connery</i>
<i>Wolfgang Amadeus Mozart</i>	<i>Sir Arthur Conan Doyle</i>	
<i>Guglielmo Marconi / Alexander Popov</i>		

*Model:* Who wrote the James Bond books? *The James Bond books were written by Ian Fleming.*

1. Who directed the film *ET*?

---

2. Who Invented the character Sherlock Holmes?

---

3. Who sang *Heartbreak Hotel*?

---

4. Who played James Bond in *Gold Finger*?

---

5. Who wrote the novel *War and Peace*?

---

6. Who first recorded the song *Help*?

---

7. Who invented radio?

---

8. Who played the 'Beverly Hills Cop'?

---

9. Who composed *The Magic Flute*?

---

10. Who wrote the play *Hamlet*?

---

**Exercise 23\***. Complete the sentences using the correct form of the adjectives in brackets. Add «the», «than» or «as» where necessary. For reference see unit VI.

I think today has been \_\_\_\_\_ (bad) day of my life. My car broke down on the expressway during rush hour this morning – \_\_\_\_\_ (busy) time of day. I sat there for an hour waiting for a tow truck. The longer I waited, the \_\_\_\_\_ (nervous) I became. I was a wreck when I got to work. Of course, this was the day we were closing \_\_\_\_\_ (big) deal of the year. My boss called me five times about one letter. And the more frequently he called, \_\_\_\_\_ (bad) I typed. My next worry is the repair bill for the car. I hope it isn't as \_\_\_\_\_ (high) the last time.

I'm going to try to relax now. There's an interesting movie on TV tonight. Jan saw it last week and says that it's \_\_\_\_\_ (good) film she's seen in a long time. After the movie, I'll take a \_\_\_\_\_ (hot) bath and go to bed at once. I'm looking forward to tomorrow. It can't be \_\_\_\_\_ (bad) as today! I hope it will be \_\_\_\_\_ (good).

**CREATIVE TASK.** Make a review of a newspaper «Kyiv Post». Write down about its background, contents and staff. Analyze the headlines of different articles.

**SUGGESTED ACTIVITY IN CONCLUSION.** This challenging word search puzzle will help you better learn topical vocabulary. Translate the given words according to

*the proposed topic. Find the words in the grid and number them. The words can go either across, down, diagonal or backwards.*

**IN PRINT**

- |                |              |               |
|----------------|--------------|---------------|
| 1. ART         | 11. EDITOR   | 21. PAGES     |
| 2. BOOK        | 12. INDEX    | 22. PAMPHLET  |
| 3. BROCHURE    | 13. ISSUE    | 23. PAPERBACK |
| 4. CATALOGUE   | 14. JOURNAL  | 24. PARAGRAPH |
| 5. CHAPTER     | 15. LEAFLET  | 25. PRINT     |
| 6. CIRCULATION | 16. LINES    | 26. PUBLISH   |
| 7. COLUMN      | 17. MAGAZINE | 27. SENTENCE  |
| 8. COVER       | 18. MANUAL   | 28. STORY     |
| 9. DESIGN      | 19. MARGIN   | 29. VOLUME    |
| 10. EDITION    | 20. NOVEL    | 30. WORD      |

H	L	A	U	N	A	M	Y	H	S	I	L	B	U	P
T	S	K	C	A	B	R	E	P	A	P	K	T	C	L
E	I	E	N	M	E	M	U	L	O	V	S	G	I	I
L	S	R	G	D	A	C	H	A	P	T	E	R	R	C
F	S	M	I	A	H	G	L	C	O	V	E	R	C	J
A	U	S	S	F	P	A	A	R	K	R	B	J	U	E
E	E	Q	E	D	A	Y	Y	Z	U	M	Z	T	L	U
L	E	L	D	X	R	K	N	H	I	E	I	E	A	G
N	C	O	A	P	G	O	C	D	A	N	O	L	T	O
O	N	R	N	N	A	O	W	T	D	R	E	H	I	L
I	E	O	Q	C	R	B	W	E	N	E	T	P	O	A
T	T	T	G	B	A	U	X	U	F	I	H	M	N	T
I	N	I	T	A	P	P	O	N	I	G	R	A	M	A
D	E	D	S	E	N	I	L	J	B	R	I	P	V	C
E	S	E	N	M	U	L	O	C	S	L	E	V	O	N

**UNIT II**  
**PRINTED MEDIA**  
**PART II**  
**HEADLINES**

*Exercise 1. Study the information about newspaper headlines and do the activities that follow it.*

**TEXT 1**

**HEADLINE VOCABULARY**

Have you ever faced with difficulties in translating a headline, of an article especially, when it is written by a native speaker? Have you? And small wonder! The world of headline English seems to be some kind of amazement. But the matter is that headline writers try to strike the reader's eye by using as few words as possible. So some headlines seem to be a mere verbiage than look like any common sentence!

Headlines should represent the information in interesting way so that the reader is encouraged to read the article. The purpose of a headline is to summarize the news content of an article in a few words.

Some features of it are presented below.

Grammar is different in headlines.

The infinitive is used to express that smth is going to happen in the future: **PRESIDENT TO CUT SPENDING**

A simple form of the verb is used: **PRINCE WEDS**

Articles and auxiliary words are often omitted: **SHOP BLAZE 10 INJURED**

Abbreviations are often used: **PM BACKS PRESIDENT'S PLAN**

Certain words (usually short and with more dramatic sounds) are common in newspaper headline.

An average newspaper uses about one hundred easily-learned short words in its news headlines. Here are a few of the most common.

<b>row</b> [rau] (an argument)	Government in new <b>row</b> over schools.
<b>back</b> (support)	President <b>backs</b> new law. (President has backed a new law.)
<b>quit</b> (leave a job)	British Rail chairman <b>to quit</b> . (The chairman is going to quit.)
<b>hit</b> (have a bad effect on)	Bad weather <b>hits</b> farmers.
<b>bid</b> (try / attempt)	UN in <b>bid</b> to end war.
<b>talks</b> (discussions)	Government and IRA in new <b>talks</b> .
<b>cut</b> (reduce / make less)	Bank of England <b>cuts</b> rate again.
<b>key</b> (very important)	Zidane could be <b>key</b> player.
<b>probe</b> (investigate, investigation)	The interviewer <b>probed</b> deep into her private life.
<b>graft</b> (corruption)	«Weak states» have high levels of <b>graft</b> .

**Exercise 2. Rewrite these headlines in your own words. Don't repeat the underlined words. Remember that articles (the/a) and pronouns (his/my) are often not included in headlines, but they will need to be in your answers.**

*Model:* MINISTER TO QUIT. – A minister is going to leave the job.

1. JAPAN AND US TO START FRESH TALKS
2. GERMANY BACKS US PLAN
3. POLICE DISCOVER KEY WITNESS
4. GOVERNMENT TO CUT SPENDING ON NEW HOSPITALS
5. BAD WEATHER HITS RAIL SERVICE
6. MINISTERS IN NEW ROW OVER TAX
7. NEW BID TO CUT TEENAGE SMOKING



**Exercise 3\***. *Certain words are used frequently in headlines. Match these six words with their definitions.*

**HEADLINE WORDS**

- |            |                                |
|------------|--------------------------------|
| 1) hits    | a) supports                    |
| 2) quits   | b) has a bad effect            |
| 3) backs   | c) leaves a job                |
| 4) tragedy | d) a situation full of fear    |
| 5) scare   | e) an argument or disagreement |
| 6) row     | f) investigate, investigation  |
| 7) probe   | g) corruption                  |
| 8) graft   | h) a very sad situation        |

**Use only these headline words to complete the headlines to the reports below. Two of them are odd.**

**1 DIRECTOR.....**

Philip Bosman has resigned from his £150,000 job at Presco Ltd. After the company announced a loss of £2 million in its annual report.

**2 PLANE.....**

A pilot and his two passengers were killed yesterday when the plane they were flying in crashed as it was landing.

**3 FESTIVAL.....**

There were angry scenes at a meeting last night between organizers of a music festival and local residents who do not want it to take place.

**4 PRIME MINISTER ..... PLAN**

The Prime minister has given his support to a plan which aims to reduce the number of young smokers.

**5 STRIKE ..... TRAVELLERS**

Thousands of travelers spent the night at Heathrow Airport after cabin crew and ground staff went on strike over working conditions.

## 6 BOMB.....

Police were called to a department store in Oxford Street after a caller claimed to have planted a bomb.

*Exercise 4. Read the headlines from the newspaper articles and study the glossary.*

1. Football fans **clash** with police.
2. 200 **axed** car workers **protest** in city centre.
3. Bomb **scare** in city centre.
4. Nurses **demonstrate** over tax changes.
5. **Threat** to Hollywood Star.
6. Man **claims** dog can talk.
7. Government **promises** higher **pensions**.
8. Government **pledges aid** for Ethiopia.

**clash with smb.** – fight or disagree seriously with smb. about smth.; **clash** *n.*

**axe smb./smth.** – cut numbers of people, jobs, etc. by a large amount (an **axe** is a large tool for cutting wood)

**protest** – say or show that you don't agree with smth., especially in public; **protest** *n.*

**scare** – a situation in which many people are afraid or worried (e.g. **bomb scare, health scare, food scare**)

**demonstrate** – take part in a public protest for or against smth.; *syn.* **protest; demonstration/protest** *n.*

**threat** – a statement that smb. may kill, hurt, or punish someone if someone doesn't do what smb. wants; **threaten** *v.*

**claim smth. (claim that)** – say that smth. is true without having proof; **claim** *n.*

**promise (to do) smth.** – say definitely that you will do smth., or that smth. will happen; *syn.* **make a promise; promise** *n.*

**pension** – money paid regularly by the government or a company to smb. who has stopped working because of old age (smb. who receives a pension is a **pensioner**)

**pledge smth.** – make a formal promise to do (give smth.);  
**pledge n.**

**aid** – money, food, etc. that is sent to a country or to people to help them; **aid v.** means “give help”

*NOTE that there are many words in English in which the base form of the verb and the noun are the same, e.g. clash, protest, claim, promise, pledge and aid.*

*There was a **clash** between the protesters and the police. The police and the protesters **clashed**.*

**Exercise 5. Underline the correct word.**

*Model: She claimed/promised to work hard.*

1. There was a health *scare/aid* last week.
2. Twenty workers were *protested/axed*.
3. The police *clashed/aided* with protesters.
4. They took part in a *demonstration/pledge*.
5. She *claimed/promised* she was French.
6. I receive a company *pension/pensioner*.
7. There was a *threat/clash* to kill him.

**Exercise 6. Replace the underlined phrase with a single word with the same meaning.**

*Model: She went to the public protest. – demonstration*

1. The company made a formal promise to improve services.
2. He says that he is the tallest man in the country.
3. We're sending money and food to the earthquake zone.
4. I had a frightening situation last night – I saw a snake in the garden.
5. You should act with others to say that you disagree about price rises.
6. My brothers disagreed seriously with the organizers over the arrangements.
7. The man said he would hurt me.
8. I made a spoken agreement and I won't break it.

**Exercise 7. Complete the sentences with common newspaper verbs.**

VERBS IN NEWSPAPER REPORTS

*announced demanded described claimed appealed*

1. Pensioner Sam MacDonald \_\_\_\_\_ how his attackers laughed as they stole his money.
2. The Police in Brighton have \_\_\_\_\_ for witnesses after a man was attacked in the town centre late last night.
3. Angry friends and relatives have \_\_\_\_\_ an inquiry after a man died in police custody yesterday.
4. 500 new jobs will be created in the Health Service, the Government \_\_\_\_\_ yesterday.
5. Nobody has \_\_\_\_\_ responsibility for the bomb which exploded in central London yesterday.

**Exercise 8. One word is wrong in each line. Cross it out and write the correct word at the end.**

*Model:* I spent the ~~whose~~ day waiting for the editor-in-chief.  
*whole* \_\_\_\_\_.

1. The president received many death threads during his life.  
\_\_\_\_\_.
2. Sales of newspapers have reclined over recent years.  
\_\_\_\_\_.
3. I worry a lot about bomb stares where I lived.  
\_\_\_\_\_.
4. Are you interested in currant affairs?  
\_\_\_\_\_.
5. I saw a huge demonstration not far from my house today; people were protecting about the war.  
\_\_\_\_\_.
6. Do you usually get a dairy paper? – Yes, I get *The Times*.  
\_\_\_\_\_.

**Exercise 9. Read the text, do the activities that follow it.**

## **TEXT 2**

### **HEADLINES PECULIARITIES**

*The purpose* of a headline is to summarize the news content of an article in a few words. The headline should report the topic and perhaps the main fact, accurately. It should also present the information in an interesting way so that the reader is encouraged to read the article itself. The kinds of news that appeal to readers of one newspaper may differ widely from those of a competitor. But all headlines include one or more of the following elements that attract a reader's interest: newness or unusualness, personal relevance or consequences, and emotions. Sometimes one headline is not enough to summarize the important information, so a second headline, in smaller letters, is added below the first. It's called subheadline.

Note that when you are reading a newspaper, you will find that much news in the headlines is repeated in the article. Thus you see them in a larger context in the article and can understand their meaning more easily than in a brief headline.

*There are two types of headlines.* Most news stories use sentence headlines although they may be shortened by omitting certain words, as you will see later. Many feature stories and some very short news stories use phrase headlines or titles that leave out the verb. Here are some examples of both:

#### *Sentence headlines*

Police rescue 12 divers as launch sinks off Bali

Pen manufacturers still see good future for luxury pens

#### *Phrase headlines*

Getting in touch with the spirits

Heroism and cowardice at the «Top of the World»

Reward for tracing suspect

*The grammar* of sentence headlines: almost all sentence headlines in the majority of newspapers use *the present tense* –

despite the fact that they generally describe past events. The present tense gives the subject a sense of freshness and immediacy, making it more interesting to read. The news is only news, when it is fresh, immediate, and current. There are some exceptions, of course. Sometimes past events are reported in the past tense, as in this headline (19hrs. after deadline, the war began). Sometimes you may come across a future tense - as in this headline (4 large corporations will reduce emissions that harm ozone layer) is not usually used for future events. Instead, the present tense form «is to + verb» («are to + verb») is used with the future meaning (Liz Taylor, 8<sup>th</sup> husband [are] to be married this week).

Present tense headlines are sometimes written in *the passive voice* (Westchester Mayor is stabbed by angry voter). It is important not to confuse the present tense passive voice in an elliptical headline – when an auxiliary verb is omitted (passive: Mayor stabbed at midnight = Mayor is stabbed at night / active: Mayor stabbed someone at night).

There are several *special verb phrases* in headlines that show that the information is a report of what someone else, a source, told a journalist, rather than information that the reporter gathered alone. The source might or might not be named in the news article. American laws protect the identity of a secret source: a journalist cannot be forced to reveal his or her name. The three most common expressions that indicate the indirect reporting described above are: is said to (Westchester mayor *said* to be near death), is reported to (Westchester mayor *is reported* to have Mafia connections), and reportedly (Mayor's birthday party *reportedly* cost \$25G).

Headlines pack a great deal of information into a limited space, so it is not surprising that headline writers use several methods to conserve space. One obvious example is to use abbreviations («PM» for «Prime Minister», etc.). But they

also use a special grammar, omitting articles («a» and «the») and the verb «to be» wherever possible.

***Exercise 10. Answer the following questions:***

1. What is the main purpose of a headline?
2. What way should the headline present the information?
3. Why do they often use a second sentence to headline a newspaper article?
4. Why are many words from the headline often repeated in the article?
5. What types of headlines are usually used in newspapers?
6. Why are verbs in headlines mainly used in a present tense?
7. Are past and future tenses possible?
8. What construction is very frequent to express futurity?
9. What special verb phrases are often used in newspaper headlines not to disclose the source of information?
10. Why do editors often resort to elliptical (some words have been omitted) sentences?
11. What elements are omitted as a rule?
12. What punctuation marks are usually used in headlines?

***Exercise 11. For each of the following headlines find the sentence below which expresses it as it would appear in an ordinary news announcement.***

«POLLS RIGGED» CHARGES  
TWO SOUGHT AFTER BREAK-OUT DRAMA  
CABINET RESHUFFLE URGED  
SERVICE CHIEFS GAGGED: TWO QUIT  
GEMS HAUL SEIZED IN SWOOP

- 1 Allegations have been made that election results were falsified.
- 2 Police raided a house and took possession of jewellery stolen in a recent robbery.
- 3 Police are hunting two men who made a daring escape from prison by helicopter.

4 Senior officers of the armed forces have been instructed not to talk to the media and, as a result, two of them have resigned.  
5 Strong appeals have been made to the Prime Minister to take changes in his ministers.

**Exercise 12. Match each of the following words from the headlines above with its meaning below.**

- |   |                       |
|---|-----------------------|
| (a) jewels  | <b>1) CHIEF</b>       |
| (b) goods stolen in robbery or taken by police or customs | <b>2) DRAMA</b>       |
| (c) to falsify  | <b>3) RESHUFFLE</b>   |
| (d) director, high-ranking officer or official            | <b>4) GAG</b>         |
| (e) raid, to raid   | <b>5) GEMS</b>        |
| (f) to look for, ask for, want                            | <b>6) SEEK/SOUGHT</b> |
| (g) to silence, censor, censorship                        | <b>7) SWOOP</b>       |
| (h) exciting, dramatic event                              | <b>8) POLL(S)</b>     |
| (i) election, voting, public opinion survey               | <b>9) QUIT</b>        |
| (j) to rearrange, rearrangement (of senior jobs)          | <b>10) RIG</b>        |
| (k) to resign, to leave                                   | <b>11) HAUL</b>       |

**SPEAKING TASK. Questions for general discussion:**

- When you pick up a newspaper, do you scan the headlines before choosing an article to read?
- What kinds of articles do you look at first?
- Who are some of the world's leaders in the news today?



### UNIT III

#### CAN YOU WRITE?

*Exercise 1. Read the text, choose which sentence best completes the gaps. One sentence is odd.*

- A) For most people who are learning to write that path is nonfiction.
- B) But it is equally important to know how to stop.
- C) Plan your revision.
- D) They will write about situations that they have in real life.
- E) Don't ever hesitate to imitate another writer – every artist learning a craft needs models.
- F) It's time that the spoken language is looser than the written language.
- G) Yesterday's charm is rejected today as junk.

#### TEXT 1

#### STORY TELLING

Language is a fabric that changes from one week to another, adding new strands and dropping old ones. Even word freaks fight over what is allowable. (1)\_\_\_\_\_ Often we allow an oral idiom to forbid in print as too informal. But we fully realize that «the pen must at length comply with the tongue» as Samuel Johnson said. Today's spoken garbage may be tomorrow's written gold.

Today there is no area of life that isn't being made accessible to the public by writers. Every writer must follow the path that feels most comfortable. (2)\_\_\_\_\_ It enables them to write about what they know or can observe or can find out. This is especially true of young people. (3)\_\_\_\_\_ Motivation is at the heart of writing. The only important distinction is between good writing and bad

writing. Good writing is good writing, whatever form it takes and whatever we call it.

Every story must have a beginning, a middle and an end. Every piece of writing should have a logical design which introduces and develops a theme. It's very important to know how to start writing. Ask yourself some basic questions before you start. For example: «In what capacity am I going to address the reader?» (Reporter? Provider of information? Average man or woman?) «What style?» (Impersonal? Reportorial? Personal but formal? Personal and casual?) «What attitude am I going to take toward the material?» (Involved? Detached? Judgemental? Ironic? Amused?) «How much do I want to cover? What one point do I want to make?» If your first sentence doesn't induce the reader to proceed to the second sentence, all your efforts to produce a good piece of writing may fall flat. Every sentence must induce a reader to continue reading. (4) \_\_\_\_\_ In fact, you should give as much thought to choosing your last sentence as you did to your first. If your readers have stuck with you from the beginning, surely they won't leave when the end is in sight. But they will do it because the end that's in sight often turns out to be a mirage.

What counts maybe most of all in writing is taste. It's hardly possible to define what it is. One person's beautiful painting is another person's kitsch. It's also true that taste changes with the decades.

(5) \_\_\_\_\_ But tomorrow it will be back in vogue, certified again as charming. Taste is an invisible current that runs through all writing and you should be aware of it. Writing is the expression of every person's individuality. In general we can say that we know what we like when it comes along. As in the other arts, taste is partly a question of knowing what to omit.

Freshness is a critical factor. Taste chooses words that have originality, strength and precision.

Finally taste is the intuition that knows when casual phrase dropped into a formal sentence will not only feel right but will seem to be the inevitable choice. It doesn't mean, however, that taste can't be learned. Though perfect taste is a gift from God (that's one of the main reasons why not everyone won't make an outstanding writer), a certain amount can be acquired. And one of the best ways for it is an imitation.

(6) \_\_\_\_\_ You will find your own voice and will shed the skin of the writer you imitated. But pick only the best models, the writers you admire for their ability to use the issues and concerns of the day.

***Exercise 2. Complete the sentences:***

- 1 Today's spoken garbage may be tomorrow's ...
- 2 Motivation is ...
- 3 Every piece of writing should have ...
- 4 Every sentence must induce a reader to ...
- 5 What counts maybe most of all in writing is ...
- 6 One person's beautiful painting is ...
- 7 ... is an invisible current that runs through all writing and you should be aware of it.
- 8 Writing is ...

***Exercise 3 Find and translate key words and sentences useful for writing, summarise text 1.***

**Exercise 4. Read the texts below, choose correct options for gaps.**

## TEXT 2

### HOW TO BECOME A WRITER: A GUIDE

*by Lindsay Kramer*

So you want to be a writer. Awesome choice, if we do say so ourselves.

But now you might (1) \_\_\_\_\_ yourself wondering how to be a writer. Is a writer simply somebody who writes, or is there more to it? How much writing do you (2) \_\_\_\_\_ to do before you can (3) \_\_\_\_\_ call yourself a writer? Do you need to get paid for your work in order to earn that title? Does it need (4) \_\_\_\_\_ somewhere?

The answer to all of the questions above is no. (5) \_\_\_\_\_ you're writing, you're a writer. Even if it (6) \_\_\_\_\_ ten years to get your first book published, you've been a writer since you (7) \_\_\_\_\_ out your very first book outline. And although writing a book is one way to become a (8) \_\_\_\_\_ writer, it's hardly the only way. Read on to learn more about the different writing careers you can pursue and (9) \_\_\_\_\_ to get started.

- |                      |                |                 |              |
|----------------------|----------------|-----------------|--------------|
| 1. A find            | B take         | C lose          | D get        |
| 2. A write           | B need         | C can           | D may        |
| 3. A official        | B legal        | C officially    | D legally    |
| 4. A to be published | B publish      | C to publish    | D be publish |
| 5. A As long as      | B Thus         | C That's why    | D Although   |
| 6. A take            | B takes        | C took          | D had taken  |
| 7. A had sketched    | B sketched     | C have sketched | D sketch     |
| 8. A professionally  | B professional | C professions   | D profession |
| 9. A how             | B where        | C when          | D why        |

### I Determine the kind of writer you want to be

Writers (10) \_\_\_\_\_ into two very broad categories: writers who write simply for personal enjoyment

and writers who write (11) \_\_\_\_\_. Many, perhaps even most, professional writers also (12) \_\_\_\_\_ for fun and personal fulfillment – but not every writer who does it as a hobby also does it for a (13) \_\_\_\_\_.

If you (14) \_\_\_\_\_ you want to become a professional writer, there are a lot of (15) \_\_\_\_\_ career paths to choose from. Take a look at (16) \_\_\_\_\_ of the most common career paths for writers:

- 10. **A** fell      **B** fall      **C** go      **D** went
- 11. **A** pricely   **B** actively   **C** easily   **D** professionally
- 12. **A** write   **B** work   **C** do   **D** pay
- 13. **A** writing   **B** living   **C** earnings   **D** check
- 14. **A** determine **B** will determine **C** determined **D** have determined
- 15. **A** varied   **B** incompatiable **C** vivid   **D** different
- 16. **A** a few   **B** lot   **C** much   **D** any

## II Copywriter

Copywriters write the taglines, product (17) \_\_\_\_\_, ads, and other short, emotion-packed bits of writing (known in the biz as “copy”) that drive people to (18) \_\_\_\_\_ specific actions. Within this field, there are lots of specializations, like direct response copywriting, email copywriting, SEO copywriting, marketing copywriting, and brand copywriting. While (19) \_\_\_\_\_ copywriters are (20) \_\_\_\_\_ full-time, plenty more work for themselves, taking clients on a freelance basis.

Beyond these specializations, copywriters typically focus on specific industries, like the medical industry, arts and entertainment, pets, subscription services, and more – basically, any industry you can think of (21) \_\_\_\_\_ copywriters.

According to Glassdoor, (22) \_\_\_\_\_ annual salary for copywriters in the United States is \$57,864.

17. A narrative B descriptions C explanation D report  
 18. A take B make C act D do  
 19. A plenty of B plenty C many D a lot  
 20. A employ B employed C employing D employs  
 21. A employ B employed C employing D employs  
 22. A the better B the average C the middle D the yearly

### III Content writer

The blog (23) \_\_\_\_\_ you read are written by a content writer. In fact, all the content you (24) \_\_\_\_\_ on a website, like how-to guides, informational articles, and the text on infographics, is written (25) \_\_\_\_\_ content writers. (26) \_\_\_\_\_ the ads you've watched on TV (27) \_\_\_\_\_ from content writers after all, somebody has to write the scripts.

(28) \_\_\_\_\_ fall into the category of "content writer." Just like copywriters, content writers typically specialize in one (29) \_\_\_\_\_ a few specific industries. And just like copywriters, they can work in-house or freelance.

(30) \_\_\_\_\_ to Glassdoor, the average annual salary for content writers in the United States is \$47,233.

23. A stories B texts C posts D sites  
 24. A read B reading C are read D 've ever read  
 25. A by B with C after D within  
 26. A Firstly B Even C However D The reason is  
 27. A come B get C go D originate  
 28. A Bloggers B Copywriters C Journalists D Authors  
 29. A or B at C but D and  
 30. A Before B According C After D Corresponding

**Exercise 5. Read the texts below, choose an appropriate headline to each part (I-V), one headline is odd. Make up questions to the underlined words in italics. Write the salary to each type of writer into the box below.**

	<b>Profession</b>	<b>Salary</b>
<b>A</b>	Reporter	
<b>B</b>	Grant writer	
<b>C</b>	Technical writer	
<b>D</b>	Journalist	
<b>E</b>	Columnist	
<b>F</b>	Communications officer	

**I** \_\_\_\_\_

They create documentation that teaches people how to use applications and tech equipment. They do this by writing instruction manuals, how-to guides, articles, and product guides. They write similar kinds of material as content writers. But the difference is that while content writers generally aim to engage readers, often as part of broader marketing strategies, they explain how a product or system works.

Their work needs to be highly detailed and leave no room for misinterpretation or error. It's fairly common, but not necessarily universal, for them to have degrees or other formal training.

According to the Bureau of Labor Statistics, their medium pay was \$74,650 per year in 2020.

**II** \_\_\_\_\_

He / she acts as the spokesperson for a brand or another organization, publishing content like press releases and responding to media inquiries. They are sometimes referred to as public relations specialists or communications specialists.

According to Glassdoor, their annual salary is \$57,896.

**III** \_\_\_\_\_

They write timely news stories. Their career requires more than writing skills; it requires strong research and interviewing skills, too. They work in a variety of settings, from online outlets to radio and television to print publications.

According to Payscale, their average annual salary in the US is \$41,624.

#### IV \_\_\_\_\_

This type of writer – also known as a proposal writer – researches, writes, and submits some requests on behalf of individuals and organizations seeking funding. Generally, this role involves finding specific finance and determining whether they're appropriate for the organization seeking them. It can also involve acting as a liaison between the funding provider and recipient.

According to salary.com, their average salary in the US is \$72,645.

#### V \_\_\_\_\_

They write and publish short essays from their personal points of view. Their publication platforms can be found in newspapers, magazines, and online. Often, their article covers news and evergreen topics within one specific area, like cryptocurrency or fashion design.

According to salary.com, the average annual salary in the US is \$66,725.

**Exercise 6. Read the texts below, choose correct options for gaps.**

#### **I Author**

When you say «I'm a writer», most (31) \_\_\_\_\_ minds automatically jump to authors, as in published book authors.

For authors, it's (32) \_\_\_\_\_ impossible to list an accurate annual salary. For every mega-bestselling author who rakes in millions, there are thousands of other



authors sporadically publishing in literary magazines for a few hundred dollars (33) \_\_\_\_\_ story. (34) \_\_\_\_\_ authors who publish books regularly and semi-regularly have wildly (35) \_\_\_\_\_ incomes, with the average coming in at \$51,103 per year according to Payscale. If you're (36) \_\_\_\_\_ the author path, the reality is that you'll most likely need to work a full-time job while writing and publishing on the side. This is true whether you plan on (37) \_\_\_\_\_ traditional publishing or self-publishing, both of which have unique benefits and challenges for writers.

- |                |               |                    |              |
|----------------|---------------|--------------------|--------------|
| 31. A people's | B people      | C peoples          | D peoples'   |
| 32. A close to | B however     | C most             | D far from   |
| 33. A by       | B in          | C per              | D on         |
| 34. A Firstly  | B Even        | C However          | D Even       |
| 35. A various  | B varying     | C differently      | D difference |
| 36. A consider | B considering | C being considered | D considered |
| 37. A pursuing | B pursue      | C to pursue        | D pursued    |

## II Poet

If your primary focus is poetry, you'd refer to yourself as a poet. Similar to authors, poets' incomes (38) \_\_\_\_\_ widely and typically, writing poetry is more of a monetized hobby than a full-time job. That said, there are (39) \_\_\_\_\_ opportunities for poets, like writing for greeting card companies, but these are often on a freelance basis.

- |              |            |              |             |
|--------------|------------|--------------|-------------|
| 38. A alters | B differs  | C vary       | D change    |
| 39. A pricey | B monetize | C commercial | D expensive |

## III Create realistic goals and expectations

The reality is this: You're not likely to sit down and bang out a bestseller on the first try. Similarly, you're not (40) \_\_\_\_\_ to pitch a bunch of articles to websites

and get them all accepted with no prior experience. Like every other pursuit, a writing career is something you cultivate and (41) \_\_\_\_\_ over time.

When you're first starting out, set (42) \_\_\_\_\_ goals for yourself. Maybe you want to become a full-time blogger. Choose a platform, (43) \_\_\_\_\_ your blog, and start publishing posts, giving yourself a reasonable but consistent schedule like one or two posts per week. Or maybe you've decided you want to give copywriting a shot. Some realistic starting points for an aspiring copywriter (44) \_\_\_\_\_ listening to podcasts like The Copywriter Club and Copy Chief Radio, researching different areas of specialization, and applying for entry-level copywriting jobs and internships. You (45) \_\_\_\_\_ even reach out to an already established copywriter for an informational interview.

The more you write and try out different kinds of writing, (46) \_\_\_\_\_ you'll get to know yourself as a writer. Maybe you'll find that you're at your (47) \_\_\_\_\_ when you're working under a (48) \_\_\_\_\_ deadline and you have to focus (49) \_\_\_\_\_ nothing but the work in front of you. Or you might find that's the complete opposite of your style and you need lots of time to (50) \_\_\_\_\_ to write at a comfortable pace. Maybe writing is the creative outlet you need after spending the day at a boring desk job – or your best ideas come to you in the (51) \_\_\_\_\_ of the night.

There (52) \_\_\_\_\_ lots of different types of writers, and nobody fits neatly into one box or another. (53) \_\_\_\_\_ taking the time to determine which type of writer you can primarily classify yourself as can help you identify your strengths and areas of opportunity. If you're planning to pursue writing as a career, it can also help you

determine which kind of writing career (54) \_\_\_\_\_ you best. A meticulous plotter, for example, can find a ton of success as a technical writer, but they might not have the spontaneity necessary to make it as a direct response copywriter. Similarly, an idea generator can be their blogging client's best-kept secret, but they might not make a great grant writer.

- |                   |             |             |            |
|-------------------|-------------|-------------|------------|
| 40. A guaranteed  | B guarantee | C grant     | D asked    |
| 41. A feed        | B nurture   | C rise      | D support  |
| 42. A realistic   | B reality   | C sensitive | D sensible |
| 43. A try         | B open      | C activate  | D set up   |
| 44. A incorporate | B include   | C have      | D consider |
| 45. A could       | B should    | C must      | D needn't  |
| 46. A the better  | B best      | C good      | D the best |
| 47. A the better  | B best      | C good      | D the best |
| 48. A tight       | B close     | C hard      | D strong   |
| 49. A in          | B on        | C at        | D after    |
| 50. A could       | B should    | C can       | D be able  |
| 51. A center      | B middle    | C heart     | D bottom   |
| 52. A are         | B have been | C is        | D has been |
| 53. A But         | B However   | C And       | D Because  |
| 54. A fit         | B suits     | C attracts  | D matches  |

#### IV Work with the tools writers use

There are a lot of apps and other tools (55) \_\_\_\_\_ to help you organize your writing, (56) \_\_\_\_\_ notes on the go, write faster, and make sure your work is free of mistakes.

Explore these tools and if you plan on going into a specific writing-focused career field, (57) \_\_\_\_\_ yourself with the tools writers in that industry use most frequently. A few of the (58) \_\_\_\_\_ common tools professional and hobby writers use are:

- Google Docs
- Evernote

- Yoast
- BuzzSumo
- Wordstream Free Keyword Tool
- FX Flesch-Kincaid Readability tool
- Citation Machine
- StayFocused

There are more tools and resources available for you – a lot more. (59) \_\_\_\_\_ of them are specific to certain kinds of writing, like Yoast, which is a search engine optimization (SEO) plug-in.

- |                       |                      |                    |                    |
|-----------------------|----------------------|--------------------|--------------------|
| 55. <b>A</b> consider | <b>B</b> include     | <b>C</b> available | <b>D</b> presented |
| 56. <b>A</b> take     | <b>B</b> make        | <b>C</b> write     | <b>D</b> need      |
| 57. <b>A</b> get      | <b>B</b> familiarize | <b>C</b> know      | <b>D</b> learn     |
| 58. <b>A</b> better   | <b>B</b> many        | <b>C</b> most      | <b>D</b> best      |
| 59. <b>A</b> Many     | <b>B</b> Much        | <b>C</b> More      | <b>D</b> Little    |

### **V Become a regular reader**

You’ve probably (60) \_\_\_\_\_ that if you want to be a writer, you need to be a reader. And it’s true – just like listening (61) \_\_\_\_\_ a variety of music is key to being a skilled musician, reading lots of different kinds of writing will help you become a stronger writer.

(62) \_\_\_\_\_ just read the kind of writing you want to do; read about writing. Here are a few great books for learning about different types of writing and the (63) \_\_\_\_\_ of writing:

- Breakthrough Copywriting by David Garfinkel
- Wired for Story by Lisa Cron
- On Writing: A Memoir of the Craft by Stephen King
- Telling True Stories by Mark Kramer and Wendy Call

Other valuable resources for writers include blogs and social (64) \_\_\_\_\_ groups about writing. Reading doesn’t have to be a formal, sit-down-and-don’t-get-up-until-

you've-finished-the-chapter kind of (65) \_\_\_\_\_; you can easily get some valuable reading in by scrolling the r/writing subreddit or another forum for writers while you're standing in line at the store, sitting on the bus, or on your work breaks.

60.   A been told    B told            C said            D be said  
61.   A too            B at              C to              D after  
62.   A By             B Don't          C Have            D Having  
63.   A craft          B occupation    C position        D line  
64.   A media          B news           C networking     D method  
65.   A thing          B suit            C application    D post

## **VI Common questions about becoming a writer**

### ***Do you need a degree to be a writer?***

Not necessarily. But it can help, and if you're looking for full-time writing jobs, a degree may (66) \_\_\_\_\_.

Common degrees (67) \_\_\_\_\_ if you want to be a writer include English, journalism, and communications. It also isn't uncommon (68) \_\_\_\_\_ a professional writer to have a degree in another area and focus their career on writing in that niche. For (69) \_\_\_\_\_, you might have a degree in economics and decide you'd like to become a finance journalist.

### ***Advanced degrees and beyond***

Just like you don't need a bachelor's degree to become a writer, you don't need an advanced degree – in most cases. As you search for writing jobs, you'll likely come across listings for higher-level positions that do require advanced degrees. Usually, these listings are for candidates with (70) \_\_\_\_\_ specialized knowledge in one area, like a listing for a legal writer requiring that all applicants have a JD. But do you need an MFA in Creative Writing to publish your novel? Of (71) \_\_\_\_\_ not!

***Do I really need to write every day?***

You've probably heard that if you want to be a professional writer, you need to write (72) \_\_\_\_\_ day. What this advice really boils down to is practice makes (73) \_\_\_\_\_. You don't necessarily have to write every single day, but carving out a block of time to focus on your writing (74) \_\_\_\_\_ will help you become a stronger writer.

***Where can I connect with other writers?***

For a lot of writers, being part of a writing community is (75) \_\_\_\_\_. This is especially true if you go the freelance route – it's always helpful to have (76) \_\_\_\_\_ you can bounce ideas off and ask (77) \_\_\_\_\_ advice.

You can find lots of writing communities on social media as well as other places online. Some are (78) \_\_\_\_\_ and open to everybody, while others are industry- and niche-specific and may require membership dues. You can also find in-person writing (79) \_\_\_\_\_ through platforms like meetup.com.

66. **A** use      **B** be used      **C** be required      **D** require  
67. **A** to follow **B** to pursue      **C** to open      **D** study  
68. **A** for      **B** by      **C** at      **D** with  
69. **A** most      **B** example      **C** good      **D** ever  
70. **A** tall      **B** networking      **C** professionally      **D** highly  
71. **A** course      **B** me      **C** no means      **D** them  
72. **A** last      **B** every      **C** other      **D** next  
73. **A** efforts      **B** experience      **C** writers      **D** perfect  
74. **A** regularly **B** usual      **C** often      **D** next  
75. **A** needn't **B** important      **C** fun      **D** line  
76. **A** peers      **B** spies      **C** pears      **D** rivals  
77. **A** at      **B** about      **C** for      **D** on  
78. **A** closed      **B** occupied      **C** vacant      **D** free

79. A groups    B people    C nations    D peoples

*Exercise 7. read the text, get ready to render its contents in Ukrainian. Ask questions about the text.*

### TEXT 3

#### JOURNALIST TRAINING

There are two main stages of training journalists in the United Kingdom – for the beginners and for **the experienced senior**. The training can be based **within the newspaper itself** or upon a university or college. These stages give very positive effect.

The university training, or the general education gives the future journalist **the necessary background** for his profession. It includes the study over three-years of shorthand, English language and literature, the organization and functions of central and local government, law, sometimes musical theory, the history of art, etc.

The newspaper training is built around the newspaper in which an experienced senior is employed. The training is held **under the supervision** of the editor. Such education is partly **at the employer's expense** and in his time.

#### *Notes:*

the experienced senior – досвідчений, старший журналіст

within the newspaper itself – у самій газеті

the necessary background – необхідна основа, підґрунтя

under the supervision – під керівництвом

at the employer's expense – за рахунок наймача

*Exercise 8. Be ready to retell the current events (news). You may use some analysis. You may write down your own report on the burning issues which bother you and your*

*groupmates. Use the hints for a successful presentation given below to prepare your speech.*

#### TEXT 4

### SOME HINTS FOR A SUCCESSFUL PRESENTATION

#### PREPARATION:

- **Planning** Plan your presentation carefully. Thorough preparation will make you more confident and help you to overcome your nervousness.

- **Objectives** Think about what you want to achieve. Are you aiming to inform, persuade, train or entertain your audience?

- **Audience** Whom exactly will you be addressing? How many people will be attending? What do they need to know? What do they already know? What will they expect in terms of content and approach?

- **Content** Brainstorm your ideas first. Then decide which are most relevant and appropriate to your audience and to your objectives and carry out any research that is necessary. Be selective! Don't try to cram too much into your presentation.

- **Approach** A good rule of thumb is to «tell your audience what you're going to say, say it, then tell the audience what you've said». Try to develop your key points in an interesting and varied way, drawing on relevant examples, figures etc. for support as appropriate. You might also like to include one or two anecdotes for additional variety and humour.

- **Organisation** Think about how you will organise your content. Your presentation should have a clear, coherent structure and cover the points you wish to make in a logical order. Most presentations start with a brief introduction and end with a brief conclusion. Use the introduction to welcome your audience, introduce your topic / subject, outline the structure of your talk, and provide guidelines on questions. Use the conclusion to



summarise the main points of your presentation, thank the audience for their attention, and invite questions.

• **Visual aids** If you have a lot of complex information to explain, think about using some charts, diagrams, graphs etc., on an overhead projector or flipchart. Visual aids can make a presentation more interesting and easier to understand, but make sure they are appropriate and clear – don't try to put too much information on each one.

• **Rehearsal** Allow time to practise your presentation – this will give you a chance to identify any weak points or gaps. You will also be able to check the timing, and make sure you can pronounce any figures and proper names correctly and confidently.

### Word List on Presentations

<b>Introduction:</b> <ul style="list-style-type: none"><li>• I want to give you a short presentation about ...</li><li>• My presentation is about ...</li><li>• I'd like to tell you something about ...</li><li>• I think everybody has heard about ..., but hardly anyone knows a lot about it.</li><li>• That's why I'd like to tell you something about it.</li><li>• Did you know that ...?</li></ul>	<b>Introducing sub-topics:</b> <ul style="list-style-type: none"><li>• Let me begin by explaining why / how ...</li><li>• First / Now I would like to talk about ...</li><li>• First / Now I want to give you an insight into ...</li><li>• Let's (now) find out why / how ...</li><li>• Let's now move to ...</li><li>• As I already indicated ...</li><li>• Another aspect / point is that ...</li></ul>
--	--

<p><b>Pictures and graphics:</b></p> <ul style="list-style-type: none"> <li>• Let me use a graphic to explain this.</li> <li>• The graphic shows that ...</li> <li>• As you can see (in the picture) ...</li> <li>• In the next / following picture, you can see ...</li> <li>• Here is another picture.</li> <li>• The next picture shows how ...</li> <li>• Let the pictures speak for themselves.</li> <li>• I think the picture perfectly shows how / that ...</li> <li>• Now, here you can see ...</li> </ul>	<ul style="list-style-type: none"> <li>• The roots of ... go back to ...</li> <li>• Legend has it that ...</li> <li>• As you probably know, ...</li> <li>• You probably know that ...</li> <li>• Maybe you've already heard about ...</li> <li>• You might have seen that already.</li> <li>• At the beginning there was ...</li> <li>• Many people knew / know ...</li> <li>• Hardly anyone knew / knows ...</li> <li>• ... hit the idea to ...</li> <li>• ... was the first to ...</li> <li>• It is claimed that ...</li> <li>• One can say that ...</li> <li>• I have read that ...</li> </ul>
<p><b>Introducing visuals:</b></p> <ul style="list-style-type: none"> <li>• I'd like you to look at this graph...</li> <li>• Let me show you this pie chart...</li> <li>• Let's have a look at this model...</li> <li>• Let's turn to this map...</li> <li>• To illustrate my point let's look at some diagrams...</li> <li>• As you can see from these figures...</li> <li>• If you look at these photographs you'll see...</li> </ul>	<p><b>Final thoughts on a sub-topic:</b></p> <ul style="list-style-type: none"> <li>• It was a great success for ...</li> <li>• It is a very important day in the history of ...</li> <li>• It was / is a very important / special event.</li> <li>• This proves that ...</li> <li>• The reason is that ...</li> <li>• The result of this is that ...</li> <li>• It's because ...</li> <li>• In other words, ...</li> <li>• I want to repeat that ...</li> <li>• I'd (just) like to add ...</li> </ul>

<ul style="list-style-type: none"> <li>• If you look at this bar chart you'll notice...</li> <li>• If you look at this histogram you'll appreciate...</li> <li>• If you look at this flow chart you'll understand ...</li> <li>• If you look at this matrix...</li> </ul>	
<p><b>Saying when your audience may ask questions:</b></p> <ul style="list-style-type: none"> <li>• There will be time for questions at the end...</li> <li>• Please feel free to interrupt me as I go along.</li> </ul>	<p><b>Introducing topics:</b></p> <ul style="list-style-type: none"> <li>• I want to look at ...</li> <li>• I'd like to review ...</li> <li>• I want to discuss ...</li> <li>• I'm going to analyse ...</li> <li>• I want to cover ...</li> <li>• I'd like to talk about ...</li> </ul>
<p><b>Moving on:</b></p> <ul style="list-style-type: none"> <li>• Let's now move on to ...</li> <li>• I'd like to go on to ...</li> <li>• This brings me to ...</li> <li>• I now want to ...</li> </ul>	<p><b>Looking back:</b></p> <ul style="list-style-type: none"> <li>• Let's look back for a moment ...</li> <li>• To go back to ...</li> <li>• As I said before ...</li> </ul>
<p><b>Adding:</b></p> <ul style="list-style-type: none"> <li>• In addition ...</li> <li>• I might add that ...</li> <li>• Furthermore ...</li> <li>• Moreover ...</li> </ul>	<p><b>Dealing with interruptions:</b></p> <ul style="list-style-type: none"> <li>• Perhaps I could return to that point later on?</li> <li>• If I might just finish?</li> <li>• If you'd allow me to continue?</li> </ul>
<p><b>Summarising and concluding:</b></p> <ul style="list-style-type: none"> <li>• To sum up then, ...</li> <li>• To summarise my main points ...</li> <li>• I'd like to conclude by reminding you that ...</li> <li>• Let me end by ...</li> <li>• I'd like to finish ...</li> </ul>	<p><b>Conclusion:</b></p> <ul style="list-style-type: none"> <li>•... should not be forgotten.</li> <li>•... has really impressed me.</li> <li>• I hope that one day ...</li> <li>• We should not forget ...</li> <li>• All in all I believe that...</li> <li>• Summing up / Finally it can be said that ...</li> </ul>

<ul style="list-style-type: none"> <li>• In conclusion, may I remind you ...</li> <li>• Finally, ...</li> </ul>	<ul style="list-style-type: none"> <li>• Let me close by quoting ... who said, «...»</li> <li>• That was my presentation on ...</li> <li>• I am now prepared to answer your questions.</li> <li>• Do you have any questions?</li> </ul>
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**SEARCH TASK.** *Name a famous Ukrainian journalist. Give the information you know about him / her. Find out some additional information on this issue.*

**Exercise 9.** *Write a composition or an article or make a report on the topic that bothers you using photos (pictures). Try to use technology devices (e.g. make presentations in Power Point). Use the following tips for this work.*

### **HOW TO MAKE A GOOD PRESENTATION OR WRITE A GOOD REPORT / ESSAY / PAPER**

**I Begin by setting the theme / thesis / subject / topic**

- In my report, I am concerned with...
- As you know, many articles have been published on...
- To date, detailed information has not been available on...
- Our research has focused on understanding / discerning / perceiving / divulging...
- Today, I shall report my findings / discoveries / observations / views / beliefs on...
- It is proposed by our study / research / survey / examination / testing that...
- Let me present the results of my investigation / exploration / research...
- The aim of this paper is to consider / discuss / analyze / examine / debate...
- Because it is important to clarify / explain / analyze /

report...

- We have performed a series of experiments in order to determine...

## ***II Here is how you structure the proposal / theory / thesis / hypothesis***

- To begin, I'll consider... then attempt to... finally we'll concern ourselves with...
- I'll start by considering some aspects of... then I'll discuss the many questions / doubts / inquiries / challenges... and finally I'll conclude, with some comments on...
- The paper is divided into two / three / four segments / components / factions...
- First, I'll examine / investigate / explore / review some objectives / theories / schemes...
- Then I'll concentrate on... and finally I'll make a few inferences that will ...
- 'I'll commence with a discussion of / proceed to consider and finish / conclude with some remarks about the new developments in this field / area / discipline.
- Initially, I'll describe / introduce... then I'll present / exhibit / propose / offer / suggest... ...further, I'll deliver / show... and finally, our study results will reveal that...

## ***III Now make the presentation / text / composition distinct in its segments***

- First, let me commence / begin / initiate / open / start by...
- Now we'll consider / examine / weigh / analyze / explore...
- Further, we'll concern ourselves with / we'll scrutinize / evaluate / review / study...

- Let's make some comments on / remark upon / mention / point out / note that...
- For a moment, we need to go back to / turn back to / remind ourselves that...
- Now we'll go on to / move on to / go over to / continue / proceed / advance...
- I want to make a short remark about / digress a moment to smth important / critical...

#### ***IV Remember to link ideas within the presentation / composition / paper***

- From this, it follows that / it proceeds to / the results show / the outcome is...
- Consequently / Accordingly / Thus / Hence, it's possible that
- That is / Therefore / Since / Because...
- For (this / these) reason(s), it is feasible / attainable / practical
- On one hand... while on the other hand...
- Namely / Primarily / Obviously / Apparently / Clearly, it can be observed that...
- In other words / terms / terminology, we can state / conclude...
- to illustrate/demonstrate/ show /substantiate / portray
- to be exact / specific / precise / concrete / definitive
- In particular/detail / specifically / exactly / characteristically...
- strictly / precisely / accurately speaking...
- generally / usually / ordinarily / in most instances...

#### ***V Try these to draw attention to the most important points / features / properties***

- It is particularly important / significant / interesting that...

- These circumstances / conditions / stipulations / provisions indicate...
- Of special interest / relevance / significance / substance / importance...
- It should be noted / acknowledged / perceived / realized...
- I'd like to call attention to / draw your consideration of
- It is critical to recognize / appreciate / identify / distinguish / characterize...
- It should be emphasized / underscored / stressed that...
- Let's recall / remember / review / reconsider the important / essential / main facts.
- Especially relevant / remarkable / unique / exceptional / significant / unprecedented is...
- Characteristic / Essential / Indispensable / Necessary / Inherent components are...

**VI *Finally, draw conclusions with good closing statements***

- In conclusion then / inclosing, we shall say / state / affirm / express...
- We can definitely infer / conclude / reason / think that...
- From this, it can be concurred / determined / inferred / deduced...
- Summarizing / to sum it up, / in summation / to summarize what has been reported...
- Determinations / Deductions / Inferences can be made about...
- It has been clearly / definitively / distinctly determined that...
- It is clear / evident / apparent / obvious / unmistakable / certain that...

***MORE LINKING WORDS you can use in writing:***

After, although, as, because, before, even, though, since that which, unless, until, when (ever), where (ever), consequently, furthermore, however, if, in fact, it follows that, moreover, nevertheless, specifically, subsequently, then, therefore, while, whereas, as well as, as a result, an outcome.

***Exercise 10. Bring news articles that employ what you've learned about making presentations; circle the linking words. Ask groupmates to identify examples of I – II – III – IV – V or VI from exercise 9.***

***Exercise 11. Analyse your works (presentations, compositions or articles) in the classroom. Compare your impressions of the photos (pictures) in reports.***

***WRITING TASK. Compare the training of journalists at Ukrainian Universities with British Universities. Organise your ideas in an essay.***

***SUGGESTED ACTIVITY IN CONCLUSION. This challenging word search puzzle will help you learn topical vocabulary.***

- 1. Translate the given words.***
- 2. Find the words in the grid and number them. The words can go either across, down, diagonal or backwards.***



- |                 |                   |                |
|-----------------|-------------------|----------------|
| 1. ANTENNAE     | 13. MOBILE        | 25. SEMAPHORE  |
| 2. BROADSHEET   | 14. MODEM         | 26. SING       |
| 3. BOOK         | 15. MORSE CODE    | LANGUAGE       |
| 4. CABLE        | 16. NEWSPAPER     | 27. SMOKE      |
| 5. CHANNEL      | 17. NOTE          | SIGNALS        |
| 6. CONVERSATION | 18. OPTICAL FIBRE | 28. SPEECH     |
| 7. E-MAIL       | 19. PARTY         | 29. TABLOID    |
| 8. FAX/MACHINE  | 20. PIGEON POST   | 30. TELEGRAM   |
| 9. INTERNET     | 21. POSTCARD      | 31. TELEPHONE  |
| 10. JOURNAL     | 22. RADIO/WAVES   | 32. TELEVISION |
| 11. LETTER      | 23. REUTER        | 33. TOWN       |
| 12. LOUD HAILER | 24. SATELLITE     | CRIER          |

E	N	O	H	P	E	L	E	T	J	O	U	R	N	A	L	S
R	E	P	A	P	S	W	E	N	S	F	L	I	N	R	E	T
R	S	I	J	T	M	T	R	A	B	R	A	T	F	G	D	O
E	N	M	V	W	A	O	T	E	T	M	E	Y	A	E	O	P
L	O	B	O	B	A	E	D	E	I	N	R	U	X	L	C	T
I	I	N	L	K	L	V	L	E	N	R	G	L	T	H	E	I
A	S	O	W	L	E	E	E	A	M	N	C	S	P	E	S	C
H	I	K	I	D	G	S	E	S	A	L	O	N	H	F	R	A
D	V	T	C	R	M	R	I	L	E	P	I	S	W	T	O	L
U	E	L	A	A	W	A	N	G	N	M	D	L	E	O	M	F
O	L	M	E	C	B	G	C	O	N	A	A	N	I	O	T	I
L	E	P	H	T	I	L	E	H	O	A	R	P	B	A	H	B
E	T	O	N	S	T	G	E	R	I	E	L	I	H	C	M	R
K	O	O	B	O	I	E	B	O	T	N	L	S	E	O	A	E
Y	T	R	A	P	J	T	R	N	T	E	E	E	Y	G	R	O
L	E	N	N	A	H	C	I	K	L	O	P	L	T	A	S	E
M	E	D	O	M	N	O	I	T	A	S	R	E	V	N	O	C

**UNIT IV**  
**WORLD PRESS**  
**PART I**  
**BRITISH PRESS**

*Exercise 1. Read the topical vocabulary and find out which words are new for you. Try to remember them.*

advertiser – *n* рекламодавець  
aim – *v* прагнути, ставити за мету  
ambition – *n* прагнення, мета, мрія  
announcement – *n* об'ява, оголошення, сповіщення, повідомлення  
breadth – *n* ширина, широта світогляду  
contain – *v* містити  
conventional – *a* пристойний, ввічливий, світський  
cost – *v* коштувати  
cost – *n* вартість  
create – *v* створювати, творити  
devoted – *a* присвячений  
divide – *v* розділяти, підрозділяти  
division – *n* розподіл, частина, розділ  
distribution – *n* розповсюдження  
earn /ə:n/ – *v* заробляти. заслужувати  
estimate – *v* оцінювати  
eventful – *a* повний, багатий подіями  
eventless – *a* бідний подіями  
exceed – *v* перевищувати, перевершувати  
flavour /'fleivə/ – *n* смак, відтінок, особливість  
goods – *n* товари  
income – *n* прибуток  
local – *a* місцевий  
glossy /'glosi/ – *a* блискучий, глянцевий  
nationwide – *a* всенародний, загальнонаціональний

obvious /'ɒvɪəs/ – *a* явний, очевидний  
 offensive – *a* образливий  
 profit – *n* вигода, користь, прибуток  
 prosper – *v* процвітати  
 prosperity – *n* процвітання, добробут  
 provide – *v* забезпечувати  
 providence – *n* передбачливість, бережливість  
 quality – *n* якість, сорт  
 range – *v* класифікувати, вибудовувати в ряд  
 respond /ris'pɒnd/ – *v* відповідати, реагувати  
 round – *n* обхід, коло, цикл  
 sensitive – *a* чутливий, вразливий  
 share – *v* ділитися, брати участь, розділяти  
 spread – *v* поширення, розворот газети, збільшення  
 support – *v* підтримувати, містити

**Exercise 2 Match the press items with their definitions. Translate them. Memorize the new ones.**

1) advice column	a) a person in charge of design of a newspaper or magazine
2) broadcast	b) a person who finds interesting information and sometimes composes articles
3) cover	c) one or several words printed in large letters that tell what the item will be about
4) critic	d) a publication about new trends in fashion and a lot of pictures of models
5) glossy fashion	e) a newspaper which is printed only because of most outstanding events
6) newspaper	f) what is put out or transmitted on radio or TV

7) extra edition	g) a person who writes a review of a book or a film in a newspaper
8) reporter	h) the very first and the very last pages of the magazine usually thicker than others
9) headline	i) section of a newspaper or magazine with pieces of advice to the readers
10) feedback	j) a section of a newspaper or magazine about theatrical performances
11) editor	k) several sheets of paper containing information about different issues
12) theatrical column	l) a person who writes a regular column or feature for a newspaper/magazine
13) columnist	m) section of a newspaper in which readers can express their opinions on different matters

***Exercise 3. Match English and Ukrainian equivalents.***

- |                                  |                        |
|----------------------------------|------------------------|
| 1) daily newspapers              | a) рекламувати товари  |
| 2) intelligent reader            | b) щоденні газети      |
| 3) sensational events            | c) вдумливий читач     |
| 4) a copy of a paper             | d) величезний прибуток |
| 5) make propaganda for the goods | e) сенсаційні події    |
| 6) enormous income               | f) екземпляр газети    |

***Exercise 4. Read and translate the text and do the activities that follow it.***

**TEXT 1**

**BRITISH PRESS**

The British media consists of the press, **radio and TV-broadcasting**. There is no subscription on British papers. They may buy any on sale. According to the type of news and the

way they report it, the British papers are divided into the «popular» and the «quality» papers.

The “quality” papers are for more serious **readership**. These papers are bigger in **size** with reports of **major** national and international news stories, with the world of politics and business and with the art and sport. The «quality» papers are: *The Independent, The Guardian, The Financial Times, The Daily Telegraph, The Times*. The great majority of these newspapers are strongly conservative in their politics, but they report fairly fully on political events, so that an intelligent reader can form some idea of what is going on in the world.

The «popular» papers or «tabloids» are called so because of their small size. These newspapers are with many pictures, big headlines and short articles about the Royal family, celebrities, sex, **violence** and sport. Popular press aims to entertain its readers rather than inform them. The «popular» papers are: *The Daily Mail, The Daily Express, The Daily Mirror, The Sun, Today, The Daily Star*.

Big business advertisers have an enormous effect on the major part of the British daily press. It happens because it costs much more to print and distribute each copy of a paper than the reader pays for this copy. The publishers of the popular newspapers are in the business for the profits which they can make. They do not want to work at a loss, so they sell whole pages, half pages, and smaller space in their newspapers to the advertisers to make propaganda for their goods. The income from such advertisements is enormous: a full page advertisement in the *Daily Express* costs the advertiser £ 10,000. The advertiser is only ready to pay this very large sum of money because he knows that his advertisement will be read by at least four million people.

In addition to the national daily papers, there are some papers which are published on Sundays. They include «colour

supplements» – separate colour magazines. Reading a Sunday paper, like having a big Sunday family lunch, is an important tradition in many British households. Sunday papers are: *Observer, Sunday Times, Sunday Telegraph, News of the World, Sunday Express, Mail on Sunday, Sunday Mirror, Sunday People.*

Nearly every area in Britain has one or more **local** newspapers which contain articles about local news and advertising local business and events.

The newspapers in Britain are different from each other - each tries to have a definite profile. Mostly they are **owned** by individuals (press barons) or publishing companies.

radio- and TV broadcasting	major – основний
– радіо- та телетрансляція	violence – насильство
readership – читачі	local – місцевий
size – розмір	own – володіти, належати

***Exercise 5. Answer the questions on the text.***

- 1 What are the two groups of British newspapers?
- 2 What newspapers are strongly conservative?
- 3 What items do «popular» newspapers report?
- 4 Can you name any «quality» and «popular» newspapers?
- 5 Why are the Englishmen fond of «popular» newspapers?
- 6 Why does big business have an enormous effect on the daily press?

***Exercise 6. Choose the right word.***

- 1 Today the daily newspapers in England can be ... into two groups.  
a) published                      b) provided      c) divided
- 2 The quality newspapers are strongly...  
a) conservative                      b) important      c) sensational

3 Film stars' babies, murder cases, divorces often take place in their...

- a) copies      b) pages      c) columns

4 The income from the ... is enormous.

- a) propaganda   b) advertisements      c) newspapers

***Exercise 7. Complete the sentences.***

1 Today the daily newspapers in England can be divided into....

2 The first group consists of....

3 The second group of newspapers consists of....

4 Big business advertisers have an enormous effect on....

***Exercise 8. Mark the statements true or false. Correct the false statements.***

1 All British press can be divided into «quality» and «popular» newspapers.

2 The great majority of tabloids are strongly conservative in their content.

3 «Popular» press reports important world events.

4 «Popular» papers include *The Times* and the *Daily Telegraph*.

5 For every Englishman who reads one of the «popular» newspapers there are ten others who read «serious» ones.

6 Big business advertisers have little effect on the major part of the British press.

***Exercise 9. Choose the correct answers according to text 1.***

1. The «quality» papers try to entertain rather than inform.

- a) true  
b) false

2. The circulation of a newspaper is:

- a) the number of people who buy it.
  - b) the number of people who read it.
3. The readership of the newspaper is:
- a) the number of people who buy it.
  - b) the number of people who read it.
4. Most colour supplements are published on Sundays and are
- a) bought with the Sunday papers.
  - b) bought separately from the Sunday papers.
5. The most popular “quality” newspaper is
- a) *The Daily Mail*.
  - b) *The Daily Telegraph*.
6. The newspapers in Britain are owned by
- a) the Government.
  - b) individuals and publishing companies.

***Exercise 10. Ask all possible questions to have the following answers. For reference see unit VI.***

1. The British media consist of the press, radio and TV-broadcasting.
2. There are two main types of newspapers: the “popular” and the “quality” papers.
3. Some Sunday papers included colour supplements.
4. Popular press will entertain its readers rather than inform them.
5. In Britain, each newspaper tries to have a definite profile.



**Exercise 11. Complete the crossword using the active vocabulary of the topic.**

				<b>1</b>		<b>B</b>														
		<b>2</b>				<b>R</b>														
					<b>3</b>	<b>O</b>														
				<b>4</b>		<b>A</b>														
			<b>5</b>			<b>D</b>														
		<b>6</b>				<b>C</b>														
					<b>7</b>	<b>A</b>														
			<b>8</b>			<b>S</b>														
			<b>9</b>			<b>T</b>														
				<b>10</b>		<b>I</b>														
	<b>11</b>					<b>N</b>														
				<b>12</b>		<b>G</b>														

1. The right to receive a periodical for a sum paid, usually for an agreed number of issues.

2. A person who finds interesting information and sometimes composes articles.

3. The very first and the very last pages of the magazine usually thicker than others.
4. One or several words printed in large letters that tell what the item will be about.
5. Section of a newspaper in which readers can express their opinions on different matters.
6. A piece of writing included with others in newspaper or magazine.
7. A small newspaper which focuses more on sensations than serious news.
8. Several sheets of paper containing information about different issues.
9. A person in charge of design of a newspaper or magazine.
10. A person who writes a review of a book or a film in a newspaper.
11. A person who writes a regular column or feature for a newspaper.
12. A periodical publication containing articles and illustrations often on a particular subject or aimed at a particular readership.

*Exercise 12. Read the text, do the activities that follow it.*

### TEXT 6

#### ENGLISH MAGAZINES AND JOURNALS

Good English writing is often to be found in the weekly political and literary journals, all based in London, all with nationwide circulation in the tens of thousands. A vast range of magazines are published, aimed at readers interested in all sorts of subjects. The *Economist*, founded in 1841, probably has no equal anywhere. It has recently **adopted a coloured cover**, and has a few photographs inside, so that it looks like *Time* and *Newsweek*, *Der Spiegel* and *L'Express*, but its reports **have more depth and breadth** than any of those. It covers the world's affairs and even its American section is more informative about America than its American equivalents.

The *New Statesman* and *Spectator* are weekly **journals of opinion**, one left, one right. They regularly contain well-written articles. Both **devote** nearly **half their space** to literature and the arts.

*The Times* has three weekly «**supplements**», all published separately. The *Literary Supplement* is devoted to book reviews and covers all kinds of new literature. *The Times Educational* and *Higher Education* supplements are obviously special and useful sources for any serious student of these fields of interest. *New Society* and *New Scientist*, both published by the company who owns the *Daily Mirror*, sometimes have good and serious articles about sociological and scientific research, often written by academics yet useful **for the general reader**.

Glossy weekly or monthly picture magazines **cater** either **for** women or for any of a thousand special interests. Almost all are based in London, with national circulations, and the women's magazines sell millions of copies. For every activity with any human following, there is a magazine, supported mainly by advertisers, and from time to time the police bring a pile of pornographic magazines to local magistrates, who have the difficult task of deciding whether they are offensive.

These specialist papers are not cheap. They live off an infinite variety of taste, ambition, desire to know, create and buy. Television has not killed the desire to read.

*Notes:*

adopted a coloured cover – отримав кольорову обкладинку

have more depth and breadth – ширше й глибше

journals of opinion – журнали, що відображають різні думки

devote half their space – відводять половину свого об'єму

supplements – додаткові випуски (додатки)

for the general reader – для широкого кола читачів

cater for ... – відображають інтереси ... націлені на ...

**Exercise 13. Answer the questions.**

- 1 When was the *Economist* founded?
- 2 How does it look like?
- 3 What topics does it cover?
- 4 What are the three «supplements» to *The Times*?
- 5 Which magazines cater for a thousand special interests?
- 6 Why are specialist papers not cheap?

**Exercise 14. Complete the sentences with the appropriate modal verbs or their equivalents and translate them. Sometimes more than one verb is possible.**

*may be able can be allowed must should have be*

1. He \_\_\_\_\_ to publish his article in the national newspaper.
2. A journalist \_\_\_\_\_ constantly keep his knowledge up to date.
3. \_\_\_\_\_ I use your camera for a while?
4. Will you \_\_\_\_\_ to bring me a copy of *The Times*?
5. This journalist \_\_\_\_\_ write his articles in English.
6. You \_\_\_\_\_ speak to the editor-in-chief on this issue.
7. Students \_\_\_\_\_ to find this unique journal only in the university library.

**Exercise 15. Insert the right word.**

*magazines periodicals weeklies journals wide-range*

Weekly and monthly (1) \_\_\_\_\_ are a very important element in the British press. There are about 8,000 reviews in the United Kingdom, which are classified as «general», «specialized», «trade», «technical» and

«professional». General and specialized periodicals include (2) \_\_\_\_\_ of general interest, women's magazines, publications for children, etc. There are journals specializing in a (3) \_\_\_\_\_ of subjects. The highest circulation belongs to women's (4) \_\_\_\_\_ *Woman and Woman's Own*. The most important (5) \_\_\_\_\_ are the *Economist*, the *Spectator* and the *New Statesman*.

**Exercise 16. Read the international words and guess their meaning. Mind the stress.**

'classify	po'litical	illus'tration
'capitalism	con'servative	coope'ration
'music	in'telligent	propa'ganda
'channel	sen'sation	corpo'ration
'group	dis'cussion	perso'nalities

**Exercise 17. Memorize the following pairs of derivatives:**

V →	N	N →	Adj	→	Adv
prosper	prosperity	devotion	devoted		devotedly
provide	providence	ambition	ambitious		ambitiously
cover	coverage	science	scientific		scientifically
divide	division	peace	peaceful		peacefully

**Exercise 18. Transform as in the models:**

to advertise (v)		<i>advertisement</i> (n)	
announce (v) →		(n)	
create (v) →		(adj)	(adv)
estimate (v) →		(n)	
cheap (adj) →		cheaply (adv)	
conventional (adj) →		(adv)	
easy (adj) →		(adv)	

**Exercise 19. Open the brackets, put the verbs in the correct grammar form in Active or Passive Voice. For reference see unit VI.**

***The Times, symbol of tradition and establishment***

*The Times* is one of the Britain's oldest and most influential newspapers. It (1) \_\_\_\_\_ (to begin) its life in 1785. It (2) \_\_\_\_\_ (to start) by John Walter. In those days it (3) \_\_\_\_\_ (to cost) two and a half old pennies.

In the nineteenth century, *The Times* (4) \_\_\_\_\_ (to develop) a reputation for accurate reporting and independent editorial views. Now it (5) \_\_\_\_\_ (to sell) over 650,000 copies a day. It (6) \_\_\_\_\_ (to publish) in London, along with its sister newspaper, *The Sunday Times*, which (7) \_\_\_\_\_ (to have) at least ten sections and takes all week to read!

"*The Times* (8) \_\_\_\_\_ (to have) an excellent reputation for over 200 years", said its editor, who (9) \_\_\_\_\_ (to work) for the paper since 1980, "and now we (10) \_\_\_\_\_ (to try) our best to continue that tradition in order to produce a newspaper for the twenty-first century".

**Exercise 20. Change the sentences from Passive into Active Voice, analyse their grammar forms. For reference see unit VI.**

1. In our town the papers are sold in kiosks.

\_\_\_\_\_.  
2. Information from our local correspondents has been recently received.

\_\_\_\_\_.  
3. Most of the local papers in London are owned by large companies.

\_\_\_\_\_.  
4. The article was strongly criticized by the editor.  
\_\_\_\_\_.

5. A visitor will be surprised with a great variety of morning and evening papers in England.

---

6. An interesting material was devoted to the trip of the President abroad.

---

7. The Conservative Party is strongly supported by *The Times*.

---

8. Has this tabloid ever been printed in your city? – No, but it has been printed and circulated in the capital.

---

9. The photographs of the young correspondent were taken notice of by the visitors of the exhibition.

---

10. *The Times* has always been used by the people for announcements of births, marriages and deaths.

---

***Exercise 21. Put in the missing preposition or adverb wherever necessary.***

The English people are great readers \_\_\_\_\_ newspapers. Various papers and magazines are daily delivered \_\_\_\_\_ their houses. Besides, people often buy papers \_\_\_\_\_ bookstalls. Many newspapers come \_\_\_\_\_ daily. They are called daily papers or dailies. Some papers are issued three times a week. Some magazines are published once a week. They are called weeklies. Others come \_\_\_\_\_ once a month, they are monthlies.

Newspapers inform the readers \_\_\_\_\_ all important developments \_\_\_\_\_ home and \_\_\_\_\_ abroad and the readers closely follow \_\_\_\_\_ these events. All the papers give full attention \_\_\_\_\_ the most important national and international affairs. Many newspapers carry commentaries \_\_\_\_\_ the most interesting current national and foreign events. Some

readers are interested \_\_\_\_\_ sports, others prefer articles \_\_\_\_\_ arts, music and new books. There are many interviews \_\_\_\_\_ newspaper reporters \_\_\_\_\_ prominent people \_\_\_\_\_ our time.

The circulation \_\_\_\_\_ newspapers is very large.

***Exercise 22\**. Correct the following sentences.**

1. Every game has it's rules.
2. You'll see her in a half of an hour.
3. This task is more easier than that one.
4. There are no money in the drawer.
5. Fifty dollars are a large sum.
6. A large number of people is homeless now.
7. She can't know English better then you.
8. She likes to spread gossips about her neighbours.
9. We'd like to congratulate you with getting engaged.
10. It's a so awful day.
11. The teacher asks you where do you live.
12. What room may I choose – yours or your father's?
13. The people who lives here are friendly.
14. What did you do on your last lesson?

***FINAL WRITING TASK. Answer the questions about printed media.***

1. What is your favourite kind of printed media?
2. What do the newspapers inform the readers of?
3. What is the circulation of the newspapers and magazines?
4. What events and reports do you closely follow in newspapers?
5. Why do you like to read magazines?
6. What newspapers and magazines inform the readers of the life of youth in Ukraine?
7. Do you read any scientific journals? What are they?
8. If you had an opportunity to choose some English newspapers for a regular reading, what newspaper would you



choose (*The Guardian, The Times, The Daily Telegraph or some other*)? Why would you choose it?

9. Who is your favourite author, analyst, presenter?

**UNIT IV**  
**WORLD PRESS**  
**PART II**  
**AMERICAN PRESS**

*Exercise 1. Read the text and say, what the specific features of American press are.*

**TEXT 1**  
**PRESS IN THE USA**

All American newspapers and in general all periodicals are privately owned, controlled and managed. In addition to the commercial ones, a large number of publications are produced by industrial organizations and churches, schools, clubs and other community bodies.

The US publishes more newspapers and periodicals than any other country. Most dailies give a greater emphasis to local news because of the strong interest in local affairs. That is why there are no national newspapers. Almost every small town has its own paper.

Fifty-five daily papers have circulation of over 250,000 copies, including five in New York and five in Chicago. Daily newspapers in the major American cities usually contain from 40 to 100 or more pages on weekdays. Daily papers in small cities of 20,000 people contain about 20 pages on weekdays. Sunday editions of major papers have 200 or more pages. This size is explained by two main reasons. First, a newspaper carries items of interest to everyone – young people and old people, businessmen and workers, buyers and sellers. Second, the selling price is not enough to pay for producing the paper. In order to earn additional money, newspapers **sell advertising space** to private citizens and business firms, and a large part of the paper is taken up by advertisement.

A daily newspaper from a medium-sized US city has between 50 and 75 pages, divided into different sections. The most important stories, whether international, national or local, are printed on the front page, which usually has the beginnings of four or five articles and colour photographs. The articles continue inside. The rest of the first section contains news stories, an opinion page with editorials, and letters to the editor, written by people who read the paper. Another section contains local news. The sport section is near the end of the paper, with the features section. This contains comics and also advice columns, such as *Dear Abby*. There are advertisements throughout the paper.

There are many papers in different languages for people from various ethnic backgrounds in the USA.

Tabloids contain articles about famous people but do not report the news. They are displayed in supermarkets, and many people read them while they are waiting to pay but do not buy them.

On Sundays newspapers are thicker. There are usually fewer news stories but more articles analysing the news of the past week and more features, including a colour section of comics.

Commercial advertising, which is the main source of profit for the owner of newspaper, magazines, radio and TV station, influences the mass media in the USA.

*Notes:*

**sell advertising space** – продавати місце для реклами

***Exercise 2. Answer the questions to Text 1.***

1. How big is an average American newspaper?
2. How is it divided?
3. Where can one find the most important stories?
4. What is an American tabloid?
5. How do Sunday newspapers differ from the others?

6. What other types of newspapers can be found in the USA?

**Exercise 3. Rewrite the sentences using the words on the right in the correct form. The meaning must stay the same.**

1. The magazine is published every week.

The magazine \_\_\_\_\_ (come out)

2. Five million people read that paper.

The paper \_\_\_\_\_ (circulation)

3. I read in one paper that they're getting married.

It \_\_\_\_\_ (say)

4. But I read in another paper that they have no plans to marry.

They have no plans to marry, \_\_\_\_\_ (according)

5. Most newspapers and magazines support the government.

Most \_\_\_\_\_ (the press)

**Exercise 4. Complete the sentences with a suitable word.**

1. Did you see the \_\_\_\_\_ in this morning's paper? It said «NEW HOPE FOR PEACE».

2. I haven't read the paper carefully, but I had a quick look at the main article on the \_\_\_\_\_ page.

3. Most of the \_\_\_\_\_ are employed by the newspaper, but there are some who write for several papers.

4. The \_\_\_\_\_ of *The Daily Mail* has apologised for a story in yesterday's edition of the paper.

5. I read a \_\_\_\_\_ of his new book in the paper yesterday. It was very positive.

6. I think there are too many \_\_\_\_\_ in newspapers, especially for cars. I know they bring the papers a lot of money, but they take up so much space.

7. Did you see the report \_\_\_\_\_ *The Times* yesterday \_\_\_\_\_ GM crops?

**Exercise 5. One word is missing from each sentence. Find its place. Write a word from the box at the end.**

cultural editor pension ~~made~~ journalist claims  
headline

Model: I  $\nabla$  a promise to help her, so I will do it. made.

1. I enjoy all sorts of events, such as exhibitions and concerts.  
\_\_\_\_\_.

2. I think he must receive a because he's nearly 70.  
\_\_\_\_\_.

3. I saw a strange newspaper: «MAN BITES DOG».  
\_\_\_\_\_.

4. She's in charge of the local newspaper; I believe she's been the for three years. \_\_\_\_\_.

5. The government that it can cut crime by 20 per cent this year, but I don't believe it. \_\_\_\_\_.

6 My cousin's a newspaper, he writes articles about current affairs. \_\_\_\_\_.

**Exercise 6\*. Complete each sentence with a word or phrase from the box. Use each item once only.**

a) editorial; b) headline; c) spokesperson; d) speculation;  
e) cable television; f) unbiased account; g) special issue;  
h) news flash; i) respect for privacy; j) current affairs;  
k) live coverage; l) pick up; m) increase circulation

1. In an attempt to \_\_\_\_\_ the editor decided to print more "human interest" stories.

2. This channel is devoted only to news and \_\_\_\_\_.

3. With this short-wave radio I can \_\_\_\_\_ broadcasts from all over the world.

4. There has been a lot of \_\_\_\_\_ in the press that the minister is about to resign.

5. This month there is a \_\_\_\_\_ of the magazine with information and advice about going on holiday.

6. We live in a mountainous region, so if it wasn't for \_\_\_\_\_, we wouldn't receive any broadcasts of a reasonable quality.
7. We interrupt this programme to bring you an important \_\_\_\_\_.
8. Exclusively on this channel we have \_\_\_\_\_ of the big match.
9. Next morning an \_\_\_\_\_ appeared in the newspaper, criticising the government's defence policy.
10. These reports are so subjective. Where can I find an \_\_\_\_\_ of what happened?
11. On the front page there was the \_\_\_\_\_ «ANOTHER RISE IN UNEMPLOYMENT».
12. Some tabloid journalists have no \_\_\_\_\_. I'm sure my telephone has been bugged!
13. A \_\_\_\_\_ interviewed on the local news denied that the company was in any way responsible for the accident.

***Exercise 7. Paraphrase the following statements using the words in the box instead of italicised ones. Use one word more than once.***

*an editorial, to come out, to carry, home, dailies, foreign*

1. Newspapers in all countries *publish* a lot of advertisements.
2. In addition to national *daily papers*, there are local papers published in every town.
3. Local papers *publish* local, *national* and *world* news.
4. As a rule each paper begins with *a leading article*.
5. The majority of magazines *are issued* monthly.

***Exercise 8\*. Complete the sentences with a suitable variant.***

1. This newspaper cartoon is not funny, but I like the \_\_\_\_\_ under it.  
a) caption    b) label            c) message    d) text
2. When you go out, will you get me \_\_\_\_\_ of *Newsweek*?  
a) a copy    b) an edition    c) a paper    d) a publication

3. A \_\_\_\_ from the local newspaper asked for details of the accident.  
a) broadcaster    b) newsagent    c) reporter    d) salesman
4. The press couldn't speak to the Ministry employees: they had to wait for a statement from the Government \_\_\_\_\_.  
a) messenger    b) reporter    c) speaker    d) spokesman
5. Although there is no official censorship in our country, the press is still \_\_\_\_\_ the law of the land.  
a) accountable to    b) controlled by    c) restrained by    d) subject to
6. I read a newspaper every day to keep \_\_\_\_\_ and current information.  
a) contemporary    b) modern    c) present-day    d) up-to-date
7. There is a very interesting \_\_\_\_\_ about cancer in the paper.  
a) article    b) documentary    c) news    d) programme
8. A newspaper \_\_\_\_\_ normally makes the final decision about the paper's contents.  
a) editor    b) journalist    c) reporter    d) publisher
9. Dear Sirs, I am writing in response to your \_\_\_\_\_ for a sales clerk in yesterday's *Business Man*.  
a) advertisement    b) announcement    c) propaganda    d) publicity
10. Our newspaper increased its \_\_\_\_\_ by eighty thousand copies.  
a) amount    b) circulation    c) numbers    d) quantity
11. Could I have a copy of the \_\_\_\_\_ issue of the *National Geographic*, please?  
a) actual    b) circulating    c) latest    d) recent
12. He took out a(n) \_\_\_\_\_ to *Dnipro* magazine.  
a) conscription    b) inscription    c) prescription    d) subscription
13. You must look in the \_\_\_\_\_ section of the newspaper to find what films are showing.  
a) diversion    b) entertainment    c) recreation    d) variety

14. Every morning I do the crossword \_\_\_\_\_ in the newspaper.

- a) problem    b) puzzle    c) question    d) test

15. Many newspapers are holding lotteries to \_\_\_\_\_ sales.

- a) advertise    b) progress    c) promote    d) publicise

16. An advertising \_\_\_\_\_ should be short, striking and easily remembered.

- a) caption    b) epigram    c) motto    d) slogan

**Exercise 9\*. Complete the text with the words from the box and translate in writing.**

- |                   |               |               |
|-------------------|---------------|---------------|
| a) organizations; | b) newspaper; | c) interests; |
| d) professional;  | e) daily;     | f) magazines  |

Although in the USA (1)\_\_\_\_\_ sales have been declining through the years, most weekly, monthly and quarterly magazines, periodicals and journals have prospered. Weekly (2)\_\_\_\_\_, e.g. *Newsweek*, *Time*, *US News and World Report* give news in greater depth than (3)\_\_\_\_\_ newspapers. Monthlies appeal to special interests groups, i.e., women, photographers, computer users and those with particular (4) \_\_\_\_\_ like home decorating, etc. Quarterly journals are published by many (5)\_\_\_\_\_ organizations to inform colleagues about current work and research. Universities issue bulletins describing their courses. Many (6) \_\_\_\_\_ publish flyers, brochures, pamphlets describing their products or services.

**Exercise 10. Read the newspaper contents list. Which pages would you look at if you wanted to read about the following:**

- 1) articles for sale
- 2) clothes
- 3) the editor's comments on the news
- 4) films being shown locally
- 5) houses for sale



- 6) news from abroad
- 7) recently published books
- 8) second-hand cars
- 9) duties performed by the Queen yesterday

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***Exercise 11. Complete and translate the sentences with the active vocabulary of this unit.***

- A.** 1. \_\_\_\_\_ is a newspaper that comes out every day.
2. \_\_\_\_\_ is a magazine (a paper) published at regular intervals.
3. \_\_\_\_\_ is a newspaper that circulates all over the country.
4. \_\_\_\_\_ is a place where newspapers and magazines are sold.
5. \_\_\_\_\_ is a printed notice about things to be sold or things that are needed.
- B.** 1. \_\_\_\_\_ is a person responsible for publishing a newspaper or a magazine.
2. \_\_\_\_\_ is a person who delivers papers, letters, and magazines to your house.

3. \_\_\_\_\_ is a person who writes articles to newspapers and magazines.
4. \_\_\_\_\_ is a person who makes reports for the newspapers.
5. \_\_\_\_\_ is a person who comments on some events.
6. \_\_\_\_\_ is a person who writes reviews of books, films or theatre plays.

**Exercise 12\***. A. *Complete the text using the given words and phrases.*

*a) first of all; b) sometimes; c) another problem is that; d) but there is a lot of variety in my work; e) I work as a; f) boring; g) I enjoy; h) I have to; i) not very well-paid; j) it is interesting; k) every day; l) on the other hand; m) the good side of this job is that; n) the best part of my job; o) then*

- I.** (1) \_\_\_\_\_ journalist on a local newspaper. (2) \_\_\_\_\_ my job, and (3) \_\_\_\_\_ most of the time. (4) \_\_\_\_\_ I meet some interesting people, and I don't stay in the office all the time.
- II.** (5) \_\_\_\_\_, there are several disadvantages. (6) \_\_\_\_\_ the job is (7) \_\_\_\_\_ because I am a trainee. (8) \_\_\_\_\_ some of the things I have to do are rather (9) \_\_\_\_\_.
- III.** I do the same kinds of things everyday (10) \_\_\_\_\_. (11) \_\_\_\_\_ (12) \_\_\_\_\_ I go out to interview people and take notes for my story. (13) \_\_\_\_\_ I use a dictaphone. (14) \_\_\_\_\_ write the stories so that they are ready by Thursday at 5.00 pm. My editor often tells me to make the story shorter or change it. (15) \_\_\_\_\_ is when I read my work in the newspaper.

**B. Choose the best title for paragraphs I, II and III.**

My ambitions for the future. My job and its advantages.

The routine in my job. The reason I took my job.

The disadvantages of the job. How to become a journalist.

**Exercise 13. Which words go together?**

	Newspaper	Magazine	Section	Supplement
Daily				
Evening				
Sunday				
Fashion				
Local				
Business				
Tabloid				

**Exercise 14. Answer the questions about your favourite Ukrainian newspaper using the topical vocabulary of this unit.**

1. What is the readership of the newspaper?
2. What materials does the newspaper publish to attract the readers?
3. What kind of advertisements does the newspaper contain?
4. What helps keep the newspaper going?
5. Why do the publishers of the newspaper research the market?
6. Why do you find the newspaper interesting?

**Exercise 15. Find words in this word search grid to the following definitions and complete them.**

J	H	E	A	D	L	I	N	E	T
C	O	Y	E	S	L	G	R	G	R
R	F	U	D	M	K	R	F	O	S
O	C	A	R	T	O	O	N	S	L
S	A	K	N	N	X	V	U	S	L
S	P	O	C	H	A	H	E	I	Q
W	G	B	A	W	K	L	Z	P	S
O	E	D	I	T	O	R	I	A	L
R	Q	P	B	I	L	V	W	S	X
D	C	D	X	J	U	X	P	O	T

- 1) a humorous drawing, often dealing with something in an amusing way \_\_\_\_\_.
- 2) a part of a newspaper giving the opinion of the person in charge of the newspaper on a problem or event \_\_\_\_\_.
- 3) a title printed in large letters above a story in a newspaper \_\_\_\_\_.
- 4) an informal talk or writing about other people's private lives \_\_\_\_\_.
- 5) a person, whose job consists of collecting information and writing things for newspapers and magazines \_\_\_\_\_.
- 6) a printed word game which you do by fitting words guessed from questions and information into a pattern of numbered squares going down and across \_\_\_\_\_.

***Exercise 16. Change from the Active to the Passive Voice.***

1. My father waters this flower every morning.
2. John invited Fiona to his birthday party last night.
3. Her mother is preparing the dinner in the kitchen.
4. We should clean our teeth twice a day.
5. Our teachers have explained the English grammar.
6. Some drunk drivers caused the accident in this city.
7. Tom will visit his parents next month.
8. The manager didn't phone the secretary this morning.
9. Did Mary buy this beautiful dress?
10. I won't hang these old pictures in the living room.
11. The Germans didn't build this factory during the Second World War.
12. The Greens are going to paint this house and these cars for Christmas Day.
13. Ann had fed the cats before she went to the cinema.
14. The students have discussed the pollution problems since last week.
15. Have the thieves stolen the most valuable painting in the national museum?
16. Some people will interview the new president on TV.
17. How many languages do they speak in Canada?
18. Are you going to repair those shoes?
19. He has broken his nose in a football match.
20. Have you finished the above sentences?

***FINAL WRITING TASK. Answer the revision questions using the topical vocabulary of this unit.***

1. What type of press do you prefer to read? Why?
2. What are the topics more often discussed in press? Why?
3. What are the parts of newspaper (magazine)?
4. What are the main differences between newspapers in Ukraine, in Great Britain and in the USA?

5. What professions connected to press do you know? Which one would you choose? Why?
6. Describe work of an editor (columnist, censor, art director, newsagent, journalist).
7. Describe the qualities and qualifications of your favourite journalists. What newspapers do they present? What problems do they cover? Why do their articles appeal to you?
8. What kind of media person would you like to be? Why?

***SPEAKING TASK.*** *If you had an opportunity to choose English and American newspapers and magazines, what would you choose? Why would you choose it? Speak about your favourite newspaper or magazine. Use words and expressions you have learnt from this unit.*

***CREATIVE TASK (PROJECT).*** *Work with a partner to suggest the contents, layout and design of an ideal newspaper. How many pages would it have, what would it contain, etc.?*

***SUGGESTED ACTIVITY IN CONCLUSION.*** *There are many words of wisdom and quotations of famous people. Translate the given ones. Try to find other examples dealing with mass media.*

«The freedom of the press is one of the great bulwarks of liberty, and can never be restrained but by despotic governments» (George Mason, *Virginia Bill of Rights*, 1776).

«Where the press is free and every man able to read, all is safe» (Thomas Jefferson).

«All the news that's fit to print» (Motto of the *New York Times*).

**UNIT V**  
**ADVERTISING**  
**PART I**  
**ADVERTISING TECHNIQUES**

***Exercise 1. Match English advertising terms with their Ukrainian equivalents. Memorize them.***

- |                  |   |
|------------------|---|
| 1) message       | a) публічність, реклама                     |
| 2) shop window   | b) яскравий, живий                          |
| 3) announcement  | c) нав'язування                             |
| 4) slogan        | d) місія, повідомлення                      |
| 5) catchy phrase | e) рекламний проспект, буклет               |
| 6) commercial    | f) рекламний роздатковий матеріал           |
| 7) vivid         | g) рекламне гасло                           |
| 8) handout       | h) помітна фраза, що легко запам'ятовується |
| 9) brainwashing  | i) рекламодавець                            |
| 10) leaflet      | j) галаслива, нав'язлива реклама            |
| 11) promote      | k) вітрина                                  |
| 12) publicity    | l) сприяти, активізувати                    |
| 13) hype         | m) оголошення                               |
| 14) advertiser   | n) рекламний ролик                          |

***Exercise 2. Match advertising terms with their descriptions or definitions. Memorize them.***

- |                  |   |
|------------------|---|
| 1) brand name    | a) frequently repeated phrase that provides continuity to an advertising campaign |
| 2) brand loyalty | b) a name used to distinguish one product from its competitors                    |
| 3) catalogue     | c) a TV or radio advertising  |

- |                |  |
|----------------|--|
| 4) copywriter  | d) positive opinions of consumers about the product or service of a particular brand                                       |
| 5) audience    | e) a person who writes the texts for ads   |
| 6) commercial  | f) a book with a list of things you can buy or look at   |
| 7) advertising | PR g) a group of people who watch or listen to someone speaking or performing in public                                    |
| 8) slogan      | h) advertising by a corporation that focuses on public interest but maintains a relationship to the corporation's products |

***Exercise 3. Read and translate the text. Do the activities that follow it.***

### **TEXT 1**

#### **ADVERTISING TECHNIQUES**

Advertising is a message that tries to sell something. Companies advertise everything from cars to candy. Advertising is also used to change people's ideas. For example, an ad (advertisement) could try to make voters choose a certain candidate for president. Ads appear almost everywhere we look. They are on the radio and on TV, in magazines, shop windows and on T-shirts. They show up inside elevators, on school buses and even in schools. About 600 billion dollars are spent on advertising around the world every year.

Advertising does two main jobs. It tells people about something like a product or a service. It also works to make people want to buy the product or service.

Advertisements do their jobs in many different ways. Many printed ads have headlines or boldly printed words that make people stop and read them. The headline may promise something that the reader wants, like a good price. Other headlines may carry the announcement of a new product.

Some ads use slogans that are used over and over again. They are easy to remember and often use a catchy phrase.



Sometimes slogans are not related to the product. In many ads a famous person talks about a product. This person may be an actor, a model or a well-known athlete, or even an average user of a product. Ads also compare a product with another one of the same type. The ad points out why a product is better. Some ads feature cartoon or product characters. They become well known and people identify them with a product.

Repetition is one of the most basic techniques used in the advertising business. Advertisers broadcast their commercials several times a day for days or weeks to get the message across. When people see an ad more often, they may be more likely to accept the message and want the product.

**NOTE:** 1. *Advertisement = advert = ad*

action	process	result
<i>to advertise</i>	<i>advertising</i>	<i>advertisement</i>

- a) We *advertised* our restaurant in the *Evening News*.
- b) We should put more effort into *advertising*.
- c) I'm writing in reply to your *advertisement*.

2. Do not mix up *company* and *campaign*.

Our *company* starts a new ad *campaign*.

**Exercise 4. Use these advertising terms to complete the sentences.**

<i>sponsor</i>	<i>brand</i>	<i>publicity</i>	<i>agency</i>	<i>influence</i>
<i>slogan</i>	<i>competitors</i>	<i>logo</i>	<i>hype</i>	

1. – Do people really buy things just because they've seen them advertised on TV?

– Of course they do! Advertising has a huge \_\_\_\_\_ on all the choices we make.

2. Advertisers like to think of a clever \_\_\_\_\_ to make people remember their product. For example, Coca Cola's is "It's the real thing."

3. Nike are going to \_\_\_\_\_ the next World Cup. All the players will have to wear the Nike \_\_\_\_\_ on their shirts.
4. What \_\_\_\_\_ of jeans do you wear?
5. Most companies spend a lot of money on advertising. It's the only way they can stay ahead of their \_\_\_\_\_.
6. My sister's just got a job working for an advertising \_\_\_\_\_ as a copywriter.
7. – Did you see Jodie Foster on that chat show last night? She was really good.  
– She's been on all the shows this week. It's all just \_\_\_\_\_ for her new film.
8. – You went to see Spielberg's new film at the weekend, didn't you? What was it like?  
– Well, considering all the \_\_\_\_\_ I thought it was a bit disappointing.

***Exercise 5. Read and translate the text. Do the activities that follow it.***

## **TEXT 2**

### **PROS AND CONS OF ADVERTISING**

Advertising has both positive and negative sides.

Some advertisements are of high artistic value, original and well-designed with vivid pictures, witty language and slogan, artistic photography. Therefore, they add the beauty to our environment. Moreover, advertising brings convenience to people's lives and plays an important role in our economic life and is important to the consumer society. It is a kind of visual enjoyment to look at some witty works of advertising.

But some leaflets and handouts are polluting the environment as rubbish and a blemish on the landscape of the city. They disfigure our cities. Advertisements are not always truthful, and a product is often misrepresented, false and deceptive. Many advertisements are fictitious and exaggerating. Advertisements are an insidious form of

brainwashing. It is very disturbing that TV programs are interrupted by advertisements, and mailboxes are stuffed with rubbish. We can do nothing but accept it passively.

***Exercise 6. Answer the questions in writing.***

1. What is advertising?
2. What are the main jobs of advertising?
3. What are the main advertising techniques?
4. Why is the repetition often used in advertising business?
5. What are the advantages of advertising?
6. What are the disadvantages of advertising?

***Exercise 7. Choose the correct ending for each of the following phrases.***

1. *Oasis* are doing a tour to promote...
2. I think it's a brilliant advert. It really grabs...
3. Advertisers know that consumers will always compare...
4. Advertisers are experts at persuading people...
5. They really want to sell this product. They've just launched...
6. The tobacco industry has been trying very hard to improve...
7. At the moment British Airways are advertising...
8. We're trying to reach...
  - a) to spend their money.
  - b) your attention.
  - c) the under-18 market.
  - d) two flights for the price of one.
  - e) their new album.
  - f) a huge advertising campaign.
  - g) one product with another.
  - h) its image.

***Exercise 8. The adjectives below are often used to describe the advertising image for a product. Match the adjectives on the left with the most likely product on the right.***

- |             |                         |
|-------------|-------------------------|
| 1) macho    | a) holiday              |
| 2) family   | b) breakfast cereal     |
| 3) feminine | c) after shave          |
| 4) healthy  | d) perfume              |
| 5) trendy   | e) tropical fruit juice |
| 6) exotic   | f) music system         |
| 7) hi-tech  | g) car                  |
| 8) reliable | h) clothes shop         |

**WRITING TASK.** *Is there any advert at the moment that you really like? What's it for? What's the funniest advert you've ever seen? Describe it using the active vocabulary of this unit.*

**Exercise 9.** *Complete these sentences with the correct passive forms. Analyze their grammar forms using unit VI.*

*Model:* In the UK advertising and PR (to teach) in universities but not usually in schools.

In the UK advertising and PR are taught in universities but not usually in schools. – *Present Simple Passive*

1. A young man (to take) to hospital after injuring his leg.  
\_\_\_\_\_.
2. Twenty cars (to steal) from the city centre since January.  
\_\_\_\_\_.
3. Where (to hold) the next Olympics?  
\_\_\_\_\_.
4. Alcoholic drinks (not to sell) to children under 16.  
\_\_\_\_\_.
5. (To build) the bridge a long time ago?  
\_\_\_\_\_.
6. I'm sorry, but dinner (not to include) in the price.  
\_\_\_\_\_.
7. (To freeze) the vegetables immediately after you pick them?  
\_\_\_\_\_.
8. My TV set (to repair) next Friday.  
\_\_\_\_\_.

9. The police (not to tell) about the accident yet.

---

**Exercise 10. Match English advertising terms with their Ukrainian equivalents.**

- |                     |                                   |
|---------------------|-----------------------------------|
| 1) products on sale | a) поштова рекламна розсилка      |
| 2) movie opening    | b) отримувати прибуток            |
| 3) display ad       | c) якість                         |
| 4) income           | d) розпродаж продукції            |
| 5) quality          | e) прибуток, заробіток            |
| 6) direct mail      | f) широкоформатна газетна реклама |
| 7) to profit        | g) рубрична реклама               |
| 8) classified ad    | h) зовнішня експозиція, реклама   |
| 9) outdoor display  | i) початок кіносеансу             |

**Exercise 11. Match these advertising terms with their descriptions or definitions. Memorize them.**

- |                    |  |
|--------------------|--|
| 1) direct mail     | a) a large printed notice, picture, or photograph used to advertise something or as a decoration |
| 2) target audience | b) small adverts placed by private individuals in a newspaper                                    |
| 3) poster          | c) any outdoor signs that publically promote a product or service                                |
| 4) billboard       | d) the kind of people that a programme, advertisement, etc. is supposed to attract               |
| 5) advertising     | e) a small piece of paper used for door-to-door advertising                                      |
| 6) caption         | f) attracting of public attention to a product, service  |
| 7) display ads     | g) any size messages located in the newspaper except the editorial page                          |
| 8) leaflet         | h) advertisements that are sent by post to   |

- many people
- 9) outdoor display    i) a large sign used for advertising
- 10) classified ads    j) typed text under advertising, cartoon explaining the image

***Exercise 12. Read and translate the text. Do the activities that follow it.***

### **TEXT 3**

#### **PRINT ADVERTISING**

Advertising gets to people through different forms of communication. Newspapers, magazines and direct mail belong to print media. TV, radio and the Internet are among the most important electronic media.

***Newspapers.*** Almost half of a newspaper is made up of ads. Local papers have ads of local companies, but nationwide newspapers also advertise products that are sold all over the country. As most papers in Britain are published daily, many new ads, like products on sale or movie openings, can be placed every day. Newspapers sell advertising space in all sections of their paper. Most newspapers receive about three-fourth of their income from advertising and one fourth from circulation. In most cases ads of products will be put in the section they are related to.

Display ads can take up from a few cm to a full page except the editorial page. They have illustrations, headlines and lots of information on a certain field.

Classified ads appear in a separate section of a newspaper. Most of them only have a few lines and list homes, cars for sale, furniture or other things that private people want to sell or buy.

***Magazines.*** Magazines mostly appear all over the country and are used by national advertisers. In contrast to newspapers they are read when people have more time. They

are kept for a few weeks or even months. Better printing quality and colour ads are among the advantages of magazines.

Many special magazines are made for groups of people. The ads that appear there are especially for these groups. A computer magazine, for instance, may have many ads related to computers, printers or scanners.

**Direct mail.** Direct mail consists of leaflets, brochures, catalogs or letters that are mailed directly to people. Mail-order companies profit from this kind of advertising. Some mailing lists send information to all the people, others only according to their jobs, age or income. Direct mail costs a lot of money, but advertising companies can be sure that they will reach the target audience.

**Outdoor signs.** Large colourful outdoor signs can easily catch the attention of by-passers. But these ads must be short and simple because viewers see them only for a few seconds.

The main signs are posters, billboards and electronic displays. Billboards or hoardings are owned by local companies that rent them to advertisers. Sometimes ads are painted on buildings. Electronic billboards have large displays where ads change very quickly. They are the most expensive kind of outdoor signs.

***Exercise 13. Answer the following questions in writing.***

1. What do the advertising media include?
2. What kind of ads can newspapers offer to advertisers?
3. What is the difference between display and classified ads?
4. What are the advantages of ads in magazines?
5. What are the peculiarities of direct mail?
6. What is the difference between outdoor signs and the other kinds of advertising?
7. What is the most expensive kind of print advertising?

***Exercise 14. Advertisers can promote products in different ways.***

**A. Use these words from the box to make word combinations.**

<i>tour</i>	<i>offer</i>	<i>gifts</i>	<i>deal</i>	<i>loyalty</i>
-------------	--------------	--------------	-------------	----------------

1) special 2) sponsorship 3) free 4) brand 5) promotional

**B. Now use the expressions to complete the following sentences.**

1. – You don't normally buy this coffee.

– No, but they had a \_\_\_\_\_ at the supermarket – two jars for the price of one.

2. – Did you see that *Pulp* are playing at the Odeon next month?

– Yes, they're on a \_\_\_\_\_.

3. David Beckham has just signed a new \_\_\_\_\_ with Adidas. It's worth more than a million pounds a year.

4. The kids always want me to buy this kind of cereal so they can get the \_\_\_\_\_ inside!

5. Huge advertising companies like to catch young people. They know the meaning of \_\_\_\_\_!

**Exercise 15. Read this information from press release, complete the gaps with appropriate form (active/passive) of the verbs from the box.**

<i>wear</i>	<i>make</i>	<i>cost</i>	<i>export</i>
-------------	-------------	-------------	---------------

«... and this is the last stage of the production process. As you know, Swift trainers are really very expensive, and the reason they (1) \_\_\_\_\_ so much is that they (2) \_\_\_\_\_ of the highest quality leather. We (3) \_\_\_\_\_ over 10 million trainers to countries all around the world and our shoes (4) \_\_\_\_\_ by all types of people, from top athletes to children at school.»

**SPEAKING TASK. Choose one of the advertising media. Make a short presentation on its advantages and disadvantages.**



**UNIT V**  
**ADVERTISING**  
**PART II**  
**ADVERTISING FUNCTIONS**

***Exercise 1. What is your opinion on the following statements about advertising. Which of them do you agree or disagree with? Why? Write A if you agree, D if you disagree.***

- \_\_\_\_\_ 1. Advertising is essential for business, especially for launching new consumer products.
- \_\_\_\_\_ 2. A large reduction of advertising would decrease sales.
- \_\_\_\_\_ 3. Advertising often persuades people to buy things they don't need.
- \_\_\_\_\_ 4. Advertising often persuades people to buy things they don't want.
- \_\_\_\_\_ 5. Advertising lowers the public's taste.
- \_\_\_\_\_ 6. Advertising raises prices.
- \_\_\_\_\_ 7. Advertising does not present a true picture of products.
- \_\_\_\_\_ 8. Advertising has a bad influence on children.
- \_\_\_\_\_ 9. People remember advertisements, not products.

***Exercise 2. Match these Ukrainian words with their English equivalents. Memorize them.***

- |                         |                              |
|-------------------------|------------------------------|
| 1) impact               | a) цінність, вартість        |
| 2) unconsciously        | b) споживач                  |
| 3) to convince/persuade | c) вплив                     |
| 4) value                | d) розділ оголошень «Продам» |
| 5) consumer             | e) підсвідомо                |
| 6) demand               | f) розділ оголошень «Куплю»  |

- |                       |   |
|-----------------------|---|
| 7) hoarding/billboard | g) попит, потреба                                 |
| 8) «wanted» column    | h) підсвічена реклама                             |
| 9) «for sale» column  | i) рекламний щит                                  |
| 10) backlit displays  | j) приманка, провісник великої рекламної кампанії |
| 11) «teaser»          | k) пращур, предок                                 |
| 12) ancestor          | l) переконувати                                   |

***Exercise 3. Match advertising terms with their descriptions or definitions. Memorize them.***

- |                  |   |
|------------------|---|
| 1) to advertise  | a) a person who buys or uses products   |
| 2) outdoor       | b) a place for television advertisement   |
| 3) quality       | c) to use a note, a photograph, a short film to persuade people to buy, do or use something |
| 4) entertainment | d) activities that make people laugh or that interest people                                |
| 5) consumer      | e) broadcast periods viewed or listened to by the greatest audience                         |
| 6) impact        | f) a written statement with the information to be broadcast or published                    |
| 7) prime-time    | g) happening outside or used outside  |
| 8) press release | h) the effect that a message has on the audience  |
| 9) TV slot       | i) how good something is  |

***Exercise 4. Read and translate the text. Do the activities that follow it.***

### **TEXT 1**

#### **ADVERTISING FUNCTIONS**

The average citizen is usually annoyed by all the advertisements printed in newspapers and magazines and the commercials broadcast on TV. But the impact of the whole advertising industry on a single person is immense and plays a very important role in our lives. Advertising absorbs vast sums of money but it is useful to the community. What are the functions of advertisements?

The first one to mention is to inform. People have a lot of information about household devices, cars, building materials, electronic equipment, cosmetics, detergents and food. Advertisements introduce them new products or remind them of the existing ones.

The second function is to sell. The products are shown from the best point of view and the potential buyer unconsciously chooses the advertised products. One buys this product because the colorful TV commercials convince him of the best qualities. Even cigarettes or sweets or alcohol are associated with the good values of human life such as joy, freedom, love and happiness. Just those associations make a person choose the advertised products. The aim of a good advertisement is to create a consumer demand to buy the advertised product or service. Children are good example as they usually want the particular kind of chocolate or toy or chewing-gum.

Thirdly, since the majority of advertisements are printed in our press we pay less for newspapers and magazines. The public advertising seen on street hoardings, railway stations and buildings makes people's life more joyful. Moreover, there are plenty of small classified ads in the press concerning

«employment», «education» and «for sale» and «wanted» columns. They help ordinary people to find a better job or a better employee, to sell or to buy their second-hand things and find services. They learn about educational facilities, social events such as, concerts, theatre plays, football matches, and announce births, marriages and deaths.

Thus, despite our dissatisfaction when being bombarded by all the advertisers' information they perform a useful service to society. Advertisements are an essential part of our everyday life.

**Exercise 5. Answer the following questions in writing.**

1. Why does advertising play a very important role in our life?
2. What are the main functions of advertisements?
3. What information do ads introduce to people?
4. What is the aim of a good advertisement?
5. Why are classified ads in the press useful to the society?

**Exercise 6.**

**A. Make two-word advertising phrases using these words from the box.**

<i>magazines</i>	<i>shot</i>	<i>names</i>	<i>points</i>	<i>prices</i>
------------------	-------------	--------------	---------------	---------------

1. competitive; 2. glossy; 3. brand; 4. selling; 5. mail

**B. Now use the expressions in the following sentences.**

1. *Silk Cut* and *Johnnie Walker* are common \_\_\_\_\_ that everybody recognises.
2. – I see that *Audi* have just launched a new model.  
– Yes, they've started a huge advertising campaign. There are ads in all the papers and \_\_\_\_\_ – and TV commercials every five minutes!
3. We like to think that we offer quality products at \_\_\_\_\_.
4. To my mind, the fact that this car is so economical is one of its major \_\_\_\_\_.

5. If you get a reply rate of 10% for a \_\_\_\_\_, that's good. 15% is thought to be excellent. 20% is brilliant.

**Exercise 7★. Match the advertisement on the left with its explanation on the right.**

ADVERTISEMENT:

EXPLANATION:

- |  |   |
|--|---|
| 1) Sale – All Prices 10% off.                                    | a) We make them and sell them ourselves.                              |
| 2) 16 Day Money Back Guarantee. Our Pledge of Full Satisfaction. | b) If you buy three cookies, you pay only for two.                    |
| 3) Free Trail Without Obligation.                                | c) Anyone can afford it.  |
| 4) Direct From the Manufacturer.                                 | d) We will deliver the item free direct to your door.                 |
| 5) Free Demonstration.   | e) Prices are discounted.   |
| 6) A Price to Suit Everyone's Pocket.                            | f) We'll show how it works – there's no charge.                       |
| 7) Free Home Delivery on Selected Items.                         | g) Try it – you can return it to us if you don't like it.             |
| 8) Buy Three Cookies Get One Free.                               | h) If you don't like it, you can have your money back within 16 days. |

**Exercise 8. Read another information from press release and complete the gaps with appropriate form (active or passive) of the verbs from the box.**

come	make	redesign	open
------	------	----------	------

This is the Mercedes-Benz new car.

As you can see it (1) \_\_\_\_\_. The engine is much more powerful now and it (2) \_\_\_\_\_ much quieter. There's a sun-roof which (3) \_\_\_\_\_ when you press this button, and some models now (4) \_\_\_\_\_ with autonomous driving included.

**Exercise 9\***. Complete the text with the words from the box and translate in writing.

a) audiences	b) market	c) advertising
d) mass communication	e) features	f) comfortable

Advertising is a form of selling. Advertising seeks to make people aware of things they need and to make them want these things. It tells what products or services are on the (1) \_\_\_\_\_, and how they can be obtained.

It announces new products and describes new uses and improved (2) \_\_\_\_\_ of familiar ones.

Advertising suggests that we might enjoy nourishing foods, more attractive clothes, and more (3) \_\_\_\_\_ homes. In doing all these things, (4) \_\_\_\_\_ helps us to improve our way of living. It also shapes our tastes, habits and customs.

Advertising messages are carried to large (5) \_\_\_\_\_ by TV, newspapers, magazines, radio and other means of (6) \_\_\_\_\_.

**Exercise 10.** Read and translate the article from “Economist” and do the activities that follow it.

## TEXT 2

### OUTDOOR ADVERTISING – A BREATH OF FRESH AIR

The world of outdoor advertising billboards, transport and «street furniture» (things like bus shelters and public toilets) – is worth about \$18 billion a year, just 6% of all the world’s spending on advertising. But it is one of the fastest growing segments, having doubled its market share in recent years.

Outdoor advertising’s appeal is growing as TV and print are losing theirs. The rising costs of TV are prompting clients to consider alternatives. Dennis Sullivan, boss of Portland Group, a media buyer, calls outdoor advertising the

last true mass-market medium. It is also cheap. In Britain, a 30-second prime-time TV slot costs over £60 000 (\$100 000); placing an ad on a bus shelter for two weeks works out at about £90.

Adding to its attractions has been a revolution in the quality of outdoor displays. Famous architects are designing arty bus shelters and kiosks with backlit displays. Backlighting, introduced in Europe by Decaux and More, and plastic poster skins have vastly improved colour and contrast.

Movement is possible too. Disney advertised its *101 Dalmatians* video on bus shelters with the sound of puppies barking.

This sort of innovation has attracted a new class of advertiser. Recent data shows that in Britain, alcohol and tobacco have been replaced by entertainment, clothing and financial services. The big outdoor advertisers, like carmakers, are using it in new ways. BMW ran a “teasers” campaign in Britain exclusively on bus shelters. Particularly attractive to the new advertisers is street furniture, the fastest growing segment of the outdoor market. It accounts for some 20% in Europe and about 5% in America.

***Exercise 11. Identify advertising terms in this collection of letters.***

ADVERTISINGPOSTERMARKETCAMPAIGNSEGMENTB  
UYERCLIENT

***Exercise 12. Find the following advertising terms from text 2 in the word search grid.***

- |              |               |            |              |         |
|--------------|---------------|------------|--------------|---------|
| 1) billboard | 2) cheap      | 3) outdoor | 4) expensive | 5) slot |
| 6) indoor    | 7) prime-time | 8) segment | 9) image     |         |

B	N	L	J	Z	S	U	X	V	A
---	---	---	---	---	---	---	---	---	---

I	R	R	O	O	D	N	I	H	D
L	P	R	I	M	E	T	I	M	E
L	Z	P	R	B	J	P	C	C	S
B	E	V	I	S	N	E	P	X	E
O	C	H	E	A	P	S	P	E	G
A	J	R	S	X	C	P	W	G	M
R	D	P	Z	L	G	J	T	A	E
D	O	U	T	D	O	O	R	M	N
C	Q	M	Z	E	M	T	A	I	T

**Exercise 13. Answer the questions.**

1. What do these numbers in the article refer to?  
5, 101, 18, 90, 60 000, 20, 100 000, 6, 30
2. Outdoor advertising is increasing in many countries. Is this a good thing?
3. Why is outdoor advertising becoming more popular nowadays?
4. Which industries are becoming more involved in outdoor advertising?
5. What products do you think are suitable for outdoor advertising?

**Exercise 14. Write questions to the following sentences using the passive form. For reference see unit VI.**

1. George was taken to hospital because he had a heart attack.  
(ask why) \_\_\_\_\_ ?
2. You will be paid salary on Friday.  
(ask when) \_\_\_\_\_ ?
3. Tickets for the concert are sold at all large stores.  
(ask where) \_\_\_\_\_ ?
4. The new theatre will be built in five years' time.  
(ask when) \_\_\_\_\_ ?
5. The article was written by Urma Mackintyre.



- (ask whom ... by) \_\_\_\_\_ ?
6. The plant has been moved because it wasn't getting enough light. (ask why) \_\_\_\_\_ ?
7. Portuguese is spoken in Brazil.  
(ask where) \_\_\_\_\_ ?
8. Napoleon was known as Boney.  
(ask what) \_\_\_\_\_ ?
9. The film was directed by James Cameron.  
(ask whom ... by) \_\_\_\_\_ ?
10. Forty-seven people have been injured.  
(ask how many) \_\_\_\_\_ ?

***Exercise 15. Read the text below about our ancestor's ads and do the activities that follow it.***

### **TEXT 3**

#### **FROM THE HISTORY OF ADVERTISING**

How and what our ancestors advertised? It isn't easy to establish when the first advertisement appeared, and it is not surprising since it goes back to very ancient times. A papyrus in the collection of the British museum, in London, advertises the sale of a slave. Rock drawings and inscriptions along the roads were also an excellent way to advertise things.

Probably the oldest advertisement was found in the excavations of the ancient Egyptian town of Memphis. It says: "I, Rhinos from Cyprus, live here. Gods gave me the gift of the true telling of dreams." This advertisement is 2,500 years old. It is carved in stone and visitors to one of the Cairo museums can inspect it.

In the excavations of one of the towns of ancient Greece archaeologists found about 300 stone fragments with letters of the Greek alphabet. When they put the fragments together they found it was a tablet for a shop window with a list of goods and their prices.

The first newspaper in the world that put in an advertisement was a hand-written Roman newspaper *Daily Happenings*. It contained announcements of meetings, births, and marriages in the noble families of Rome.

Bright signs with the name of the owner and his goods appeared above shops to attract customers. Fruit, vegetables, shirts, shoes, hats were painted by “naive painters”. Some of these painters were really outstanding masters, such as Niko Pirosmanshili.

One of the houses built in Kiev early last century may also be considered as an advertisement. It is decorated by figures of sea monsters, shells and sea dragons. The story of the house is unusual. The owner of a cement plant couldn't sell his product as it was a new material and construction firms were quite conservative. So, when he learnt that a well-known architect was going to build a new house for himself he offered cement free of charge on the condition that the house would be decorated by sculptures made of cement. The unusual building attracted everybody's attention and served as an excellent advertisement of the new building material.

***Exercise 16. Using information in the text, complete each sentence with a phrase A – G from the list below. For each question 1 – 7 mark one letter A – G. Do not use any letter more than once.***

1. A papyrus in the collection of the British museum in London advertises\_\_\_\_\_.
2. An excellent way to advertise things were also\_\_\_\_\_.
3. Visitors of Cairo museum can inspect an ad from ancient Egyptian town of Memphis exposing\_\_\_\_\_.
4. In the excavation of one of the towns of ancient Greece archaeologists found\_\_\_\_\_.
5. The first newspaper in the world, which was Roman handwritten newspaper, contained\_\_\_\_\_.

6. Former customers were attracted by\_\_\_\_\_.
7. An unusual house in Kyiv decorated with sculptures attracted everybody's attention and served as excellent advertisement of \_\_\_\_\_.

**A** 300 fragments of a tablet for a shop window with a list of goods and their prices.

**B** the new building material – cement.

**C** announcement of meetings, births and marriages in the noble families.

**D** the gift of true telling dreams.

**E** bright signs above the shop with the names of the owner and his goods painted on them.

**F** the sale of a slave.

**G** rock drawings and inscription along the roads.

**Exercise 17. Match the advertisements from the text 6 with the geographic names. For each part in question 1 – 6 mark the letter A – F.**

- |  |           |
|--|-----------|
| 1. A papyrus                           | A Rome    |
| 2. Caved in stone advertisements       | B Kyiv    |
| 3. Tablet for a shop window            | C London  |
| 4. Hand-written newspaper              | D Greece  |
| 5. Bright signs above the shop windows | E Memphis |
| 6. House made of cement                | F Georgia |

**Exercise 18. Complete the text with the words from the box.**

have	had	if	should (×2)	ought
------	-----	----	-------------	-------

My name is Christian and I'm a student of electronic engineering. To tell you the truth, it wasn't my choice - it was my parents'. (1) \_\_\_\_\_ only I'd been more insistent! I (2) \_\_\_\_\_ have done what I wanted and studied

psychology but they said I wouldn't get a good job. I wish I had told them then that good psychologists can earn much more than bad engineers. I wish I (3) \_\_\_\_\_ not passed my maths exam at school then I wouldn't (4) \_\_\_\_\_ been accepted to do engineering. I'm sitting in the library now and I (5) \_\_\_\_\_ to be doing some physics problems but instead I'm reading Erich Fromm's *Escape from Freedom*. I think my parents (6) \_\_\_\_\_ read this as well, so they would understand better how I feel.

***CREATIVE TASK. Choose a proverb or saying and use them to write captions to advertise products (e.g. jewelry, dairy products, a holiday, shoes, furniture). You can keep the expressions as they are, modify them slightly or significantly, or give them a new context, but they must remain recognizable.***

***Exercise 19. As you know, many advertisements use modified quotation, proverb or saying, sometimes only changing one word or adding a context. Find equivalents to their meaning and use them in sentences.***

1. When in Rome, do as the Romans do.
2. Achilles' heel.
3. Crossing the Rubicon.
4. Crying over spilt milk.
5. To have one foot in the grave.
- 6 All's well that ends well.
7. To cut the Gordian knot.
8. You can't have too much of a good thing.
9. A rough diamond.

**Exercise 20\***. Read the evaluation a student wrote about his teacher. There are twelve mistakes in the use of adjectives and adverbs. The first mistake is already corrected. Find and correct eleven more.

### EVALUATION

Mr. Delgado is an (~~exceptionally~~) *exceptional* teacher. He prepared careful for classes, and his lessons were almost always interested. He explained clearly the material, and he returned always our tests on time. This was not an easy class, but the time always passed fast because the students were exciting by the material. I studied hardly for this class – more than two hours a night – because Mr. Delgado gave hard tests. His tests were very fairly though. We were never surprising by test questions because they were all from class work or the textbook. I did good in this class, and I'm sure other students will too. I recommend highly his class.

**Exercise 21. Advertisements take many forms.**

**A. Match the opinions with the forms of advertising according to what you think.**

*Ad forms:*

1) posters

2) radio

3) cinema

4) TV

5) magazines

6) newspapers

7) direct mail

8) brochures

*Opinions:*

a) It's effective.

b) It's unsightly.

c) It's expensive.

d) It's ineffective.

e) People don't listen/watch it.

f) People don't go there.

g) People throw it/them away.

h) It reaches a lot/only a few people.

**B. Now work in groups. Discuss your opinions like this:**

*Model:* What do you think of poster advertising?

– In my opinion, it's probably quite effective, although it's unsightly.

– It's probably effective because it reaches a lot of people.

**C. And now make up sentences like this:**

*Model:* In spite of being unsightly, this type of advertising is good for many products like \_\_\_\_\_. In spite of the fact that many people don't go there, this type of \_\_\_\_\_.

**Read the sentences to the group and ask them to guess the form of advertising you have created.**

**Exercise 22\***

**A. Here is the list of products and images. Match the images with the products in the chart and make a sentence like this:**

*Model:* I think that advertisements often use an image of a woman in an evening dress to advertise cars, because...

- |                     |                                  |
|---------------------|----------------------------------|
| 1) jewelry          | a) a woman in a swimming costume |
| 2) wine             | b) a woman in an evening dress   |
| 3) ladies' fashions | c) a man in a suit               |
| 4) cars             | d) a wild animal                 |
| 5) spirits          | e) a mountain scene              |
| 6) cigarettes       | f) an outdoor man                |
| 7) perfume          | g) a tropical island             |
| 8) chocolates       | h) mountain streams              |
|                     | i) ancient ruins                 |
|                     | j) a peaceful country scene      |

**B. Make your own list of products and images with a partner.**

**FINAL WRITING TASK. Answer the revision questions.**

1. How many advertisements do you think you see or hear every day?
2. How many times do you have to see an advertisement before it begins to annoy you?
3. What makes an advertisement memorable?
4. Give examples of advertisements that have persuaded you to buy the product. Why?

**FINAL PROJECT TASK.** *Analyse weak and strong sides of outdoor advertising in your town (city). Illustrate your project with video and / or images. Use Microsoft Office Power Point and useful phrases given below.*

## **THE LANGUAGE OF PRESENTATIONS**

### **1 Introductions**

My name is ... and | I'm here to / going to ... | talk to you about / tell you about / explain ... | I'd like to ...

First of all, can I say thank you for inviting me here today / for coming / for your kind introduction.

### **2 Giving an overview of your presentation**

I'll speak for about 20 minutes and leave time at the end for questions.

Could I ask you to leave any questions until after the presentation?

Please stop me at any time if you have a question.

Please bear with me, as English is not my first language.

So, I'd like to divide my presentation into three main areas / two parts.

### **3 Signalling the progression of ideas**

I'd like to start | by saying / explaining / showing you / describing ...

| with a brief introduction to / a short film / quotation from / a story.

First / To begin with I'm going to ...

Now/Next/Finally | I'd like to | move on to / turn to ...

| let's | look at /examine / analyse ...

### **4 Referring to visual aids**

As you can see from this chart / diagram,...

If you look at this graph / picture, you can see ...

This map /slide illustrates / shows ...

## 5 Concluding

Finally / In conclusion I'd like to say that...

I'd like to end / finish | by saying ...

| with a brief summary of...

So, if you have any questions, I'll do my best to answer them.

So, if there aren't any more questions, I'll end there. Thank you very much for listening.

***SUGGESTED ACTIVITY IN CONCLUSION. There are many quotations of famous personalities. Translate the given ones. Do you agree with them? Try to find other examples dealing with advertising.***

1. «Advertising makes people buy things they don't need with money they haven't got» (William Rogers)
2. «The function of advertising is to make the worse appear better» (Thomas Wolfe)
3. «Advertising is the greatest art form of the twentieth century» (Herbert Marshall McLuhan)

### ***SUGGESTED ACTIVITY TO CROWN IT ALL: PROMISE YOURSELF***

To be so strong that nothing can disturb your peace of mind.

To talk health, happiness and prosperity to every person you meet.

To make all your friends feel that there is something in them.

To look at the sunny side of everything and make your optimism come true.

To think only of the best, to work only for the best and expect only the best.

To be just as enthusiastic about the success of others as you are about your own.

To forget the mistakes of the past and press on to greater achievements of the future.

To wear a cheerful countenance at all times and give every living creature you meet a smile.



To give so much time to the improvement of yourself that you have no time to criticize others.

To be too large for worry, too noble for anger, too strong for fear and too happy to permit the presence of trouble.

**UNIT VI**  
**GRAMMAR REFERENCE AND EXERCISES**

**1. TYPES OF QUESTIONS**

**General (Yes / No) Questions**

Auxiliary Verb	Subject	Main Verb	Object
<b>Do</b>	you	<b>go</b>	there?
<b>Have</b>	they	<b>gone</b>	there?
<b>Were</b>	you	<b>going</b>	there?

**Alternative / Or- Questions**

Auxiliary Verb	Subject	Main Verb	or	Alternative Verb
<b>Did</b>	you	<b>go</b>	or	<b>run?</b>
<b>Has</b>	she	<b>gone</b>	or	<b>run?</b>
<b>Were</b>	you	<b>going</b>	or	<b>running?</b>

**Tag Questions**

Subject	Main Verb	Object	Auxiliary Verb	Subject
You	<b>go</b>	there,	<b>don't</b>	you?
They	<b>haven't</b>	there,	<b>have</b>	they?
He	<b>gone</b>	there,	<b>isn't</b>	he?
	<b>is going</b>			

**Information / Wh- Questions**

Question Word	Auxiliary Verb	Subject	Main Verb	Object
Why	<b>do</b>	you	<b>go</b>	there?
When	<b>did</b>	she	<b>arrive</b>	there?
How	<b>will</b>	we	<b>go</b>	there?

## Wh- Questions: Subject / Object

Question About the Subject				Answers		
Wh-Word Subject	Main Verb	Object		Subject	Main Verb	Object
<b>Who</b>	<b>saw carries</b>	Mary?		<b>Maria</b>	<b>saw carries</b>	her
		the box?		<b>Nick</b>		it
Questions About the Object				Answers		
Wh- Word Object	Auxiliary Verb	Subject	Main Verb	Subject	Main Verb	Object
<b>Who(m)</b>	<b>did does</b>	Mari a Nick	<b>see? carry?</b>	She He	<b>saw carries</b>	<b>Mar y</b>
						<b>the box</b>
<b>What</b>						

### Grammar Notes

### Examples

<p>1. Use <b>wh-questions</b> (also called information questions) to ask for specific information. Wh-questions begin with <b>wh-words</b> such as <i>who, what, where, when, why, which, whose, how, how many, how much, and how long.</i></p>	<p>A: <b>Whom</b> did you see at the meeting? B: Mary Adams. A: <b>When</b> did you go there? B: On May 12. A: <b>How many</b> people saw you? B: Many.</p>
<p>2. When you are asking about the <b>subject</b>, use: a wh-word in place of the subject, and statement word order: <b>subject + verb</b>. For questions beginning with <i>which, whose, how much, and how many</i>, we often use wh-word + noun in place of the</p>	<p><i>subject</i> <b>Someone</b> saw you. <i>subject</i> <b>Something</b> happened. Who saw you? What happened? <b>Which politician</b> told the truth? <b>How many people</b> saw</p>

subject.	the accident?
3. When the verb is a form of <b>be</b> (am, is, are, was, were) use: <b>Wh-word + be.</b>	<b>Mary Adams</b> is the reporter. <b>Who</b> is the reporter? Mary Adams is <b>the reporter.</b> <b>Who</b> is Mary Adams?
4. When you asking about the <b>object</b> , use: a wh-word, and the following word order: auxiliary <b>verb</b> + <b>subject</b> + <b>main verb</b> . For question beginning with <i>which, whose, how much, and how many</i> , we often use <b>wh-word</b> + <b>noun</b> in place of the object. <b>REMEMBER:</b> An <b>auxiliary verb</b> is such as <b>do</b> (does, did), <b>have</b> (has, had), <b>can</b> , or <b>will</b> . <b>Be</b> can be an auxiliary too.	<i>object</i> You saw <b>someone</b> . <i>object</i> He said <b>something</b> . <b>Who</b> did you see? <b>What</b> did he say? <b>Which politician</b> did you believe? <b>How much time</b> did the president need? <b>Who does</b> she teach? <b>Who is</b> she helping?
5. <b>Usage note:</b> In <i>very formal</i> English when asking about people as object, <b>whom</b> is sometimes used instead of <b>who</b> . <b>BE CAREFUL!</b> If the main verb is a form of <b>be</b> , you cannot use <b>whom</b> .	<i>Very formal:</i> <b>Whom</b> did you see? <i>More common:</i> <b>Who</b> did you see? <b>Who</b> is the next president?

## EXERCISES

**Exercise 1. Fill in the gaps with the appropriate question words: what, who, when, where, why, what time.**

1. *Where* do you live?
2. \_\_\_\_\_ does he get up?
3. \_\_\_\_\_ does she study?
4. \_\_\_\_\_ do they have for breakfast?
5. \_\_\_\_\_ does your father leave home in the morning?
6. \_\_\_\_\_ does her mother work?
7. \_\_\_\_\_ do the lessons start?
8. \_\_\_\_\_ do we have lunch? At school or at home?
9. \_\_\_\_\_ do you go to school with?
10. \_\_\_\_\_ do you go after school?
11. \_\_\_\_\_ does your brother do his homework? Before or after school?
12. \_\_\_\_\_ do you want for your birthday?
13. \_\_\_\_\_ do they usually do on Sundays?
14. \_\_\_\_\_ do we go on holidays?
15. \_\_\_\_\_ does she usually read?
16. \_\_\_\_\_ do you play tennis with?
17. \_\_\_\_\_ do you usually spend your summer holidays?
18. \_\_\_\_\_ do you like your friends?
19. \_\_\_\_\_ do you like your English lessons?

**Exercise 2. Put the words in the right order to make a question.**

1. English / you / start / did / learning / when?

---

2. tennis/ often/ play/ how/ does / she?

---

3. do / doing/what/ at/ you/ like/ weekend/ the?

---

4. weekend/ do/ what/ you/ would/ to/ this/ like?

---

5. dictionary/ why/ got/ you/ haven't/ a?

---

6. much/ put/ my/ coffee/ sugar/ how/ did/ in/ you?

---

7. phoned/ doing/ John/ when/ what/ you/ were?

---

8. sandwiches/ make/ is/ who/ to/ going/ the?

---

9. radio/ listening/ does/ enjoy/ to/ mother/ the/ your?

---

10. live/ Edward / where/ was/ child/ a/ did/ when/ he?

---

***Exercise 3. Form questions using the question words.***

1. Father buys a newspaper on Sundays.
2. The Browns eat supper in the afternoon.
3. Jane meets her friend in the afternoon.
4. Mother does the shopping before lunch.
5. She visited her friends in hospital.
6. The boys went to the match last week.
7. They wrote an e-mail to all the participants.
8. Our neighbour's dog is barking now.
9. Carol has just arrived.
10. Helen was going to a concert when you met her.

***Exercise 4. Form questions using the question words: Who, When, Why, What, Where, How, Whose.***

1. Father buys a newspaper on Sundays.
2. The Browns eat supper in the afternoon.
3. Jane meets her friend in the afternoon.
4. Mother does the shopping before lunch.
5. Mother meets Mrs. Jenkins in the street.
6. Joe Lampton is very worried.

7. Emma likes hamburgers.
8. Harry Brown lives in Cambridge.
9. Mr Smith goes to England in August.
10. John plays football in the lunch break.
11. Mother drinks coffee for breakfast.
12. Tom listens to records in the evening.
13. Mary and Paul do their homework at home.
14. Dick and Dolly go to the cinema on Saturday.
15. Miss Webster sings all the time.
16. Our neighbour's dog barks a lot.
17. Mr Brown works at school.
18. Susan sings very well.
19. Ann is in the garden.
20. Helen is going to go to a concert.
21. The boys have got a racing-bike.
22. Susan comes home late.
23. She visited her friends in hospital.
24. The boys went to the match last week.
25. You will have to show your passport on entering the embassy.
26. The Managing Director is away at the moment.
27. David Livingstone is famous for his exploration of Africa.
28. He flew a kite with a wire.
29. The language used is hundreds of years old.
30. Carol has just arrived.(Carol)
31. They wrote an e-mail to all the participants.
32. She was delighted with the new dress she had bought.

***Exercise 5. Ask questions to which the underlined words are answers:***

1. Hercule Poirot uses his power of observation to solve complicated mysteries.
2. The train pulled out of the station at 9.15 punctually.
3. Agatha Christie was married to Sir Max Mallowan.

4. People buy paperback editions because they are cheaper.
5. A reporter must be an inquisitive sort of person.
6. The foreign correspondent is based abroad.
7. The first British daily newspaper appeared in 1702.
8. The Richardsons have lived in Belgrade for eight years.
9. Great Britain consists of England, Wales and Scotland.
10. Wales has always been known as a country of music and songs.
11. All over Wales you will find wishing wells.
12. People from over thirty countries come to compete in folk singing.
13. The present troubles in Northern Ireland have been going on since 1960s.
14. The Celts were the first to fortify the site of the city of Belgrade.
15. Grace became an international heroine.
16. All of a sudden there was a complete silence.
17. She has already heard what I think of her.
18. The other day she ran into an old friend of mine.
19. Some actors think that it is lucky to drink Turkish coffee before a performance.
20. She was studying Geography when we came.



## 2. FORMATION OF ACTIVE VOICE

час		вживання	утворення	вказівки часу	приклади
Simple / Indefinite	present	тепершній неозначений час дія відбувається постійно або повторюється час від часу	+ verb(I)/ verb(I)+s(he/she/it) ? do/does(he/she/it) + verb(I) – don't/doesn't + verb(I)	often, usually, never, always, seldom, every day, frequently, sometimes, in the evening	+ I often write letters. ? Do you always write letters? – He doesn't write letters every week.
	past	минулий неозначений час дія відбувалася одноразово або повторювалася в минулому	+ verb(II)/verb(I)+ed ? did + verb(I) – didn't + verb(I)	yesterday, last week, in 1998, two years ago, the day before yesterday	+ I wrote this letter yesterday. ? Did you write this letter last week? – I didn't write this letter three hours ago.
	future	майбутній неозначений час дія буде відбуватися одноразово або повторюватиметься в майбутньому	+ shall/will+verb(I) ? shall/will+verb(I) – shall not/shan't/will not/won't + verb(I)	tomorrow, next week, in 2 days, the day after tomorrow, then	+I shall write this letter tomorrow. ? Will you write this letter in four hours. – He won't write this letter next week.

Continuous / Progressive		present			
		теперішній час	тривалий час		
future	майбутній час	дія буде відбуватися в певний момент або триватиме протягом певного часу в майбутньому	+ shall/will + be + verb(I) + ing ? shall/will + be + verb(I) + ing – shan't/won't + be + verb(I) + ing	at 5 o'clock tomorrow, from 5 till 6 tomorrow, the whole evening tomorrow	+ She will be writing this letter from 3 till 4 tomorrow. ? Will he be writing this letter the whole evening tomorrow? – We won't be writing this letter at 6 o'clock tomorrow.
	минулий час	дія відбувалася у певний момент або тривала протягом певного часу в минулому	+ was/were + verb(I) + ing ? was/were + verb(I) + ing – wasn't/weren't + verb(I) + ing	at 5 o'clock yesterday, from 5 till 6 yesterday, when he came, the whole evening yesterday	+ I was writing this letter at 3 o'clock yesterday. ? Was he writing this letter from 5 till 6 yesterday? – They weren't writing this letter when he phoned.
	теперішній час	тривала дія, що відбувається в даний момент	+ am/is/are + verb(I) + ing ? am/is/are + verb(I) + ing – am not/isn't/aren't + verb(I) + ing	now, at the moment, Look! Hurry up!	+ I am writing this letter at this moment. ? Is he writing this letter at this moment? – We aren't writing this letter now.

		час	вживання	утворення	вказівки часу	приклади
<b>Perfect</b>	<b>present</b>	теперішній завершений	дія відбулася до моменту мовлення, не вказується її точний час, але є результат на даний момент	+ has / have + verb(III)/ verb(I) + ed  ? has/ have + verb(III) / verb(I) + ed  – hasn't / haven't + verb(III)/verb(I) +ed	today, this week, yet ever, just, never, already, lately, recently, for 2 days, since morning	+ I have already written this letter. ? Has she ever written letters? – They haven't written this letter yet.
	<b>past</b>	минулий завершений	дія відбулася раніше певного моменту або дії в минулому	+ had +verb(III) / verb(I)+ed  ? had + verb(III) / verb(I)+ed  – hadn't + verb(III) / verb(I)+ed	by 3 o'clock, before he came, after	+ I had written this letter by 2 o'clock. ? Had they written this letter before their parents came? – He hadn't written this letter by 4 o'clock.
	<b>future</b>	майбутній завершений час	дія закінчиться до певного моменту або дії в майбутньому	+ shall/will + have + verb(III)/ verb(I) + ed  ? shall/ will + have +verb(III)/verb(I) +ed  – shan't/won't + have +verb(III) / verb(I) + ed	by 3 o'clock tomorrow , by next Sunday	+ We will have written this letter. by 3 o'clock tomorrow. ? Will he have written this letter by next Monday? – I will not have written this letter by 2 o'clock tomorrow.

Perfect Continuous		present			
		теперішній завершений тривалий час	дія почалася в минулому, тривала якийсь час до певного моменту в теперішньому і продовжує тривати	+ has/have + been + verb(I) + ing  ? has/have + been + verb(I) + ing  – hasn't/haven't + been + verb(I) + ing	for two hours, since morning
		past			
	минулий завершений тривалий час	дія почалася в минулому і тривала якийсь час до певного моменту в минулому	+ had + been + verb(I) + ing  ? had + been + verb(I) + ing  – hadn't + been + verb(I) + ing	for two hours, by the time he came, for 40 minutes yesterday, since morning last Monday	+ He had been writing this letter for two hours yesterday. ? Had she been writing this letter for one hour before they left? – We hadn't been writing this letter since morning yesterday.
		future			
	майбутній завершений тривалий час	дія почнеться в майбутньому і буде тривати якийсь час до певного моменту в майбутньому	+ shall/will + have + been + verb(I) + ing  ? + shall/will + have + been + verb(I) + ing  – shan't/won't + have + been + verb(I) + ing	for two hours tomorrow, since tomorrow morning	+ I will have been writing this letter for 3 hours tomorrow. ? Will he have been writing this letter since morning next Saturday? – She won't have been writing this letter for 20 minutes then.

### 3. LIST OF PRESENT AND PAST TENSES (ACTIVE VOICE)

*Simple present I do*

I **work** in a bank but I **don't enjoy** it very much.  
Tom **watches** television every evening.  
**Do** you **like** parties? **Does** he **like** sport?  
We **don't go** out very often. We usually **stay** home.

*Present continuous I am doing*

Please don't bother me. **I'm working**.  
"What's Tom **doing**?" "He's **watching** television."  
Hello, Ann. **Are** you **enjoying** the party?  
We **aren't going** to the party tomorrow night.

*Present perfect I have done*

I've **lost** my key. **Have** you **seen** it anywhere?  
"Is Tom here?" "No, he **has gone** home."  
How long **have** they **been** married?  
The house is very dirty. We **haven't cleaned** it for weeks.

*Present perfect continuous I have been doing*

I'm tired. I've **been working** hard all day.  
You're out of breath. **Have** you **been running**?  
How long **has** she **been studying** English?  
I **haven't been feeling** very well lately.

*Simple past I did*

I **lost** my key yesterday.  
They **went** to the movies, but they **didn't enjoy** the film.  
What time **did** you **get** up this morning?  
It **was** hot in the room, so she **opened** the window.

*Past continuous I was doing*

When I arrived, Tom **was watching** television.  
This time last year I **was living** in Brazil.  
What **were** you **doing** at 10:00 last night?  
The television was on, but they **weren't watching** it.

*Past perfect I had done*

I couldn't get into the house because I **had lost** my key.

When I arrived at the party, Sue wasn't there. She **had gone** home.

They didn't come to the movies because they **had** already **seen** the film.

The house was dirty because we **hadn't cleaned** it for weeks.

*Past perfect continuous I had been doing*

I was very tired. I **had been working** hard all day.

He was leaning against a wall out of breath. He **had been running**.

### EXERCISES ON PRESENT SIMPLE AND PRESENT CONTINUOUS

*Exercise 1. Write these sentences using the negative form of the present simple.*

1. (He/not/live/in/Mexico) \_\_\_\_\_  
\_\_\_\_\_
2. (She/not/work/in a bank) \_\_\_\_\_  
\_\_\_\_\_
3. (I/not/play/golf) \_\_\_\_\_
4. (Paul/not/play/computer games) \_\_\_\_\_
5. (We/not/speak/French) \_\_\_\_\_
6. (You/not/listen/to me!) \_\_\_\_\_
7. (My car/not/work) \_\_\_\_\_
8. (I/not/drink/tea) \_\_\_\_\_
9. (Sheila/not/eat/meat) \_\_\_\_\_
10. (I/not/understand/you) \_\_\_\_\_

*Exercise 2. Choose the correct variant.*

1. a) She come home early.  
b) She does not comes home early.

- c) She don't come home early.
  - d) She doesn't come home early.
2.
    - a) You often play basketball?
    - b) Do you often play basketball?
    - c) Is you often play basketball?
    - d) Are you often play basketball?
  3.
    - a) How much does cost it for the return ticket?
    - b) How much for the return ticket does it cost?
    - c) How much does it cost for the return ticket?
    - d) How does much it cost for the return ticket?
  4.
    - a) We always go abroad for our holidays.
    - b) Always we go abroad for our holidays.
    - c) We go always abroad for our holidays.
    - d) We go abroad always for our holidays.
  5.
    - a) We enjoy the theatre, but we don't go very often there.
    - b) We enjoy the theatre, but we don't very often go there.
    - c) We enjoy the theatre, but very often we don't go there.
    - d) We enjoy the theatre, but we don't go there very often.
  6.
    - a) The next train leaves in the morning at ten fifteen.
    - b) The next trains leaves at two fifteen in the morning.
    - c) The next train at two fifteen in the morning leaves.
    - d) At ten fifteen in the morning leaves the next train.

**Exercise 3. Fill in the blanks to complete the conversation. Use the words given in brackets.**

**A:** Hi. My name's Bai. I'm from China.

**B:** Hi, Bai. My name's Khalid. \_\_\_\_\_ (you/speak)

Chinese?

- Well, a lot of people \_\_\_\_\_ (say) our language is
- A:** Chinese. But there are several dialects, or forms, of Chinese. I \_\_\_\_\_ (speak) Mandarin. China \_\_\_\_\_ (have) over 1 billion people, and most people \_\_\_\_\_ (speak) Mandarin, but not everyone does. Mandarin \_\_\_\_\_ (have) over 800 million speakers. What about you?
- B:** I speak Farsi. \_\_\_\_\_ (you/know) anything about my language?
- A:** No, I \_\_\_\_\_ (do/not). Who \_\_\_\_\_ (speak) Farsi?
- B:** People in Iran do. We sometimes \_\_\_\_\_ (call) the language «Persian».
- A:** What alphabet \_\_\_\_\_ (you/use)?
- B:** We \_\_\_\_\_ (use) the Arabic alphabet, with some differences. We \_\_\_\_\_ (write) from right to left. \_\_\_\_\_ (you/want/see) my writing?
- A:** Yes, I \_\_\_\_\_ (do).
- B:** الإنجليزية. I want to see your writing too.
- A:** Here's an example of my writing. 英語
- B:** How many letters \_\_\_\_\_ (Chinese/have)?
- A:** Chinese \_\_\_\_\_ (not/have) letters. It \_\_\_\_\_ (have) characters. Each character \_\_\_\_\_ (represent) a word or a syllable.
- B:** Wow. It \_\_\_\_\_ (seem) like a hard language.
- A:** Well, it isn't hard to speak it. But it \_\_\_\_\_ (take) a long time to learn to read and write well.
- B:** It \_\_\_\_\_ (look) so beautiful.
- A:** Your writing \_\_\_\_\_ (look) beautiful too. And interesting.

**Exercise 4. Choose the correct completions.**

**Tornadoes**

Tornadoes *occur / are occurring* in most areas of the world. However, the plains of the United States *have / are*



*having* the most. (Plains are large areas of flat land with few trees.) Tornado Alley, a frequent area for tornadoes, *stretches / is stretching* from Texas to North Dakota. Because tornadoes *form / are forming* over flat areas of land, they *are not / do not* so common in the mountains. Cold air *meets / is meeting* warm air, usually in a thunderstorm. The winds *make / are making* a spiral or funnel cloud that sometimes reaches 320 miles per hour. They *pick up / are picking up* cars, trees, and houses. Sometimes this debris *flies / is flying* for miles. Strong tornadoes *cause / are causing* a lot of damage. Surprisingly, the funnel cloud *doesn't last / isn't lasting* long, usually less than ten minutes.

Right now a tornado *forms / is forming* over the plains. People *seek / are seeking* shelter in underground areas such as basements. Several storm chasers *get / are getting* ready to follow the tornado and collect data. They *listen / are listening* to weather radios for storm updates.

*Are you / Do you* familiar with tornadoes? *Are you / Do you* have tornadoes in your area?

***Exercise 5. Complete the sentences. Write the present simple or the present continuous form of the verbs in brackets.***

1. The sun (set) \_\_\_\_\_ in the west every evening.
2. Look! The sun (set) \_\_\_\_\_ behind the mountain now.  
How beautiful!
3. The football players (practice) \_\_\_\_\_ on the field right now.
4. The football players (practice) \_\_\_\_\_ on the field every afternoon.
5. I always (listen) \_\_\_\_\_ to the radio when I'm in my car.
6. The traffic is bad today, but it isn't bothering me. I (listen) \_\_\_\_\_ to my favorite morning talk show with Jack LaLoule, who is very funny.

7. Sam and Lara (talk) \_\_\_\_\_ on the phone every night.
8. Sam and Lara (talk) \_\_\_\_\_ on the phone right now, so I can't call Lara. Her line is busy.
9. I'll call you back in a little while. We (eat) \_\_\_\_\_ dinner right now.
10. My friends usually (eat) \_\_\_\_\_ dinner early. They often go out to their favorite restaurant for the early dinner special at 5:30.

***Exercise 6. Read this student's LiveJournal. Use the present continuous or present simple of the verbs in brackets.***

It's 12:30 and I (1) \_\_\_\_\_ (to sit) in the library right now. My groupmates (2) \_\_\_\_\_ (to eat) lunch together, but I (3) \_\_\_\_\_ (to be not) hungry yet. At home, we (4) \_\_\_\_\_ (to eat) never this early. Today our journal topic (5) \_\_\_\_\_ (to be) culture shock. It (6) \_\_\_\_\_ (to be) a good topic for me right now because I (7) \_\_\_\_\_ (to be) pretty homesick. I (8) \_\_\_\_\_ (to miss) my old routine. At home we always (9) \_\_\_\_\_ (to eat) a big meal at 2:00 in the afternoon. Then we (10) \_\_\_\_\_ (to rest). But here in Toronto I (11) \_\_\_\_\_ (to have) a 3:00 conversation class. Every day I (12) \_\_\_\_\_ (almost to fall asleep) in class, and my teacher (13) \_\_\_\_\_ (to ask) me, "(14) \_\_\_\_\_ (to be bored) you?" Of course I'm not bored. I just need my afternoon nap! This class (15) \_\_\_\_\_ (always to be) fun. This semester we (16) \_\_\_\_\_ (to work) on a project with video cameras. My team (17) \_\_\_\_\_ (to film) groups of people from different cultures. We (18) \_\_\_\_\_ (to analyze) "social distance". That means how close to each other these people stand. According to my new watch, it's 12:55, so I (19) \_\_\_\_\_ (to leave) now for my 1:00 class. Teacher here really (20) \_\_\_\_\_ (not to like) tardiness!

## EXERCISES ON PRESENT PERFECT AND PAST SIMPLE

**Exercise 1. Complete the sentences with appropriate time expressions.**

1. Today is *the 14<sup>th</sup> of June*. I bought this book *two weeks ago*.  
I have had this book since *the 14<sup>th</sup> of June*.  
I have had this book for *two weeks*.
2. I met my best friend in \_\_\_\_\_.  
I've known her/him for \_\_\_\_\_.  
I've known her/him since \_\_\_\_\_.
3. I first used \_\_\_\_\_ (*name of social media*) in \_\_\_\_\_.  
I have had a/an \_\_\_\_\_ account since \_\_\_\_\_.  
I have had a/an \_\_\_\_\_ account for \_\_\_\_\_.
4. I have a / an \_\_\_\_\_ that I bought \_\_\_\_\_ ago.  
I have had it since \_\_\_\_\_.  
I have had it for \_\_\_\_\_.

**Exercise 2. Complete the sentences with a verb from the list. Mind the tense form.**

break	buy	decide	finish	forget	go (2)
invite	see	not/see	take	tell	

1. "Can I have this newspaper?" "Yes, I \_\_\_\_\_ with it".
2. I \_\_\_\_\_ some new shoes. Do you want to see them?
3. "Where is Liz?" "She \_\_\_\_\_ out."
4. I'm looking for Paula. \_\_\_\_\_ you \_\_\_\_\_ her?
5. Look! Somebody \_\_\_\_\_ that window.
6. "Does Lisa know that you're going away?" "Yes, I \_\_\_\_\_ her."
7. I can't find my umbrella. Somebody \_\_\_\_\_ it.
8. I'm looking for Sarah. Where \_\_\_\_\_ she \_\_\_\_\_?
9. I know that woman but I \_\_\_\_\_ her name.
10. Sue is having a party tonight. She \_\_\_\_\_ a lot of people.

11. What are you going to do? \_\_\_\_\_ you \_\_\_\_\_?  
12. "Where are my glasses?" "I don't know. I \_\_\_\_\_  
them."

**Exercise 3. Put the verbs in brackets in the present perfect or past simple.**

- A: \_\_\_\_\_ you ever \_\_\_\_\_ to Spain? (be)  
B: No, but I \_\_\_\_\_ to Portugal last year. (go)  
A: \_\_\_\_\_ you ever \_\_\_\_\_ any countries outside Europe? (visit)  
B: Yes, I have. I \_\_\_\_\_ to New York a few years ago. (go)  
A: Who \_\_\_\_\_ you \_\_\_\_\_ with? (go)  
B: My boyfriend. It was a work trip and his company \_\_\_\_\_ for everything. (pay)  
A: How wonderful! \_\_\_\_\_ you \_\_\_\_\_ there for long? (be)  
B: No, we \_\_\_\_\_ only there for five days. (be)  
A: Where \_\_\_\_\_ you \_\_\_\_\_ ? (stay)  
B: We \_\_\_\_\_ a suite in a five-star hotel. It was beautiful! (have)  
A: \_\_\_\_\_ the company \_\_\_\_\_ you on any other trips recently? (invite)  
B: No, my boyfriend \_\_\_\_\_ working there a year later, so that was our only trip. (stop)

**Exercise 4. Circle the correct verb.**

1. Botswana (*became / has become*) an independent country in 1966.  
2. Botswana (*was / has been*) an independent country for more than 40 years.

3. It's raining. It (*was / has been*) raining since noon today.
4. It's raining. It's the rainy season. It (*rained / has rained*) every day since the first of the month.
5. I grew up in Scotland until I moved to Argentina with my family. I was 12 then. Now I am 21. I (*lived / have lived*) in Scotland for 12 years.
6. Now I live in Argentina. I (*lived / have lived*) in Argentina for 9 years.
7. Claude and Pierre worked together at the French restaurant for 30 years. They retired three years ago. They (*worked / have worked*) together for 30 years.
8. Claude and Pierre (*didn't work / haven't worked*) for the last three years.

***Exercise 5. Choose the correct form.***

1. Mark *is/has been* in Canada since April.
2. Jane is a good friend of mine. I *know / have known* her very well.
3. Jane is a good friend of mine. I *know / have known* her for a long time.
4. "Sorry I'm late. How long *are you / have you been* waiting?"  
"Not long. Only five minutes."
5. Martin *works / has worked* in a hotel now. He likes his job very much.
6. Linda is reading the newspaper. She *is / has been* reading it for two hours.
7. "How long *do you live / have you lived* in this house?"  
"About ten years."
8. "Is that a new coat?" "No, *I have / I've had* this coat for a long time."
9. Tom *is / has been* in Spain at the moment. He *is / has been* there for the last three days.

***Exercise 6. Complete the sentences with the correct form of the present perfect or simple past verb.***

### **An Experience Studying Abroad**

Gabriel is the first person in his family to study abroad. He (be) \_\_\_\_\_ a student at Oxford University for the past year. He is studying international relations there on a scholarship. His parents are very proud. No one in the family (receive, ever) \_\_\_\_\_ a scholarship before. Gabriel (want) \_\_\_\_\_ to study overseas since his family (take) \_\_\_\_\_ a trip to Asia when he was a teenager. He enjoyed meeting people from other cultures and finding out more about them. Since he (come) \_\_\_\_\_ to Oxford, he (meet) \_\_\_\_\_ students from around the world. During this time, he (discover) \_\_\_\_\_ common interests among his classmates. He (hear, also) \_\_\_\_\_ a variety of opinions very different from his. He (learn) \_\_\_\_\_ much about the world, both inside and outside the classroom.

#### ***Exercise 7. Put the verbs in brackets in the past simple.***

Two summers ago we (1) \_\_\_\_\_ (have) a holiday in Scotland. We (2) \_\_\_\_\_ (drive) there from London, but our car (3) \_\_\_\_\_ (break) down on the motorway and we (4) \_\_\_\_\_ (spend) the first night in Birmingham. When we (5) \_\_\_\_\_ (get) to Edinburgh we (6) \_\_\_\_\_ (nor can) find a good hotel - they (7) \_\_\_\_\_ (be) all full. We (8) \_\_\_\_\_ (not know) what to do, but in the end we (9) \_\_\_\_\_ (find) a Bed and Breakfast and we (10) \_\_\_\_\_ (stay) there for the week. We (11) \_\_\_\_\_ (see) the castle, (12) \_\_\_\_\_ (go) to the Arts Festival, and we (13) \_\_\_\_\_ (buy) a lot of souvenirs. We (14) \_\_\_\_\_ (want) to go to Loch Ness, but we (15) \_\_\_\_\_ (not have) much time and it (16) \_\_\_\_\_ (be) quite far away. The weather (17) \_\_\_\_\_ (not be) very good, and it (18) \_\_\_\_\_ (start) raining the day we (19) \_\_\_\_\_ (leave).

**Exercise 7. Complete the sentences. Write the past simple tense of the verbs in bold.**

1. Sandy **works** at a bakery. She \_\_\_\_\_ there last Saturday. 2. Burt often **listens** to old Beatles songs. He \_\_\_\_\_ to some last night too. 3. Ana and Juan **study** English in a group on Saturday mornings. Last Saturday, they \_\_\_\_\_ the irregular past tense verbs. 4. It **rains** every afternoon in the summer. Yesterday it \_\_\_\_\_ all afternoon and all night too. 5. Watch out! Those glasses **break** easily. Uh-oh . . . one glass just \_\_\_\_\_. 6. Nowadays, I occasionally **swim** for exercise when I have time, but I \_\_\_\_\_ every day when I was a child. 7. Lightning sometimes **hits** trees in this area. In the last storm, a lightning bolt \_\_\_\_\_ my neighbor's tree and caused it to fall on his house. 8. This year corn **costs** a lot more than it \_\_\_\_\_ last year. 9. Gail generally **shuts** the door very quietly, but tonight she \_\_\_\_\_ it with a loud bang because she was very angry. 10. Sometimes I **forget** things. Yesterday I \_\_\_\_\_ to take my keys with me, and when I got home, I couldn't get into my house.

### **EXERCISES ON PAST CONTINUOUS**

**Exercise 1. Circle the correct form of the verbs in brackets.**

1. We (*had* / *were having*) a wonderful dinner last night to celebrate our 25th wedding anniversary.
2. We (*had* / *were having*) a wonderful time when suddenly the electric power went out.
3. When Richard (*stopped* / *was stopping*) his car suddenly, the groceries (*fell* / *were falling*) out of the grocery bags and (*spilled* / *were spilling*) all over the floor of the car.
4. When I was a child, my mother always (*served* / *was serving*) cookies and milk to my friends and me when they (*came* / *were coming*) home with me after school.
5. When we (*looked* / *were looking*) in on our baby last night, he (*slept* /

was sleeping). I think he (*dreamt / was dreaming*) about something nice because he (*smiled / was smiling*).

6. A: Why is Henry in the hospital?

B: He (*worked / was working*) on his car in the garage when the gas tank (*exploded / was exploding*).

A: Oh! What (*caused / was causing*) the explosion?

B: Henry (*dropped / was dropping*) a match too near the gas tank.

**Exercise 2. Put the verbs into the past simple or past continuous.**

1. I \_\_\_\_\_ my arm when I \_\_\_\_\_ football. (break, play)
2. \_\_\_\_\_ you \_\_\_\_\_ fast when the police \_\_\_\_\_ you? (drive, stop).
3. It \_\_\_\_\_ when we \_\_\_\_\_ the pub. (snow, leave)
4. I \_\_\_\_\_ the match because I \_\_\_\_\_ (not see, work)
5. When you \_\_\_\_\_ me, I \_\_\_\_\_ to my boss. (call, talk)
6. We \_\_\_\_\_ in Cambridge when we \_\_\_\_\_. (study, meet)
7. \_\_\_\_\_ they \_\_\_\_\_ in Rome when they \_\_\_\_\_ their first baby? (live, have)
8. She \_\_\_\_\_ when we \_\_\_\_\_ dinner. (arrive, have)

**Exercise 3. Complete the sentences with a verb from the list in the correct past continuous form.**

do	get	not live	not rain	walk	work
----	-----	----------	----------	------	------

1. Amy \_\_\_\_\_ in the park at 10.30 yesterday.
2. \_\_\_\_\_ you and Jack \_\_\_\_\_ in the same office when you first met?
3. Why didn't you answer the phone last night? What \_\_\_\_\_ you \_\_\_\_\_?
4. It \_\_\_\_\_ when I left home this morning.
5. I \_\_\_\_\_ in Prague in 2017.



6. I dropped my passport when I \_\_\_\_\_ into the taxi.

***Exercise 4. a) Read about an explosion at the World Trade Center in New York City. Complete the story with the past continuous or past simple tense form of the verbs in brackets.***

On February 26, 1993, a bomb (1) \_\_\_\_\_ (explode) in New York City's World Trade Center. At the time, 55,000 people (2) \_\_\_\_\_ (work) in the Twin Towers, and thousands of others (3) \_\_\_\_\_ (visit) the 110-story world-famous tourist attraction.

The explosion, which (4) \_\_\_\_\_ (take place) a little after noon (5) \_\_\_\_\_ (kill) six people and (6) \_\_\_\_\_ (injure) more than a thousand others. It (7) \_\_\_\_\_ (take) all day and half the night to get everyone out of the building.

When the bomb (8) \_\_\_\_\_ (explode), the lights (9) \_\_\_\_\_ (go out), the elevators (10) \_\_\_\_\_ (stop), and fires (11) \_\_\_\_\_ (start). Many people were in the wrong place at the wrong time. Four co-workers (12) \_\_\_\_\_ (eat) lunch in their offices when the explosion (13) \_\_\_\_\_ (shake) Twin Towers. When the blast (14) \_\_\_\_\_ (occur) the building's walls (15) \_\_\_\_\_ (crumble) and the ceilings (16) \_\_\_\_\_ (collapse). Rescue workers (17) \_\_\_\_\_ (arrive) within fifteen minutes and (18) \_\_\_\_\_ (find) the four workers dead.

One man (19) \_\_\_\_\_ (walk) in the garage beneath the World Trade Center when the bomb (20) \_\_\_\_\_ (go off). He (21) \_\_\_\_\_ (have) a heart attack while rescue workers (22) \_\_\_\_\_ (carry) him to the ambulance.

Sixty schoolchildren were luckier. They (23) \_\_\_\_\_ (ride) the huge elevators when the lights (24) \_\_\_\_\_ (go out) and the elevators (25) \_\_\_\_\_ (stop). The children and their teachers (26) \_\_\_\_\_ (have to)

stand in the hot, dark space as they waited for help. Six hours later, when the elevator (27) \_\_\_\_\_ (reach) the ground floor, the school bus driver (28) \_\_\_\_\_ (wait) for them. He (29) \_\_\_\_\_ (drive) the children home to their worried families. How did the children feel while all this (30) \_\_\_\_\_ (happen)? “We were scared,” they answered.

This is one class trip they will never forget.

***b) Reporters are interviewing people about the explosion at the World Trade Center. Use the past simple and the past continuous to write the interview questions:***

1. What / you do / when you feel the explosion?

A: What were you doing when you felt the explosion?

B: I was sitting in my chair.

2. What happen / when the bomb explode?

A: \_\_\_\_\_

B: I flew off my chair and landed on the floor.

3. What / the schoolchildren do / when the light go out?

A: \_\_\_\_\_

B: They were riding elevator.

4. How many people / work in the building / when the bomb explode?

A: \_\_\_\_\_

B: Approximately 55,000.

5. Six World Trade Center workers were killed. What / they do / when the bomb go off?

A: \_\_\_\_\_

B: They were having lunch in their offices.

6. What happen to the offices / when the blast occur?

A: \_\_\_\_\_

B: The walls crumbled and the ceiling collapsed.

7. There was a man in a garage. What / he do / when the bomb explode?

A: \_\_\_\_\_

B: He was walking to his car.

8. What happen / when the rescue workers / bring him to the ambulance?

A: \_\_\_\_\_

B: he had a heart attack before they got him in the ambulance.

## EXERCISES ON FUTURE FORMS

**Exercise 1. Complete with will + a verb from the list.**

be (2)	get	like	pass	snow
--------	-----	------	------	------

1. A: Do you think the traffic \_\_\_\_\_ bad?

B: No, because it's a holiday today.

2. A: Do you like this band?

B: Yes, I think they \_\_\_\_\_ famous one day.

3. A: Is this a good film?

B: Yes, I'm sure you \_\_\_\_\_ it.

4. A: Do you think it \_\_\_\_\_?

B: No. it's not cold enough.

5. A: What do you think I \_\_\_\_\_ for Christmas?

B: I don't know. What did you ask for?

6. A: I'm so worried about the exam!

B: Don't worry. I'm sure you \_\_\_\_\_.

**Exercise 2. Complete the sentences with will / won't (shall) + a verb.**

buy	call	forget	get	have	help	pay
take	tell					

*Example: 1. A: What would you like?*

*B: I'll have the fish.*

2. A: I can't do this crossword .

B: \_\_\_\_\_ you?

3. A: It's a secret.

B: I \_\_\_\_\_ anyone, I promise.

4. A: When will I hear from you again?  
 B: I \_\_\_\_\_ you tonight.
5. A: Can I borrow € 50?  
 B: When \_\_\_\_\_ you \_\_\_\_\_ me back?
6. A: It's my birthday next week.  
 B: Don't worry. I \_\_\_\_\_.
7. A: I feel ill.  
 B: \_\_\_\_\_ I \_\_\_\_\_ you home?
8. A: This chocolate you bought isn't very nice.  
 B: Yes, I know. I \_\_\_\_\_ it again.
9. A: These shoes are too small.  
 B: I \_\_\_\_\_ a bigger pair for you, madam.

**Exercise 3. Correct the errors with will. Two sentences have no errors.**

1. Harry's birthday is tomorrow. He shall be fifty years old.
2. The store will stays open tomorrow night until 11:00 P.M.
3. Seventeen people will to be at the marketing meeting.
4. The new senator will made her first speech in Congress tomorrow.
5. Our teacher won't be here tomorrow.
6. Will you call me tonight?

## EXERCISES ON MIXED TENSES

**Exercise 1. Circle the correct verb.**

1. My grandfather (*has never flown / had never flown*) in an airplane, and he has no intention of ever doing so.
2. Jane isn't here yet. I (*am waiting / have been waiting*) for her since noon, but she still (*didn't arrive / hasn't arrived*).
3. In all the world, there (*have been / are*) only 14 mountains that (*reach / are reaching*) above 8,000 meters.
4. When my parents were teenagers, people (*hadn't owned / didn't own*) computers. By the time I was a teenager, I (*was owning / had owned*) a computer for several years.

5. Right now we (*are having / have*) a heat wave. The temperature (*is / has been*) in the upper 30s Celsius for the last six days.

6. I have a long trip ahead of me tomorrow, so I think I'd better go to bed. Let me say good-bye now because I won't see you in the morning. I (*will leave / will have left*) by the time you (*get / will get*) up.

7. Last night I (*went / was going*) to a party. When I (*get / got*) there, the room was full of people. Some of them (*danced / were dancing*) and others (*talked / were talking*). One young woman (*was standing / has been standing*) by herself. I (*have never met / had never met*) her before, so I (*introduced / was introducing*) myself to her.

8. About three o'clock yesterday afternoon, Jessica (*was sitting / had sat*) in bed reading a book. Suddenly, she (*heard / was hearing*) a loud noise and (*got / was getting*) up to see what it was. She (*has looked / looked*) out the window. A truck (*has just backed / had just backed*) into her new car!

**Exercise 2. Circle the correct verb.**

1. Next month I have a week's vacation. I (*take / am taking*) a trip. I (*leave / left*) on Saturday, July 2nd. First, I (*'ve gone / 'm going*) to Madison, Wisconsin, to visit my brother. After I (*will leave / leave*) Madison, I (*am going to go / have gone*) to Chicago to see a friend who (*is studying / will have studied*) at the university there. She (*has lived / lives*) in Chicago for three years, so she (*knows / knew*) her way around the city. She (*has promised / will be promising*) to take me to many interesting places. I (*had never been / have never been*) to Chicago, so I (*am looking / have looked*) forward to going there.

2. The weather is beautiful today, but until this morning, it (*has been raining / had been raining*) steadily for almost a week. A week ago, the temperature suddenly (*was dropping / dropped*), and after that we had bad weather for a week. Now the weather

forecaster says that tomorrow it (*is going to be / is*) very warm. The weather certainly (*was changing / changes*) quickly here. I never know what to expect. Who knows? When I (*wake / will wake*) up tomorrow morning, maybe it (*snows / will be snowing*).

**Exercise 3. Complete the sentences with the verbs in brackets. Use any appropriate tense.**

A: Have you ever heard of the Socratic method?

B: No, I haven't. What is it?

A: It's a method of teaching that Socrates (use) \_\_\_\_\_ in ancient Greece more than two thousand years ago. Some teachers still (use) \_\_\_\_\_ this kind of method today.

B: Really? What (it, consist) \_\_\_\_\_ of today? How (teachers, use) \_\_\_\_\_ this method now?

A: Well, the teacher (not, give) \_\_\_\_\_ any information to the students. She or he just asks a series of questions, but (not, make) \_\_\_\_\_ any statements. The teacher (know) \_\_\_\_\_ what the important questions to ask the students. Then the students have to think about the answers.

B: That (sound) \_\_\_\_\_ good to me! When I was in high school, I had a lot of teachers who just (talk) \_\_\_\_\_ too much. Sometimes the students even (fall) \_\_\_\_\_ asleep in class!

A: I (agree) \_\_\_\_\_ with you. You will learn faster after you (think) \_\_\_\_\_ about something than if you just have to remember facts.

B: That's true. I (take) \_\_\_\_\_ a philosophy class now with a wonderful professor. She (always, ask) \_\_\_\_\_ questions! I guess she (use) \_\_\_\_\_ the Socratic method for the whole semester, and I (not, realize) \_\_\_\_\_ it!

**Exercise 4. Complete the sentences. Write the letter of the correct completion.**

1. A: Hurry up! We're waiting for you. What's taking you so long?

B: I \_\_\_\_\_ for an important phone call. Go ahead and leave without me.

- a. wait
- b. will have waited
- c. have waited
- d. am waiting

2. A: Robert is going to be famous someday. He \_\_\_\_\_ in three movies already.

B: I'm sure he'll be a star.

- a. has been appearing
- b. had appeared
- c. has appeared
- d. appeared

3. A: Where's Polly?

B: She \_\_\_\_\_.

- a. is studying in her room
- b. in her room is studying
- c. studies in her room
- d. has studied in her room

4. A: What \_\_\_\_\_ of the new simplified tax law?

B: It's more confusing than the old one.

- a. are you thinking
- b. do you think
- c. have you thought
- d. have you been thinking

5. A: When is Mr. Fields planning to retire?

B: Soon, I think. He \_\_\_\_\_ here for a long time. He'll probably retire either next year or the year after that.

- a. worked
- b. had been working
- c. has been working
- d. is working

6. A: Why did you buy all this sugar and chocolate?

B: I \_\_\_\_\_ a delicious chocolate cake for dinner tonight.

- a. make
- b. will make
- c. 'm going to make
- d. will have made

7. A: Let's go! What's taking you so long?

B: I'll be there as soon as I \_\_\_\_\_ my keys.

- a. find                                      b. will find  
c. 'm going to find                      d. am finding
8. Next week when there \_\_\_ a full moon, the ocean tides will be higher.
- a. is being                                    b. will be  
c. is    d. will have been
9. While I \_\_\_ TV last night, a mouse ran across the floor.
- a. have watched                            b. was watching  
c. watched                                   d. have been watching
10. Fish were among the earliest forms of life. Fish \_\_\_ on earth for ages and ages.
- a. existed                                    b. are existing  
c. exist                                        d. have existed
11. The phone \_\_\_ constantly since Jack announced his candidacy for president this morning.
- a. has been ringing                        b. rang  
c. had rung                                  d. had been ringing
12. The earth \_\_\_ on the sun for its heat and light.
- a. depended                                 b. depending  
c. was depending                         d. depends
13. I don't feel good. I \_\_\_ home from work tomorrow.
- a. 'm staying                                b. will have stayed  
c. stay                                         d. stayed
14. Today there are weather satellites that beam down information about the earth's atmosphere. In the last several decades, space exploration \_\_\_ great contributions to weather forecasting.
- a. is making                                 b. has made  
c. makes                                        d. made
15. On July 20th, 1969, astronaut Neil Armstrong \_\_\_ down onto the moon. He was the first person ever to set foot on another celestial body.
- a. was stepping                              b. has stepped



- c. stepped  
d. has been stepping
16. The plane's departure was delayed because of mechanical difficulties. When the weary passengers finally boarded the aircraft, many were annoyed and irritable because they \_\_\_\_ in the airport for three and a half hours.  
a. are waiting  
b. were waiting  
c. have been waiting  
d. had been waiting
17. If coastal erosion continues to take place at the present rate, in another fifty years this beach \_\_\_\_ anymore.  
a. doesn't exist  
b. isn't going to exist  
c. isn't existing  
d. won't be existing
18. Homestead High School's football team \_\_\_\_ a championship until last season when the new coach led them to win first place in their league.  
a. has never won  
b. is never winning  
c. had never been winning  
d. had never won
19. Non-native speakers need many years of intensive language study before they can qualify as interpreters. By the end of this year, Chen \_\_\_\_ English for three years, but he will still need more training and experience before he masters the language.  
a. will be studying  
b. has studied  
c. will have been studying  
d. has been studying

***Exercise 5. Complete the sentences. Write the letter of the correct completion.***

1. A: May I speak to Dr. Paine, please?  
B: I'm sorry, he \_\_\_\_ a patient at the moment. Can I help you?  
a. is seeing  
b. sees  
c. was seeing  
d. has been seeing
2. A: When are you going to ask your boss for a raise?  
B: \_\_\_\_ to her twice already! I don't think she wants to give me one.  
a. I've talked  
b. I was talking  
c. I've been talking  
d. I'd talked

3. A: Do you think Harry will want something to eat after he gets here?

B: I hope not. It'll probably be after midnight, and we \_\_\_\_ .

- a. are sleeping
- b. will be sleeping
- c. have been sleeping
- d. be sleeping

4. Paul, could you please turn off the stove? The potatoes \_\_\_\_ for at least 30 minutes.

- a. are boiling
- b. boiling
- c. have been boiling
- d. were boiling

5. A: Is it true that spaghetti didn't originate in Italy?

B: Yes. The Chinese \_\_\_\_ spaghetti dishes for a long time before Marco Polo brought it back to Italy.

- a. have been making
- b. have made
- c. had been making
- d. make

6. A: I once saw a turtle that had wings. The turtle flew into the air to catch insects. B: Stop kidding. I \_\_\_\_ you!

- a. don't believe
- b. am not believing
- c. didn't believe
- d. wasn't believing

7. A: Could someone help me lift the lawnmower into the pickup truck?

B: I'm not busy. I \_\_\_\_ you.

- a. help
- b. 'll help
- c. am helping
- d. am going to help

8. My family loves this house. It \_\_\_\_ the family home ever since my grandfather built it 60 years ago.

- a. was
- b. has been
- c. will be
- d. is

9. Here's an interesting statistic: On a typical day, the average person \_\_\_\_ about 48,000 words. How many words did you speak today?

- a. spoke  
c. is speaking
- b. was speaking  
d. speaks
10. It's against the law to kill the black rhinoceros. They \_\_\_\_\_ extinct.
- a. became  
c. are becoming
- b. have become  
d. become
11. After ten unhappy years, Janice finally quit her job. She \_\_\_\_\_ along with her boss for a long time before she finally decided to look for a new position.
- a. hadn't been getting  
c. didn't get
- b. isn't getting  
d. hasn't been getting
12. The National Hurricane Center is closely watching a strong hurricane over the Atlantic Ocean. When it \_\_\_\_\_ the coast of Texas sometime tomorrow afternoon, it will bring with it great destructive force.
- a. reaches  
c. reaching
- b. will reach  
d. is reaching
13. At one time, huge prehistoric reptiles dominated the earth. This Age of Dinosaurs \_\_\_\_\_ much longer than the present Age of Mammals has lasted to date.
- a. lasted  
c. had lasted
- b. was lasting  
d. has lasted
14. Jim, why don't you take some time off? You \_\_\_\_\_ too hard lately. Take a short vacation.
- a. worked  
c. have been working
- b. work  
d. were working
15. The city is rebuilding its half-destroyed waterfront, transforming it into a pleasant and fashionable outdoor mall. Next summer when the tourists arrive, they \_\_\_\_\_ beautiful new

shops and restaurants in the area where the old run-down waterfront properties used to stand.

- a. will found
- b. will be finding
- c. will find
- d. will have found

16. A minor earthquake occurred at 2:07 a.m. on January 3rd. Most of the people in the village \_\_\_\_ at the time and didn't even know it had occurred until the next morning.

- a. slept
- b. had slept
- c. sleep
- d. were sleeping

17. The little girl started to cry. She \_\_\_\_ her doll, and no one was able to find it for her.

- a. has lost
- b. had lost
- c. was lost
- d. was losing

18. According to research, people usually \_\_\_\_ in their sleep 25 to 30 times each night.

- a. turn
- b. are turning
- c. turned
- d. have turned

#### 4. FORMATION OF PASSIVE VOICE

to be + Participle II (verb+ed/verbIII)

TENSE		ACTIVE	PASSIVE	NOTE: the action is done to the subject
<b>INDEFINITE / SIMPLE</b>	Present	ask (s)	am } is } asked	He asks / Він запитує
	Past	asked	are } was } asked were }	He is asked / Його запитують
	Future	will ask	will be asked	
<b>CONTINUOUS</b>	Present	am } is } asking are }	am } being is } asked are }	He is asking / Він зараз запитує. He is being asked / Його зараз запитують.
	Past	was } were } asking	was } being were } asked -	

	Future	will be asking		
<b>PERFECT</b>	Present	have has } asked	have has } been asked	He has asked / Він вже запитав He has been asked / Його вже запитали
	Past	had asked	had been asked	
	Future	will have asked	will have been asked	

## USES OF THE PASSIVE VOICE PECULIAR TO THE ENGLISH LANGUAGE

1. *The passive voice is used when it is not so important (or unknown) who or what did the action.*

My article was published yesterday.

Rome wasn't built in one day.

The origin of the Universe will never be explained.

2. *It's wrong to consider the passive to be another way of expressing a sentence in the active voice.*

Helen likes English. (But not "English is liked by Helen". It sounds funny in English.)

3. *Only the verbs which take on object can go into the passive. Intransitive verbs can't be used in the Passive voice. They are used only in the Active voice:*

*to fly, to arrive; to be, to become; to have, to lack, to possess, to consist, to belong; to hold, to suit, to resemble, to fit; to appear, to seem, to come, to go, to last.*

The hall holds 500 people.

They have a nice house.

My shoes don't fit me.

Sylvia resembles a Greek goddess.

My mother lacks tact.

4. *There are sentences in the active having a passive meaning.*

This shirt irons well.

Your book reads well.

This coat will wear a lifetime.

The door closed and there was silence in the room.

5. *If you want to say who did it or what caused the action, use **by** or **with**.*

The house was built by my grandfather.

It was destroyed by fire.

The room was filled with smoke.

The wood can be cut with a knife.

6. *After modal verbs the infinitive and a number of other verbs are used. The passive infinitive is to be done/to have been done.*

### MODAL VERBS IN PASSIVE VOICE

can/could	be done
may/might	have been done
must/have to	
should/would	
needn't	

I want to be left alone.

The music could be heard far away.

My bicycle has disappeared. It must have been stolen.

7. *If it is possible to make two different passive sentences, it is more usual for the passive sentence to begin with the person.*

Ann wasn't offered the job.

The job wasn't offered to Ann.

### 5. TRANSFORMATION FROM ACTIVE INTO PASSIVE VOICE

*Present simple passive: am/is/are + Participle II (verb+ed/verbIII).*

*Active:* Somebody cleans this room every day.

*Passive:* This room **is cleaned** every day.

Many accidents **are caused** by dangerous driving.

I **'m** not often invited to parties.

How many people **are injured** in road accidents every day?

**Past simple passive: was/were + Participle II (verb+ed/verbIII).**

*Active:* Somebody **cleaned** this room yesterday.

*Passive:* This room **was cleaned** yesterday.

During the night we **were** all **waken** up by a loud explosion.

When **was** that castle **built**?

The house **wasn't** **damaged** in the storm but a tree was blown down.

**Present continuous passive: am/is/are + being + Participle II (verb+ed/verbIII).**

*Active:* Somebody **is cleaning** this room at the moment.

*Passive:* This room **is being** **cleaned** at the moment.

Look at those old houses! They **are being** **knocked** down.

(shop assistant to customer): **Are you being** served, madam?

**Past continuous passive: was/were + being + Participle II (verb+ed/verbIII).**

*Active:* Somebody **was cleaning** this room when I arrived.

*Passive:* This room **was being** **cleaned** when I arrived.

Suddenly I heard footsteps behind me. We **were being** followed.

**Present perfect passive: have/has + been + Participle II (verb+ed/verbIII).**

*Active:* The room looks nice. Somebody **has cleaned** it.

*Passive:* The room looks nice. It **has been** **cleaned**.

Have you heard the news? The president **has been shot**.

**Have** you ever **been bitten** by a dog?

I'm not going to the party. I **haven't been** invited.

**Past perfect passive: had + been + Participle II (verb+ed/verbIII).**

*Active:* The room looked much better. Somebody **had** cleaned **it**.

*Passive:* The room looked much better. It **had been** cleaned.

Jim didn't know about the change of plans. He **hadn't been told**.

*Future simple passive: shall/will + be + Participle II (verb+ed/verbIII).*

*Active:* Somebody **will** clean this room tomorrow.

*Passive:* This room **will be** cleaned tomorrow.

## EXERCISES

*Exercise 1. Choose Active or Passive Voice.*

- Everybody \_\_\_ by the terrible news yesterday.  
a) shocked; b) was shocked
- Mr. Green \_\_\_ at the University since 1989.  
a) has been teaching; b) has been taught
- Not much \_\_\_ about the accident since that time.  
a) has said; b) has been said
- A new book \_\_\_ by that company next year.  
a) will publish; b) will be published
- \_\_\_ the girl's name now.  
a) remembers; b) is remembered
- The secretary \_\_\_ to her new boss yesterday.  
a) introduced; b) was introduced
- Our plan \_\_\_ by the members of the committee.  
a) is being considered; b) is considered
- He \_\_\_ responsible for the accident.  
a) was holding; b) was held
- A prize \_\_\_ to whoever solves this equation.  
a) will be giving; b) will be given
- When the manager arrived, the problem \_\_\_\_\_.  
a) had already been solved. b) had already solved.
- Everybody \_\_\_ by the terrible news yesterday.



- a) shocked                      b) was shocked
12. Mr. Green \_\_\_ at the University since 1989.  
a) has been teaching    b) has been taught
13. Not much \_\_\_ about the accident since that time.  
a) has said                      b) has been said
14. A new book \_\_\_ by that company next year.  
a) will publish                      b) will be published
15. \_\_\_ the girl's name now.  
a) remembers                      b) is remembered
16. The secretary \_\_\_ to her new boss yesterday.  
a) introduced                      b) was introduced
17. Our plan \_\_\_ by the members of the committee.  
a) is being considered    b) is considered
18. He \_\_\_ responsible for the accident.  
a) was holding                      b) was held
19. A prize \_\_\_ to whoever solves this equation.  
a) will be giving                      b) will be given
20. When the manager arrived, the problem \_\_\_\_.  
a) had already been solved    b) had already solved.

***Exercise 2. For each sentence, choose either the Active or the Passive form of the verb and the correct tense!***

1. That door \_\_\_\_\_ (paint) yesterday.
2. Michelangelo \_\_\_\_\_ (paint) the Sistine Chapel.
3. Michael Schumacher \_\_\_\_\_ (drive) for Ferrari in 2003.
4. In the UK, everyone \_\_\_\_\_ (drive) on the left.
5. Inter-city trains \_\_\_\_\_ (usually / drive) by men.
6. The 'La Stampa' newspaper \_\_\_\_\_ (read) by two million people in Italy.
7. My car \_\_\_\_\_ (steal)! Call the police!!!
8. The thieves \_\_\_\_\_ (steal) the gold last week.
9. The Queen \_\_\_\_\_ (open) the bridge tomorrow.
10. The bridge \_\_\_\_\_ (destroy) by the storm last night.

11. I \_\_\_\_\_ (learn) Japanese when I was in Tokyo.
12. I \_\_\_\_\_ (teach) by an old Japanese man.
13. This letter \_\_\_\_\_ (should / type), not handwritten!
14. The new secretary \_\_\_\_\_ (type) at 100 wpm.

***Exercise 3. Transform the sentences into the Passive ones, analyze the grammar forms.***

1. We received the invitation to the show yesterday.
2. She has changed the date of the meeting.
3. They will produce this album next week.
4. Some people can't predict the effect of such music.
5. The music teacher is conducting the school orchestra.
6. Everybody laughed at his funny joke.
7. The composer chooses the music arrangement.
8. I have invited some friends to the jazz concert.
9. They will release a new record next month.
10. The orchestra aren't recording a new symphony.
11. My sister will give me a new bag.
12. The teacher is asking a lot of questions now.
13. They have built a modern house in that street.
14. We offered them two tickets for the concert.
15. They don't sell any extra ticket.
16. Somebody has opened the door.
17. Dangerous driving causes many accidents on the roads.
18. Band didn't give jazz concert at 5 o'clock.
19. People will always remember these composers.
20. We are discussing this performance in our meeting.
21. They didn't invite her to the rock concert.
22. She has given me an extra ticket.
23. We must finish this work by tomorrow.
24. People listen to talented solo artists with great pleasure.

25. The teacher will check our tests very quickly.

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***Exercise 4. Open the brackets using the Passive Voice, analyze the grammar forms.***

1. This ancient house (to build) \_\_\_\_\_ many centuries ago.
2. The fax (just/to send) \_\_\_\_\_.
3. I am sure some way out (to find) \_\_\_\_\_ soon.
4. Radio (to invent) \_\_\_\_\_ by Popov and Marconi.
5. The book (not/to publish) \_\_\_\_\_ now.
6. They (already/to invite) \_\_\_\_\_ to a birthday party.
7. America (to discover) \_\_\_\_\_ long ago.
8. Italian (to speak) \_\_\_\_\_ in Italy and on Malta.
9. When we came home, dinner (not/to cook) \_\_\_\_\_.
10. This work (to finish) \_\_\_\_\_ soon.
11. My neighbor's car (to steal) \_\_\_\_\_ last night.
12. The article (just/to translate) \_\_\_\_\_ into English.
13. You (not/to allow) \_\_\_\_\_ to buy cigarettes if you are under sixteen.
14. It seems to me that music (to hear) \_\_\_\_\_ from the next room.
15. The Metro (to build) \_\_\_\_\_ in Kharkiv, when we came there.
16. His new record (just/to release) \_\_\_\_\_ in Germany.
17. I felt that I (to watch) \_\_\_\_\_ by somebody.
18. Hurry up, you (to wait) \_\_\_\_\_ for.
19. The letter (not/to post) \_\_\_\_\_ in half an hour.
20. Soothing music (to use) \_\_\_\_\_ even in hospitals.
21. This road often (not/to clean) \_\_\_\_\_.

22. This coffee (just/to make) \_\_\_\_\_.
23. The house (still/ to construct) \_\_\_\_\_ in front of our school.
24. I hope the invitation to the concert (to accept) \_\_\_\_\_ by everybody.
25. Wait a minute, the doctor (to send) \_\_\_\_\_ for.

## 6. THE COMPARISON OF ADJECTIVES COMMON COMPARATIVE AND SUPERLATIVE FORMS:

We use the **comparative** when **comparing *one* person or thing with another.**

We use the **superlative** when **comparing *one* person or thing with *more than one*.**

ADJECTIVES	POSITIVE	COMPARATIVE	SUPERLATIVE
<b>One-syllable and some tw- syllable words ending in -y, - er, - ow, -le</b>	<i>hot</i> <i>large</i> <i>narrow</i> <i>simple</i>	<b>adj + -er</b>	<b>adj + -est</b>
		<i>hotter</i> <i>larger</i> <i>narrower</i> <i>simpler</i>	<i>the hottest</i> <i>the largest</i> <i>the narrowest</i> <i>the simplest</i>
<b>Two- or more syllable words</b>	<i>beautiful</i> <i>interesting</i>	<b>more + adj</b>	<b>most + adj</b>
		<i>more beautiful</i> <i>more interesting</i>	<i>the most beautiful</i> <i>the most interesting</i>
<b>Irregular forms</b>	<i>good</i> <i>bad</i> <i>old</i>  <i>far</i>  <i>little</i> <i>much, many</i>	<i>better</i> <i>worse</i> <i>older</i> <i>elder</i> <i>farther</i> <i>further</i> <i>less</i> <i>more</i>	<i>the best</i> <i>the worst</i> <i>the oldest</i> <i>the eldest</i> <i>the farthest</i> <i>the furthest</i> <i>the least</i> <i>the most</i>

1. Adjectives like *hot (big, fat)* **double the consonant**: *hot - hotter - the hottest*.
2. Adjectives like *nice (fine, large, late, safe)* **add -r, -st**: *nice - nicer - the nicest*.
3. With adjectives like *busy* we use **-i** in place of **-y** : *busy - busier - the busiest*.

**NOTE: some two-syllable adjectives** (*happy, clever, common, narrow, quiet, simple, pleasant*) **have two comparative or superlative forms.**

We use intensifiers to strengthen adjective/adverbs: ***much/far***. She works *much harder* than you. It happens *far more often*.

### **COMPARATIVE AND SUPERLATIVE FORMS OFTEN CONFUSED:**

1. *Further* and *farther* refer to distance: London is five miles **further/farther**. *Further* (Not "*farther*") can mean "in addition": There is no **further** information.
2. We use *elder/eldest* before a noun only with reference to people in a family: **my elder brother/son, the eldest child**, he's **the eldest** (but not "*He is elder than me.*"). We use *older/oldest* for people and things: He is **older** than I am. This book is **older**.
3. *Latest/last*: I bought **the latest** (i.e. *most recent*) edition of today's paper. I bought **the last** (i.e. *final*) edition of today's paper.

### **EXERCISES**

***Exercise 1. Pick the correct words in the brackets.***

1. My father is as (strong, stronger, strongest) as his father.
2. She is (pretty, prettier, prettiest) than her sister.
3. You are not as (tall, taller, tallest) as your brother.
4. That pond is the (shallow, shallower, shallowest) in this area.
5. That has to be the (interesting, more interesting, most interesting) film I have seen.

6. Which university offers (the good, the better, the best) degree courses?
7. This clown is not as (funny, funnier, funniest) as the other one.
8. He is easily the (bad, worse, worst) player in the team.
9. The second half of the play was (little, less, the least) interesting.
10. What is (far, farther, the farthest) distance you have ever run?

***Exercise 2. Answer the questions.***

1. Which country is bigger France or England? (Spain or Italy, Sweden or Denmark, Holland or Finland)?
2. Which sea is deeper, the Black sea or the Azov Sea?
3. Which sea is colder, the Black sea or the Baltic sea?
4. Which city is older, London or Washington?
5. Which is the best time for a holiday? Which is the worst?
6. Which month is shorter, June or July?
7. Which is the hottest season of the year, and which is the coldest?
8. Are you better at English than at other subjects?
9. Which subject is the easiest for you?
10. Which is the most difficult?
11. Which is the most interesting?
12. Why are you more interested in it than in the other subjects?

***Exercise 3. Read and translate the sentences. Pay attention to the structures in bold.***

- A.** 1. Take this suitcase, it is **lighter than** yours. 2. There are **the most expensive** shops in the West End. 3. What are you going to do **next**? 4. I think he is **older than** you but **younger than** me. 5. This is **the most talented** pupil in our group. 6. Though we had **the worst seats**, we liked the performance very much. 7. Where is **the nearest** post-office? 8. **The last train**

arrived at midnight. 9. **The latest news** was not interesting at all. 10. They received **the further information** on this question.

**B.** 1. **The more** he speaks, **the less** he is listened to. 2. **The longer** the night is, **the shorter** the day is. 8. **The sooner** you start work, **the quicker** you'll do it. 4. **The more** you stay out-of-doors, **the better** you will feel. 5. **The less** we love a woman, **the more** she likes us. 6. **The more carefully** you do your homework, **the fewer** mistakes you will make. 7. **The more** he worked, **the less** time he devoted to his family. 8. **The more** he played, **the more** he lost. 9. **The farther** we were going, **the less familiar** the forest seemed to us. 10. **The older** he got, **the more** he looked like his father.

**C.** 1. The speed at which the Earth revolved the Sun is nearly **as high as** that of Venus. 2. When Mars is at its greatest distance from the Earth it is nearly **as bright as** the Polar Star. 3. Water is **as necessary as** air. 4. Gold is **not so light as** aluminum. 5. Their computer is **not so modern as** the one we have in our lab. 6. The lecture we were given yesterday was **not as interesting as** the one he gave us last week. 7. The texts you gave me are **as short as** those I was given last week. 8. The name of Leibniz is **as familiar to us as** that of Newton. 9. This system is **not so interesting as** one you are studying. 10. The definition given by you is **not so specific as** his definition. 11. I am **not so** concerned with this problem **as** he is.

***Exercise 4. Choose the correct answer.***

1. This necklace is \_\_\_\_\_ than the last one you bought me. I'm so lucky to have a rich and generous husband like you!

(a) expensive (b) more expensive (c) most expensive

2. This TV program is too \_\_\_\_\_ for me. Let's watch something else.

(a) silly (b) sillier (c) silliest

3. Brandi is smarter than Jane. Frederica is smarter than Brandi. Therefore, Frederica is the \_\_\_\_\_ girl.

(a) intelligent (b) more smarter (c) most intelligent

4. I can't believe how ..... you are. My turtle has more energy than you do! \_\_\_\_\_

(a) lazy (b) lazier (c) laziest

5. You did a \_\_\_\_\_ job on your homework assignment this time around. You are improving. Keep up the good work!

(a) better (b) least (c) best

6. This part of the country is \_\_\_\_\_ than Arizona is on a regular basis.

(a) wet (b) wetter (c) wettest

7. Nevada and California experience the \_\_\_\_\_ summers in the nation.

(a) dry (b) driest (c) drier

8. Western California is \_\_\_\_\_ than the western part of Washington.

(a) sunny (b) sunnier (c)

sunniest

9. That is the \_\_\_\_\_ painting I have ever seen. Get it out of my house!

(a) ugly (b) ugliest (c) uglier

10. The Northwest is \_\_\_\_\_ than the Southwest region.

(a) cloudy (b) cloudier (c) cloudiest

**Exercise 5. Fill in the blanks with the correct adjective from the parentheses.**

1. This red dress is \_\_\_\_\_ (comfortable) than the white.

2. He speaks Spanish \_\_\_\_\_ (fluently) than I.

3. This year's exhibition is \_\_\_\_\_ (impressive) than the last year's.

4. He visits his family \_\_\_\_\_ (frequently) than she does.



5. You can tell Harris about it just \_\_\_\_ (easily) as I can.
6. That tall woman is \_\_\_\_ (ambitious) secretary in this house.
7. Pierre understands English \_\_\_\_ (little) of all the students.
8. He plays guitar \_\_\_\_ (well) as Andre.
9. Nobody is \_\_\_\_ (happy) than Maria.

**Exercise 6. Read the sentences and fill in the blanks with the correct forms of the adjectives in the box.**

<i>exciting</i>	<i>good</i>	<i>friendly</i>	<i>busy</i>	<i>dangerous</i>	<i>big</i>
<i>expensive</i>	<i>dry</i>	<i>bad</i>	<i>fast</i>	<i>old</i>	<i>hardworking</i>
<i>important</i>	<i>tall</i>	<i>boring</i>	<i>beautiful</i>	<i>intelligent</i>	

1. The traffic in city centers is \_\_\_\_\_ than the traffic in the country.
2. This is \_\_\_\_\_ book I have ever had. I fell asleep as soon as I started reading it.
3. A house in London is \_\_\_\_\_ than a house in Sheffield. You can buy a house in Sheffield with this money, but in London you can't.
4. If you ask me, Albert Einstein was \_\_\_\_\_ person in the world history.
5. Nowadays unemployment is \_\_\_\_\_ problem of the European Union.
6. Frank got A+ from all his exams this semester. He studies really hard. He is \_\_\_\_\_ student in the collage.
7. People feed cats and dogs in their houses. They are both friendly, dogs are \_\_\_\_\_ than cats.
8. All the whales are big, but blue whales are \_\_\_\_\_ animals on earth.
9. Cinderella is \_\_\_\_\_ than her stepsisters. In the end she marries the prince.
10. If you want to eat \_\_\_\_\_ pizza around here you should visit Pizzarium at the left end of this street.

11. You should be respectful to your aunt and uncle. They are much \_\_\_\_\_ than you are.
12. \_\_\_\_\_ building in the world is in Dubai. Its name is Burj Khalifa and it was opened on January 4, 2010.
13. I would rather go bungee-jumping. I think it's \_\_\_\_\_ than going fishing.
14. A cobra snake is \_\_\_\_\_ snake in the world. When it bites an adult, he dies in seconds.
15. \_\_\_\_\_ place in the world is Atamaka Desert in South America. The average rainfall there is 1 mililitre per year.
16. It was \_\_\_\_\_ dinner I've ever had. I think I won't go to that restaurant again.
17. If drive \_\_\_\_\_ than 50 miles per hour the police will stop us.
18. Susan's father bought her a nice dress and a pair of elegant shoes for her birthday. She must be \_\_\_\_\_ girl on earth.
19. Brazil export \_\_\_\_\_ (much) coffee of all the American countries.

## 7. MODAL VERBS

Modal verbs are used to show the speaker's attitude to the action. We use them with other verbs. There are 10 modals: *can, may, must, shall, will, would, should, ought to, need, dare*. Modal verbs are not "complete" verbs. They are called defective (except *dare* and *need*) because they lack component tenses, the passive and have some other peculiarities:

- 1 We can't use them as "to"-infinitives: *to go, to speak*.
- 2 We don't use the "to"-infinitives after modals:
- 3 There is no *-(e)s* in the 3<sup>rd</sup> person singular:

In their **first use** modal verbs have basic meanings which are given in the dictionaries:

*can / could* – ability  
*type;*

*I can lift 25 kg / I can*

<i>shall / will / would</i> – prediction	<i>It will rain soon;</i>
<i>may / might</i> – permission	<i>You may leave early;</i>
<i>should / ought to</i> – duty	<i>You should do as you are told;</i>
<i>must</i> – total obligation	<i>You must be quiet;</i>
<i>needn't</i> – no obligation	<i>You needn't wait.</i>

The **second use** of modal verbs is to express degrees of certainty or uncertainty.

### *Future*

**will ('ll)** – He'll be there now, certainly. Він напевно зараз там буде. (100%).

**should** – He **should** be there now, I think. Він, певно, там буде, я думаю. (75%).

**may** – He **may** be there now, but I'm not sure. Він, можливо, буде там, але я не впевнений. (50%).

**might** – He **might** be there, but I doubt it. Він навряд чи буде там, я маю сумнів. (75%).

**won't (will not)** – He **won't** be there, I'm sure. Його там не буде, я певний. (100%).

### *Present*

**must / will** – They **must** know it, they were told. Вони напевно знають про це, їм сказали. (100%).

**should** – They **should** know it, it was announced. Вони, певно, знають, про це повідомляли. (75%).

**may** – They **may** know it, I'm really not sure. Вони, можливо, знають про це, але я не впевнений. (50%).

**might** – They **might** know it, but they were out. Вони навряд чи знають про це, їх не було. (75%).

**can't** – They **can't** know it, it was announced right now. Вони напевно не знають, про це тільки що повідомили. (100%).

### *Past*

**must + Perfect Infinitive** – They **must have arrived** by now, it's already 9 o'clock. Вони, напевно, вже приїхали, вже 9 година. (100%).

**should + Perfect Infinitive** – They **should have arrived** by now, I think. Вони, певно, вже приїхали, я так думаю. (75%).

**may + Perfect Infinitive** – They **may have arrived** by now, but the trains are often late. Вони, можливо, вже приїхали, але потяги часто запізнюються. (50%).

**might + Perfect Infinitive** – They **might have arrived** by now, but I doubt it. Вони навряд вже приїхали, я маю сумнів. (75%).

**can't + Perfect Infinitive** – They **can't have arrived** by now, it's too early. Вони, напевно, ще не приїхали, ще надто рано. (100%).

### *Questions and Negatives*

**Can** you play chess? I **can't** understand a word. **May** I leave earlier?

### *The Contracted Forms*

*Can't, couldn't, mustn't, needn't, oughtn't, mayn't, shouldn't.*

### *Modal Verbs and Their Equivalents*

Modal verb	Present	Past	Future
<b>Equivalent</b>			
<i>can</i> <i>to be able to...</i>	<i>can</i> <i>am able to...</i> <i>is able to...</i> <i>are able to...</i>	<i>could</i> <i>was able to...</i> <i>were able to...</i>	<i>will be</i> able to...
Modal verb	Present	Past	Future
<b>Equivalent</b>			
<i>may</i> <i>to be allowed</i> <i>to...</i>	<i>may</i> <i>am allowed</i> <i>to...</i> <i>is allowed to...</i>	<i>might</i> <i>was allowed</i> <i>to...</i> <i>were allowed</i>	--- <i>will be</i> <i>allowed to...</i>

	<i>are allowed to...</i>	<i>to...</i>	
<b>Modal verb</b>	<b>Present</b>	<b>Past</b>	<b>Future</b>
<b>Equivalent</b>			
<i>must have to...</i>	<i>must have to...</i>	<i>had to...</i>	<i>will have to...</i>
<i>be to...</i>	<i>has to...</i>	<i>had to...</i>	<i>will have to...</i>
	<i>am to...</i>	<i>was to...</i>	
	<i>is to...</i>	<i>were to...</i>	
	<i>are to...</i>	<i>were to...</i>	

### EXERCISES

**Exercise 1. Fill in the blanks with 'have to' / '(not) have to' in the correct form.**

1. Every man \_\_\_\_ do military service in my country. It's obligatory.
2. When do we \_\_\_\_ pay for the next term?
3. Policemen \_\_\_\_ wear a uniform.
4. A pilot \_\_\_\_ train for many years.
5. Does Susan \_\_\_\_ work long hours?
6. I \_\_\_\_ get up early on Sundays. I can stay in bed.
7. You \_\_\_\_ have a visa to come to Ukraine.
8. You \_\_\_\_ to do it if you don't want to.
9. My daughter \_\_\_\_ to cook, because I cook for the whole family.
10. We \_\_\_\_ pay. It's free.

**Exercise 2. Chose should or shouldn't.**

1. You \_\_\_\_ be so selfish.
2. I don't think you \_\_\_\_ smoke so much.
3. You \_\_\_\_ exercise more.
4. I think you \_\_\_\_ try to speak to her.
5. You are overweight. You \_\_\_\_ go on a diet.

6. Where \_\_\_\_ we park our car?
7. You \_\_\_\_ never speak to your mother like this.
8. The kids \_\_\_\_ spend so much time in front of the TV.
9. \_\_\_\_ I tell her the truth or should I say nothing?
10. I think we \_\_\_\_ reserve our holiday in advance.

**Exercise 4. Fill in the blanks with can / can't or must / mustn't.**

1. She is ill, so she \_\_\_\_ see the doctor.
2. It's raining heavily. You \_\_\_\_ take your umbrella.
3. We \_\_\_\_ (not / pick) the flowers in the park.
4. Mike is nine months old. He \_\_\_\_ (not / eat) nuts.
5. I am very tall. So I \_\_\_\_ play basketball.
6. I'm sorry but we \_\_\_\_ (not / come) to your party tomorrow.
7. You are speaking very quietly. I \_\_\_\_ (not / understand) you.
8. \_\_\_\_ I use your phone?
9. We \_\_\_\_ go to the bank today. We haven't got any money.
10. My hands are dirty. I \_\_\_\_ wash them.
11. It's late. I \_\_\_\_ go now.
12. You \_\_\_\_ stop at a red traffic light.
13. You \_\_\_\_ (not / speed) in the city.
14. Tourists \_\_\_\_ take their passports when they go abroad.
15. Footballers \_\_\_\_ (not / touch) the ball with their hands.
16. \_\_\_\_ you play the guitar?
17. I \_\_\_\_ (not / come) with you now. Because I'm studying my lessons.

**Exercise 5. Use must / mustn't / have to or (not) have to.**

1. I can stay in bed tomorrow morning because I \_\_\_\_\_ work.
2. Whatever you do, you \_\_\_\_\_ touch that switch. It's very dangerous.

3. You \_\_\_\_\_ forget what I told you. It's very important.
4. We \_\_\_\_\_ leave yet. We've got plenty of time.
5. Ann was feeling ill last night. She \_\_\_\_\_ leave the party early.
6. I \_\_\_\_\_ go to the bank yesterday to get some money.
7. The windows are very dirty. I \_\_\_\_\_ clean them.
8. The windows aren't dirty. You \_\_\_\_\_ clean them.
9. We arrived home very late last night. We \_\_\_\_\_ wait half an hour for a taxi.
10. These cakes are very nice. You \_\_\_\_\_ have one.
11. We \_\_\_\_\_ take an umbrella. It's not going to rain.
12. This is a secret. You \_\_\_\_\_ tell anybody.
13. You \_\_\_\_\_ buy a newspaper. You can have mine.
14. This train doesn't go to London. You \_\_\_\_\_ change at Bristol.
15. In many countries men \_\_\_\_\_ do military service.
16. Sarah is a nurse. Sometimes she \_\_\_\_\_ work at weekends.

***Exercise 6. Fill in the gaps with "Could , can , may , must , might , should".***

1. He \_\_\_\_\_ walk thirty miles a day.
2. When she was young, she \_\_\_\_\_ swim across the lake.
3. \_\_\_\_\_ you please tell me how to get to Almond Street?
4. You \_\_\_\_\_ try asking the bus driver to help you.
5. He wished he \_\_\_\_\_ visit France.

6. I wish I \_\_\_\_\_ have helped you.
7. If he were stronger, he \_\_\_\_\_ help us push the car out of the snow.
8. She \_\_\_\_\_ have caught the bus if she had left right away.
9. I would be glad if I \_\_\_\_\_ help you.
10. If he \_\_\_\_\_ have solved the problem, he would have felt happier.
11. He says I \_\_\_\_\_ take the day off.
12. \_\_\_\_\_ I have some more soup?
13. The members of the organization agree that I \_\_\_\_\_ join it.
14. The members of the organization agreed that I \_\_\_\_\_ join it.
15. You \_\_\_\_\_ provide proper identification in order to cash a check.
16. They \_\_\_\_\_ work harder if they are to succeed.
17. You \_\_\_\_\_ take an umbrella with you, in case it starts to rain.
18. I \_\_\_\_\_ answer his letter as soon as possible.

### **Modals of Probability**

***Exercise 7. Put in 'must + infinitive' or 'must + have + past participle'.***

1. Keiko always does really well on exams. She \_\_\_\_\_ (study) a lot.
2. That woman drives a very expensive car. She \_\_\_\_\_ (have) a lot of money.
3. You \_\_\_\_\_ (practise) a lot before you gave your speech. It was really good.
4. When Lizzie got home yesterday there were flowers on the table. Her husband \_\_\_\_\_ (buy) them.
5. Where is my purse? I saw it earlier, so it \_\_\_\_\_ (be) in this room.



6. Sarah couldn't find her glasses. She thought she \_\_\_\_\_ (leave) them at her office.
7. It \_\_\_\_\_ (be) cold outside. That man in the street is wearing a coat.
8. All my plants \_\_\_\_\_ (be) dead! I forgot to water them before I went on holiday.
9. Susie is so late! She \_\_\_\_\_ (miss) the train!
10. There's rubbish all over my garden! A fox \_\_\_\_\_ (be) in the bin.
11. Anna has a huge library in her house. She \_\_\_\_\_ (love) books.
12. Oh no, I don't have my keys! I \_\_\_\_\_ (leave) them in the taxi.
13. When Lucy got home, she found the ice cream had melted. It \_\_\_\_\_ (be) too hot in the car.
14. If you haven't eaten all day, you \_\_\_\_\_ (be) hungry.
15. Jimmy and Louisa \_\_\_\_\_ (be) very tired. They have a new baby.
16. It \_\_\_\_\_ (rain) a lot in the night. There are puddles everywhere.
17. David \_\_\_\_\_ (be) happy. His girlfriend just agreed to marry him.
18. What an amazing kitchen you've got! You \_\_\_\_\_ (like) cooking.
19. John \_\_\_\_\_ (eat) all the biscuits! There are none left.
20. When I got up this morning, the kitchen was spotless. Lily \_\_\_\_\_ (tidy) it before she went to bed last night.

**Exercise 8. Put in 'can't' or 'must'.**

1. Why is that man looking around like that? He \_\_\_\_\_ be lost.
2. That woman \_\_\_\_\_ be a doctor! She looks far too young.
3. John always fails the tests, even though he's clever. He \_\_\_\_\_ study enough.

4. The food is really good at that restaurant. They \_\_\_\_ have a great chef.
5. Who's that at the door? It \_\_\_\_ be Susie – she'll still be at work now.
6. This \_\_\_\_ be John's house. This house has a red door, and it's number 24, just like he said.
7. Julie \_\_\_\_ have much money, or she would buy a new car. Her old one is falling apart.
8. He \_\_\_\_ be at work now, can he? It's nearly midnight.
9. What a lot of lovely flowers you have! You \_\_\_\_ really like gardening.
10. David \_\_\_\_ drink a lot of coffee. He's finished two packets already this week!
11. This \_\_\_\_ be Jamie's coat. He's very tall, and this is tiny.
12. Her life \_\_\_\_ be easy. She has four children and very little money. \_\_\_\_
13. Where's Lucy? She \_\_\_\_ be at the library, as she often goes there at this time.
14. This bill \_\_\_\_ be right! £50 for two cups of coffee!
15. Emma's amazingly good at the piano. She \_\_\_\_ practise a lot.

**Exercise 9. Rewrite these sentences using 'must' or 'can't'.**

1. I'm sure she's at home.

---

2. I'm certain you're crazy.

---

3. I know that isn't Janet – she's in the USA.

---

4. I'm sure she thinks I'm stupid.

---

5. I bet I look silly in this coat.

---

6. They're always buying new cars – I'm certain they make a lot of money.

---

**Exercise 15. Use 'must', 'might', 'may', 'could' or 'can't' plus the correct form of the verb.**

1. Where is David? He \_\_\_\_\_ (be) at school. Classes begin at 8.
2. She \_\_\_\_\_ (think) that it is a good idea. It's crazy!
3. I'm absolutely sure!. They \_\_\_\_\_ (arrive) yesterday, I saw their ticket.
4. Courses \_\_\_\_\_ (begin) the fifth of September.
5. Are you joking! David \_\_\_\_\_ (go) to Paris last week. He doesn't have enough money.
6. They \_\_\_\_\_ (live) in New York, but I'm not sure.
7. The concert \_\_\_\_\_ (be) wonderful last night. Fiore is a great conductor.
8. John \_\_\_\_\_ (be) at work, or perhaps he's at the gym – or even the pub!
9. Jane \_\_\_\_\_ (leave) the party with John last night, but I'm not sure.

## 8. CONDITIONAL SENTENCES

Conditional sentences may express **real** and **unreal condition**. They are introduced by the conjunctions: *if, in case, provided, unless, suppose*.

1 "If" is the most common. "In case" and "provided" are chiefly used in sentences of real condition.

*If the weather is fine, we shall go outside. Якщо погода буде гарна ми підемо на вулицю.*

*Unless* has a negative meaning.

I'll come tomorrow **unless** it rains. Я прийду завтра **якщо не** буде дощу.

**Suppose** is more common in sentences of unreal condition.

**Suppose he wrote to you, would you answer?** – Уявіть, він написав **би** вам, ви **б** відповіли?

2 There are two mixed types of sentences of unreal condition:

a) **the condition** refers to the past but the consequence refers to the present;

*If you **had taken** medicine yesterday, you **would be** well today.* **Якби** ти вчора випив ліки, сьогодні **б** почувався добре.

b) **the condition** refers to no particular time and the consequence to the past.

*If he **were not** so absent-minded, he **would not have missed** the train yesterday.* **Якби** він не був таким неуважним, він **би** не спізнився вчора на поїзд.

Condition		Subordinate clause	Principal clause	
I	Real	If it <b>looks</b> like rain, If I <b>have</b> more time, If he <b>is working</b> on Friday,	we'll <b>stay</b> at home. I'll <b>come</b> over. he <b>won't be able</b> to go with us.	
		<i>Present Indefinite/ Present Continuous</i>	<i>Will (Shall)</i>	<i>+ Inf.</i>
Unreal	II Present/Future	If I <b>were</b> you, If I <b>had</b> more time, If you <b>knew</b> him better, If it <b>were not raining</b> ,	I <b>would go</b> there myself. I <b>would come</b> over. you <b>wouldn't think</b> so. I <b>could go</b> out.	
		<i>Past Indefinite/ Past Continuous</i>	<i>would could might</i>	<i>+ Inf.</i>
		If you <b>had gone</b> there, If you <b>had earned</b> enough money last summer,	you <b>would have seen</b> him. we <b>could have gone</b> to the South.	

<b>III Past</b>	<i>Past Perfect</i>	<i>would could might</i>	<i>+ have + Participle II</i>
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3 In sentences of unreal condition the modal verbs “might” and “could” are often used instead of “would”; they fully retain their modal meaning.

*If I had a big garden I would (could, might) grow a lot of flowers. Якби в мене був великий сад, я б вирощував (міг би вирощувати) багато квітів.*

4) In adverbial clause of condition the verbs **had, were, could, should** are often introduced without any conjunction. In these cases we find inversion.

*If I had time, I would come over. Якби в мене був час, я б зайшов.*

*Had I time, I would come over. Був би час, я б зайшов.*

*If she were in New York, she would certainly call you.*

*Якби вона була у Нью Йорку, вона б звісно зателефонувала б тобі.*

*Were she in New York, she would certainly call you.*

*Була б вона у Нью Йорку, вона б звісно зателефонувала б тобі.*

#### Study this example:

“*I’ll phone you when I get home*” is a sentence with two parts: **the main part**: “I’ll phone you” and **the when-part**: “when I get home”. The time in the sentence is future (“tomorrow”), but we use a present tense (I get) in the when-part of the sentence. We do not use will in the when-part of the sentence.

Some more examples:

*We’ll go out when it stops raining (not when it will stop).*

*When you are in Kyiv again, visit us (not When you will be).*

The same thing happens after **while / before / after / as soon as / until or till**:

*I'm going to read a lot **while I'm** on holiday, (not while ~~I will be~~)*

*I'll probably go back home on Sunday. **Before I go**, I'd like to visit the museum.*

*Wait here **until (or till) I come back.***

## EXERCISES

**Exercise 1. Choose the correct answer.**

1. If the earth \_\_\_\_\_ warmer, the snow will melt.  
A get                                  B gets                                  C will get
2. If the ice at the North and South Poles melts, there \_\_\_\_\_ many floods in many parts of the world.  
A will be                                  B are                                  C is
3. If you \_\_\_\_\_ we'll catch the bus!  
A will hurry                                  B hurry                                  C are  
hurrying
4. If you need money, I \_\_\_\_\_ you some.  
A will lend                                  B lend                                  C lends
5. If it \_\_\_\_\_ on Sunday, we won't be able to play football.  
A will rain                                  B rain                                  C rains
6. If you \_\_\_\_\_ your soup now, it will go cold.  
A don't have                                  B will not have                                  C not have
7. If I see Mike this afternoon I \_\_\_\_\_ him the news.  
A will tell                                  B tell                                  C am telling
8. I \_\_\_\_\_ with you if I have time.  
A will go                                  B go                                  C went
9. If you \_\_\_\_\_ away, please let me know.  
A will go                                  B go                                  C are going
10. If I had \$2 million, I \_\_\_\_\_ round the world.

A will go

B would go    C went

**Exercise 2. Open the brackets using the verbs in the correct form.**

1. If he were not such an outstanding actor, he (not to have) \_\_\_\_\_ so many admirers.
2. If you (to give) \_\_\_\_\_ me your address, I shall write you a letter.
3. If she (not to be) \_\_\_\_\_ so absent-minded, she would be a much better student.
4. If my sister does not go to the south, we (to spend) \_\_\_\_\_ the summer in the village together.
5. If they (not to go) \_\_\_\_\_ to Vienna last year, they would not have heard that famous musician.
6. If you (not to get) \_\_\_\_\_ tickets for the Philharmonic, we shall stay at home.
7. If you were not so careless about your health, you (to consult) \_\_\_\_\_ the doctor.
8. I would be delighted if I (to have) \_\_\_\_\_ such a beautiful fur coat.
9. If it (to rain), \_\_\_\_\_ we shall have to stay at home.
10. If he (to work) \_\_\_\_\_ hard, he would have achieved great progress.
11. If it is not too cold, I (not to put) \_\_\_\_\_ on my coat.
12. I (to write) \_\_\_\_\_ the composition long ago if you had not disturbed me.
13. If he (not to read) \_\_\_\_\_ so much, he would not be so clever.
14. If my friend (to be) \_\_\_\_\_ at home, he will tell us what to do.

**Exercise 3. Rewrite each of the sentences twice, forming unreal conditionals:**

a) relating to Present or Future,

*b) relating to Past.*

1. If I am not too busy, I shall go to the concert.  
\_\_\_\_\_
2. They will all be surprised if I make such a mistake.  
\_\_\_\_\_
3. If he doesn't come in time, shall we have to wait for him?  
\_\_\_\_\_
4. If no one comes to help, we shall be obliged to do the work ourselves.  
\_\_\_\_\_
5. If you put on your glasses, you will see better.  
\_\_\_\_\_
6. What shall we do if they are late?  
\_\_\_\_\_
7. Will you be very angry if we don't come?  
\_\_\_\_\_
8. Will he be very displeased if I don't ring him up?  
\_\_\_\_\_

**Exercise 4. Choose the correct conditional form to complete the sentences below.**

1. If Teresa \_\_\_\_\_ more sensible, she wouldn't get into trouble so often.  
A will be                      B were                      C had been
2. \_\_\_\_\_ me some ice cream if you go to the supermarket.  
A Got                      B Get                      C Have got
3. If I \_\_\_\_\_ late, will you wait for me?  
A be                      B am                      C will be
4. If Vanessa had \_\_\_\_\_ me the truth, I would not have been so angry.  
A told                      B tells                      C tell
5. If you listen to her, you'll \_\_\_\_\_ in trouble.



6.           A been                            B being                            C be  
 If you had listened to her, you\_\_\_\_\_ have been in trouble.
7.           A shouldn't    B wouldn't                            C couldn't  
 Nobody would\_\_\_\_\_ the secret if Danny hadn't revealed it.
8.           A have known        B knew                            C known  
 Will you be all right by yourself if I\_\_\_\_\_ out tonight?
9.           A go                            B will go                            C would go  
 If I knew how to run my own business, I\_\_\_\_\_ a rich man.
10.          A am                    B will be                            C would be  
 If anyone\_\_\_\_\_ say I'll be back about 7.30.
11.          A will phone    B phone                            C phones  
 If he had been more careful nothing \_\_\_\_\_.  
 A would happen        B will have happened    C        would have happened
12.          A will be                    B was                            C were  
 If I \_\_\_\_\_ you, I would not tell him.
13.          A will finish the essay, if you \_\_\_\_\_ her any more.  
 A will not disturb    B don't disturb        C        would not disturb
14.          A would have helped if you \_\_\_\_\_ her.  
 A had asked                    B asked                            C ask
15.          A will have    B have                            C had  
 We always have a nice chat in the evening if we \_\_\_\_\_ time for that.
16.          A will have done        B would have done    C did  
 If she had had time she \_\_\_\_\_ the work on time.
17.          A will finish the work in the evening if we \_\_\_\_\_ them.

- A help            B will help            C helped
18. If I \_\_\_\_\_ a bear wearing a wreath I would be very surprised.
- A will see        B had seen            C saw
19. If my eye-sight \_\_\_\_\_ better, I would not need spectacles.
- A is                B was                C were
20. My father would have cooked supper if he \_\_\_\_\_ the food.
- A bought        B buys                C had bought
21. If I \_\_\_\_\_ the book, I would not have been able to answer.
- A had not read        B read            C would read
22. If I remember I \_\_\_\_\_ you later today.
- A will call            B call            C would call
23. She would clean her room, if she \_\_\_\_\_ time for that.
- A has                B had had            C had
24. She always gets sick when she \_\_\_\_\_ too much ice-cream.
- A will eat        B eats                C ate
25. If you don't work very hard, you \_\_\_\_\_ successful.
- A won't be        B are                C wouldn't be

**Exercise 5. Put the verbs into the correct tenses.**

- If I (be) \_\_\_\_\_ stronger, I'd help you carry the piano.
- If we'd seen you, we would (stop) \_\_\_\_\_.
- If we (meet) \_\_\_\_\_ him tomorrow, we'll say hello.
- He would have repaired the car himself if he (have) \_\_\_\_\_ the tools.
- If you drop the vase, it (break) \_\_\_\_\_.
- If I hadn't studied, I (not pass) \_\_\_\_\_ the exam.
- I wouldn't go to school by bus if I (have) \_\_\_\_\_ a driving license.

8. If she (not see) \_\_\_\_\_ him every day, she'd be lovesick.
9. I (not travel) \_\_\_\_\_ to London if I don't get a cheap flight.
10. We'd be stupid if we (tell) \_\_\_\_\_ him about our secret.
11. It (be) \_\_\_\_\_ silly if we tried to walk there.
12. I (watch) \_\_\_\_\_ the film only if the reviews are good.
13. She'd have taken me to the station if her car (not break down) \_\_\_\_\_.
14. If you (not ask) \_\_\_\_\_, he won't help you.
15. If it (not rain) \_\_\_\_\_ yesterday, we would have gone sailing.
16. \_\_\_\_\_ you (look after) \_\_\_\_\_ their dog again if they go on holiday this year?
17. Would you mind if I (use) \_\_\_\_\_ your mobile?
18. I (not open) \_\_\_\_\_ the mail if it had contained a virus.
19. Even if I (have) \_\_\_\_\_ a wet-suit, I wouldn't go scuba-diving.
20. \_\_\_\_\_ you (be) \_\_\_\_\_ that strict if you'd known the truth?

## LIST OF IRREGULAR VERBS

	V1	V2	V3	Значення
1.	arise	arose	arisen	виникати, з'являтися
2.	be	was, were	been	бути
3.	bear	bore	born	народжувати
4.	become	became	become	ставати
5.	begin	began	begun	починати
6.	bend	bent	bent	гнути
7.	bind	bound	bound	зв'язувати, пов'язувати
8.	bite	bit	bitten	кусатися
9.	bleed	bled	bled	кровоточити
10.	blow	blew	blown	дути
11.	break	broke	broken	ламати(ся)
12.	breed	bred	bred	виховувати
13.	bring	brought	brought	приносити
14.	build	built	built	будувати
15.	burn	burnt	burnt	горіти, палити
16.	buy	bought	bought	купувати
17.	cast	cast	cast	кидати
18.	catch	caught	caught	ловити, схоплювати
19.	choose	chose	chosen	вибирати
20.	come	came	come	приходити
21.	cost	cost	cost	коштувати
22.	cut	cut	cut	різати
23.	dig	dug	dug	рити, копати
24.	do	did	done	робити
25.	draw	drew	drawn	тягнути; малювати
26.	dream	dreamt	dreamt	мріяти; бачити уві сні
27.	drink	drank	drunk	пити вести, гнати,

28.	drive	drove	driven	керувати
29.	eat	ate	eaten	їсти
30.	fall	fell	fallen	падати
31.	feed	fed	fed	годувати
32.	feel	felt	felt	відчувати
33.	fight	fought	fought	боротися, битися
34.	find	found	found	знаходити
35.	flee	fled	fled	бігти; рятуватися
36.	fly	flew	flown	літати
37.	forget	forgot	forgotten	забувати
38.	get	got	got	отримувати; ставати
39.	give	gave	given	давати
40.	go	went	gone	йти, ходити
41.	grow	grew	grown	рости, ставати
42.	hang	hung	hung	вішати, висіти
43.	have	had	had	мати
44.	hear	heard	heard	чути
45.	hide	hid	hidden	ховати
46.	hold	held	held	тримати
47.	keep	kept	kept	тримати, зберігати
48.	know	knew	known	знати
49.	lead	led	led	вести, керувати
50.	learn	learnt	learnt	вчити (ся)
51.	leave	left	left	залишати, покидати
52.	lend	lent	lent	давати в борг
53.	let	let	let	дозволяти
54.	light	lit	lit	запалювати
55.	lose	lost	lost	втрачати, програвати
56.	make	made	made	робити
57.	mean	meant	meant	означати, значити
58.	meet	met	met	зустрічати
59.	put	put	put	класти
60.	read	read	read	читати

61.	ride	rode	ridden	їздити верхи
62.	rise	rose	risen	підніматися
63.	run	ran	run	бігти
64.	say	said	said	казати, сказати
65.	see	saw	seen	бачити
66.	sell	sold	sold	продавати
67.	send	sent	sent	посилати, надсилати
68.	set	set	set	поміщати; встановлювати
69.	shake	shook	shaken	трясти
70.	shine	shone	shone	сяяти, блищати
71.	shoot	shot	shot	стріляти
72.	shut	shut	shut	закривати
73.	sing	sang	sung	співати
74.	sink	sank	sunk	занурюватися
75.	sit	sat	sat	сидіти
76.	sleep	slept	slept	спати
77.	smell	smelt	smelt	нюхати, пахнути
78.	speak	spoke	spoken	говорити
79.	spend	spent	spent	витрачати
80.	spoil	spoilt	spoilt	псувати
81.	spread	spread	spread	поширювати
82.	spring	sprang	sprung	стрибати, витікати
83.	stand	stood	stood	стояти
84.	steal	stole	stolen	красти; цупити
85.	strike	struck	struck	ударяти
86.	strive	strove	striven	боротися
87.	swear	swore	sworn	клястися
88.	swim	swam	swum	плавати
89.	take	took	taken	брати
90.	teach	taught	taught	навчати
91.	tear	tore	torn	розривати, рвати
92.	tell	told	told	казати, сказати

93.	think	thought	thought	думати
94.	throw	threw	thrown	кидати
95.	under-stand	understood	understood	розуміти
96.	wear	wore	worn	носити, зношуються
97.	weep	wept	wept	плакати
98.	win	won	won	вигравати,
99.	wind	wound	wound	перемагати
				крутити, заводити (годинник)
100.	write	wrote	written	писати

*V1 = infinitive*

*V2 = past simple*

*V3 = past participle*

## AMERICAN SLANG: COMMONLY USED INITIALS

Oddly enough, initials make up a large part of American speech and are in constant use. In fact, some initials have almost completely replaced the word(s) that they represent. For example: T.V (television), V.C.R. (video cassette recorder), A.S.A.P. (as soon as possible), and many others are just a few samples.

The following list should be learned A.S.A.P. since they are all extremely popular.

A.A.A. • (referred to as: «Triple A») Automobile Association of America...

A.B.C. • This is a very popular television network; American Broadcasting Corporation.

A.C. / D.C. • Alternating current – direct current.

A.I.D.S. • Acquired Immune Deficiency Syndrome.

A.M. • Ante meridiem (morning).

A.O.K. • Absolutely.

Note: This is used as a stronger form of «O.K.»

A.S.A.P. • As soon as possible.

B.A. • Bachelor of Arts degree.

B.L.T. • Bacon lettuce and tomato sandwich.

B.S. • 1 Bachelor of Science degree.

B.Y.O.B. • Bring your own bottle.

Note: This is a common expression applied to a party at which each person brings his / her own alcoholic beverage to drink.

C.B.S. • This is a popular television network; Columbia Broadcasting System.

C.D. • 1. Compact disc 2. Certificate of Deposit.

C.E.O. • Chief Executive Officer.

C.I.A. • Central Intelligence Agency.

C.N.N. • (television) Cable News Network.

3-D • Three dimensional.



D.C. • District of Columbia. This refers to Washington,  
D.C.

D.J. • Disk jockey.

D.Q. • (sports term) Disqualified

D.U.I. • (traffic citation) Driving under the influence.

D.W.I. • (traffic citation) Driving while intoxicated.

E.R.- • Emergency room.

E.S.P.N. • Entertainment Sports Network.

F.B.I. • Federal Bureau of Investigation.

F.C.C. • Federal Communications Commission.

F.D.R. • Franklin Delano Roosevelt.

F.M. • (radio) Frequency modulation.

F.Y.I. • For your information.

G.I. • 1 Gastrointestinal • 2 Government Issue.

G.Q. • Gentleman's Quarterly magazine.

Note: This is a common adjective to describe a man who is very handsome and stylish like the models in G.Q. magazine • He's very G.Q.; He's very handsome.

I. • Interstate highway • 1-5; Interstate 5.

I.D. • Identification:

I.O.U. • I owe you.

Note: This is a piece of paper that one gives after borrowing money to insure reimbursement.

I.Q. • Intelligence quotient.

J.F.K.-John F. Kennedy.

K.O. • (boxing term) Knock out.

LA. • Los Angeles.

LA.X. • Los Angeles Airport.

L.C.D. • Liquid crystal display.

L.P. • Long-playing recording.

M.A. • Master of Arts degree.

M.C. • Master of ceremonies.

M.D. • Medical doctor.

M.P. • 1 Mounted police / Military police. • 2 Member of Parliament

M.S. • Master of Science degree.

N.F.L. • National Football League.

N.H.L. • National Hockey League.

N.B.A. • National Basketball Association.

O.J. • Orange juice.

O.K. • All right (used as an affirmation; also «okay»).

O.T. • Overtime.

P.B.&J. • Peanut butter and jelly sandwich.

P.C. • Personal computer.

P.D.Q. • Pretty damn quick (immediately).

P.E. • Physical Education. Also: Phys. Ed.

P.I. • Private investigator.

P.J.s • Pajamas.

P.M. • 1 Post meridiem (evening). • 2 Prime Minister

P.O. • Post office.

P.S. • Postscript.

Note: This is added to the end of a correspondence when the writer decides to add a closing remark. If an additional remark is to be added, the initials «P.P.S.» are added.

R. & B. • (music) Rhythm and blues.

R&R. • 1 Rest and relaxation • 2 Rock and roll.

R.I.P. • Rest in peace.

Note: It is common to see these initials on tombstones.

R.P.M. • Revolutions per minute.

R.V. • Recreational vehicle.

S.O.S. • (nautical term) Save our ship.

Note: This is also used as a general distress call.

T.A. • Teaching assistant.

T.G.I.F. • Thank God it's Friday.

T.K.O. • (boxing term) Technical knock out.

T.L.C. • Tender loving care.

T.P. • Toilet paper.  
T.V. • Television.  
U. • University.  
U.F.O. • Unidentified flying object.  
U.H.F. • Ultra high frequency.  
U.K. • United Kingdom.  
U.P.S. • United Parcel Service.  
VA. • Veteran's Administration.  
VCR. • Video cassette recorder.  
V.D. • Venereal disease.  
V.H.F. • Very high frequency.  
V.I.P. • Very important person.  
V.P. • Vice president.  
V.W. • Volkswagen.  
W.W.I. • World War 1.  
WWII. • World War 2.

***Exercise 1 Practice using commonly used initials. Replace the blank with the appropriate initial.***

V.P. I.D. D.J. P.J.s T.A. M.C. C.D. O.T. T.P. B.O. L.A.  
U.F.O.

- 1 I have to put in some ... at work tonight.
- 2 Be on your best behavior at work today. The ... is coming!
- 3 I couldn't prove my age because I forgot my ...
- 4 This show is going to be great. I wonder who the ... is tonight.
- 5 Look up in the sky! Is that a ... ?
- 6 I need to go to the store and pick up some ... for the bathroom.
- 7 He smells terrible. What ... !
- 8 She's the ... in our English class.
- 9 I've lived in ... all my life.
- 10 It's time to go to bed. Go put on your ...

11 Come listen to this radio program. The ... is really great!

### **JUST FOR FUN...**

The following paragraph is an entertaining way to demonstrate the many popular initials that are heard spoken by members of any age group. Note that the following initials are extremely popular and common to all native Americans.

«Get a B.L.T. and an O.J. for the V.P. A.S.A.P., O.K? Then go pick up the T.V. and V.C.R. and go borrow the P.C. from your father's C.P.A. and the C.D. from your friend the D.J. If you can't fit it all in your V.W, then use my R.V.»

#### *Interpretation:*

«Get a bacon, lettuce and tomato sandwich and an orange juice for the vice president as soon as possible, okay? Then go pick up the television and video-cassette recorder and go borrow the personal computer from your father's certified public accountant and the compact disc player from your friend the disc jockey. If you can't fit it all in your Volkswagen, then use my recreational vehicle.»

### **COMMONLY USED ABBREVIATIONS**

adsd (addressed) – адресовано

adse (adresse) – адресат, отримувач

ad (advertisement) – рекламне оголошення

app. (appendix) – додаток

CEO (chief executive officer) – виконавчий директор

cf. (confer) – порівняти

Co. (company) – компанія

Corp. (corporation) – корпорація

CV (curriculum vitae) – біографія

FY (fiscal year) – финансовый рік

h.a. (hoc anno) – у поточному році

id. (idem) – той самий

i.e. (*id est*) – тобто

Inc., inc (*incorporated*) – зареєстровано як юридична особа (корпорація)

LLC (*limited liability company*) – компанія з обмеженою відповідальністю

p.a. (*per annum*) – за рік

VAT (*value added tax*) – ПДВ

v.s. (*vide supra*) – див. вище

vs (*versus*) – проти

v.v. (*vice versa*) – навпаки

e.g. (*exempli gratia*) – наприклад

etc – і так далі

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