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СБОРНИК УПРАЖНЕНИЙ ПО ГРАММАТИКЕ АНГЛИЙСКОГО ЯЗЫКА

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Сборник упражнений для студентов и всех тех, кому требуется поддерживать продвинутый уровень владения английским. Помимо упражнений на трансформацию и перевод, каждый параграф включает речевые упражнения, позволяющие отработать изучаемый грамматический материал в условиях, максимально приближенных к реальному общению.

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СОДЕРЖАНИЕ

Unit 1.....	4
Unit 2.....	10
Unit 3.....	16
Unit 4.....	21
Unit 5.....	27

Unit 1

Part A

Vocabulary

Conversation collocations

1. Complete the words.

- a) 'You've been on the phone for ages!'
'Yes, I've just had a l_____y conversation with Brian about work.'
- b) Sue always gets very a_____d when she talks about politics. She has some pretty strong opinions.
- c) There was a very interesting and i_____h interview with the prime minister on TV last night. He went into a lot of detail about economic policy.
- d) I asked my boss for a payrise, but her answer was totally p_____e. She said 'no', as I thought she would.
- e) This feels like a very o_____d discussion. You're not presenting a balanced viewpoint at all.
- f) James told us an h_____s story about how he lost his shoes. I laughed so much I cried!

Describing conversation styles

2. Replace the underlined words with the correct form of the words in the box. There are two extra words.

be on the same wavelength butt in on drone on and on flow hog hunt around put across
--

- a) It was really rude when Sasha just joined our private conversation like that. _____
- b) Phil was so boring last night. He talked for a long time about his new job. _____
- c) I get the feeling that Carly and Kate don't understand each other at all. _____

d) Do you sometimes find it difficult to explain your ideas? Maybe a course in public speaking could help. _____

e) My date with Harry went really well. The conversation was easy from the start. _____

Word building

3. Complete the sentences with the correct form of the word in brackets.

a) _____ success at work is very important to many men. (achieve)

b) I won't be _____ until I've received a full apology. (satisfy)

c) What is the most _____ thing you own? (value)

d) The way she handled the interviewer's questions was really very _____. (skill)

e) I don't think Olivia finds her job very _____. (fulfil)

f) Isn't there a more _____ way of dealing with this problem? It's taking ages! (efficiency)

g) We need to take all the different factors into _____ when we make our decision. (considerate)

h) Safa handled that task very _____. I think she's ready for a challenge. (competent)

(8 points)

Grammar

Position of adverbials

4. Rewrite the sentences with the adverbials in brackets in the correct place.

a) Josie seems cheerful. (particularly, these days)

b) Brian slammed the phone down and stormed out. (angrily, into the garden)

c) Could you ask him if he'll feed the cat? (politely, while we're away)

d) We had a lot of chats when we were on holiday. (in-depth, late at night, last year)

e) I don't like to work in the evenings. (frankly, usually, in my office)

Aspect

5. Underline the correct form of the verb.

a) If we keep eating the cake at this rate, we'll **be eating** / **have eaten** / **have been eating** it all before our guests arrive.

b) I thought you might **have been working** / **had been working** / **have worked** late or something, as you were so late.

c) Just as I **had been walking** / **was walking** / **have walked** out of the door, I heard the phone ring.

d) Is that the best they could do? I thought they could at least **had written** / **have written** / **have been writing** a letter of apology.

e) I've just phoned Anita, but she's not there. Maybe she's **already left** / **'ll already have left** / **already be leaving**.

f) By the time our friends arrived, we **had waited** / **have been waiting** / **had been waiting** at the airport for nearly two hours.

Useful phrases

6. Complete the conversations with the phrases in the box. There are two extra phrases.

Fancy meeting you here. So, how long have you been here? I haven't been here before, have you? I've heard so much about you! Pleased to meet you. So, how are things? You're looking great!
--

Phil: Hi, Rachel! (1) _____ I thought you lived in Bristol.

Rachel: I do actually, but I'm working here this week, helping out in the London office. (2) _____

Phil: Good. A bit too busy at work for my liking. But how are you? (3) _____

Rachel: Thanks. I've just come back from holiday. Have you got time for a coffee?

Phil: Sure, why not?

Kerry: Hi. You must be Joel. (4) _____

Joel: Oh, no! Nothing bad, I hope!

Kerry: No, nothing bad. I'm Kerry, Cathy's sister.

Joel: Ah, I see. (5) _____ Great party, isn't it?

Part B

Reading

7. Read the text. Are the sentences true (T) or false (F)?

a) Being on the same wavelength as someone is evidence of good life skills. ____

b) People who communicate in an aggressive style often disagree with other people. ____

c) You'll know if you are talking to a passive communicator because they avoid expressing their opinions. ____

d) Passive-aggressive communicators are often brutally honest. ____

e) We should all aspire to an assertive communication style because it will help us to better understand other people. ____

Communication styles

We all know how satisfying a good conversation can be; one where you click with the other person and feel you are on the same wavelength. Conversation flows easily, and you come away feeling positive and energised. We have also probably all experienced the opposite: a conversation where we feel no connection with the other person, or feel frustrated and misunderstood. The conversation drags on, and is difficult; we come away feeling drained or

frustrated. Communication is perhaps one of the most important life skills there is. But good communication skills require a high level of self-awareness. Understanding your own communication style and that of others will help you improve your interaction with others.

There are four different communicator types:

1. Aggressive

Winning is very important to an aggressive communicator, so much so they will often seek to achieve their own goals at the expense of others' feelings. These people value power, and to that end will often hog a conversation, and are poor listeners. They seek to dominate, and talk loudly and forcefully, often interrupting other speakers. Moreover, they think they are always right. If others disagree with them, they will often make derogatory comments and put the other person down. They can come across as angry and bullying, and are oblivious to others' feelings. This style of communication leaves the other person feeling humiliated or hurt, or can provoke counter-aggression.

2. Passive

The passive communicator doesn't express his or her true feelings, and can sometimes appear withdrawn or apologetic. They shy away from confrontation and often sit on the fence in discussions. They are not able to put across their own ideas because they put the needs of others above their own, and minimise their own self worth. Passive communicators don't usually get what they want and are likely to have their opinions ignored or disregarded by others. They allow other people to make decisions for them, whether they are happy about the outcome or not. They speak softly, and use other non-verbal signals such as looking away or bowing their heads. Their sense of self is defined by a general feeling of inferiority and inhibition. This style of communication leaves other people feeling frustrated or guilty.

3. Passive-aggressive

The passive-aggressive communicator can be difficult to spot. They appear to be direct and honest, but their message is hidden.

They say one thing, while they are thinking another; hiding their true feelings and sending out mixed messages. As with aggressive communicators, the goal is to win. But whereas an aggressive communicator will simply dominate others, a passive-aggressive communicator seeks a positive outcome for themselves, whilst appearing to have other's interests at heart. If they don't get their own way, they will make a snide comment or sulk. This style of communication leaves other people feeling confused, frustrated and angry.

4. Assertive

This is the ideal communication style, and one which we should all strive for! The assertive communicator can communicate in an open and direct way without fear of losing face. They are honest and non-judgemental, and sensitive to the feelings of others. They express their feelings in a calm and non-judgemental way, seeking compromise through fair negotiation. The fulfilment of their own needs and those of others carry equal weight. They trust and respect themselves and other people. They are good listeners, with the result that others feel their views are valued and respected.

So, what is your communication style? You may be a combination of different styles, but understanding yourself can help you avoid miscommunication and misunderstandings. Remember, you're not just talking, you're communicating!

Unit 2

Part A

Vocabulary

Describing food

1. Match the beginnings of the sentences (a–e) to the endings (1–5).

a) Mmm. This is the best	1) chicken served with gravy. Yum!
b) For the starter, I'm going to do fresh	2) convenience food that doesn't need any cooking.
c) My mum always makes roast	3) lasagne I have ever tasted. It's delicious!
d) Last week we ate the last of our succulent	4) green salad with home-made dressing.
e) Let's just have some microwavable	5) raspberries with fresh cream.

Describing places to eat

2. Complete the text with the correct form of the words in the box. There are two extra words.

batter blaring out bobbing clientele entrepreneur exquisite
homely pricey thriving tourist

If you are the kind of person who likes to listen to pop music (1) _____ while you munch on your salad, or who enjoys playing video games while you wait for your steak, then The Oak Tree is not for you. As soon as you step in through the old wooden door, the (2) _____ atmosphere is instantly warm and welcoming. This place is not owned by some local (3) _____ or business person. It has been in Jake Mitchell's family for fifty years, and with the arrival of new chef, Andre LeBlanc, Jake and his wife Jodi have turned the once humble pub into a (4) _____ and successful restaurant. If you look around, the (5) _____ is made up of both local village

people and out-of-towners in the know. The only advertising is word of mouth. The food is not (6) _____, and offers amazing value. I tried the (7) _____ courgette flowers cooked in a (8) _____ which was as light and delicate as air.

Collocations with *taste*

3. Underline the correct word.

a) Thankfully, my sister and I have never shared **the same taste / victory / tastefully** in men.

b) These mushrooms are quite strong. They're **in poor taste / an acquired taste / tasteless**.

c) This is a really **tasteful / tasty / tastefully** stew. What's in it?

d) The whole terrible experience left **an aquired taste / a bad taste / a taste of my own medicine** in my mouth.

e) Look at that yellow car! Well, there's no accounting for **bad taste / tasteless / taste**.

Grammar

Noun phrases

4. Complete the sentences using the words in brackets in the correct order.

a) For breakfast she ate a big bowl of muesli

(yogurt / served / sliced / and / Greek / with / banana)

b) In Spain we drank big mugs of

(black / served / doughnuts / with / small / strong / crispy / coffee)

c) After dinner, they had a bowl of

(on top / with / fresh / cream / succulent / served / whipped / strawberries)

d) Would you like to try

_____?
(made / slice / freshly / butter / bread / of / a / creamy / with)

e) In Turkey we enjoyed

(with / an / enormous / figs / pile / honey / of / fresh / dripping)

f) On a hot day, there's nothing like

(of / lemonade / a / glass / tall / sweet / home-made / refreshing)

Fronting

5. Rewrite the sentences to change the emphasis.

a) The long lazy days of summer are gone.

b) The tiny village was perched high above the sea on the rocky cliffs.

c) The busy crowds of people buying vegetables were gone.

d) They made their way out of the theatre, laughing and chatting.

e) I don't really know what I've done wrong.

f) We will never know what really happened on that November night.

Useful phrases

6. Complete the conversation with the phrases in the box. There are two extra phrases.

I know it's awful, isn't it? I rest my case I suppose you're right I think you'll find No way! That's a load of rubbish Well, that may be

James: I'm really tired after being at work all day. Can't you cook dinner tonight?

Carol: Oh. Poor you. I spent all day at work too, you know.

James: Well, (1) _____ I cooked every night last week.

Carol: Every single night? Not unless you call opening a can of beans or heating up the microwavable curry cooking.

James: (2) _____, but when was the last time you made something?

Carol: I made you toast yesterday for breakfast.

James: Toast! (3) _____ That doesn't count as cooking. You can't remember the last time you cooked, can you?

Carol: Oh, (4) _____ . Okay, I'll do it. Where is the cooker, anyway?

James: You see! (5) _____ .

Carol: Only joking!

Part B

Reading

7. Read the text and underline the correct alternatives.

a) The writer had been **looking forward to / worried about / not interested in** her trip for a while.

b) She **felt sad that the hotel had changed so much / regretted not spending more time with her sister in the orchard / was indifferent to the tennis court.**

c) The changes at the hotel meant **it was more comfortable and convenient / the staff didn't take their jobs seriously any more / it had lost some of its old character.**

d) The writer **came to the hotel many times with her grandparents / had particularly vivid memories of the food at the hotel / enjoyed some delicious meals at the hotel in the past.**

e) As she left the hotel, the writer **decided to remember the hotel as it was before / realised she would never feel the same about the hotel again / regretted not bringing her swimming costume with her.**

The minute the car turned the corner and started up the long gravel drive towards the hotel, I knew this was a mistake. I'd had misgivings about the trip for some time, but the reality now was more than clear. The place had changed beyond all recognition. Gone was the old orchard of apple and pear trees that the former owner had planted as a young man, where my sister and I had been chased by the geese as we picked wildflowers in the long grass. In its place was a tennis court; its hard tarmac surface shimmering in the heat. Some smartly-dressed guests were having a game, their shouts and laughter ringing crisply in the air.

I could now see the front of the house. The old lawn, which used to curve down to the orchard in a soft sweeping carpet of green was now a car park for guests. We parked the car there and walked up to the front entrance. The big old door, with its grand brass knocker, shiny from the touch of many hands, had been replaced by sleek automatic glass doors. We asked the receptionist if we could book lunch in the dining room. She looked at us blankly, then laughed. 'No need to book,' she told us. We could go straight in.

My heart sank. The old dining room, which used to be filled with only the sound of the rustling of the waiters' starchy aprons and the quiet hum of conversation, was now a bustling, self-service bar. Music blared out from speakers positioned just above the diners' heads. Gone were the red velvet curtains and cracked brown leather chairs, replaced by silver metal blinds and tasteless cheap, white garden-style furniture. A dusty plastic flower glued into a small vase stood forlornly on each table.

Never would I forget the afternoon tea, shared here with my dear, elderly grandparents. It was just after the war and rationing had ended. We eagerly devoured the piles of fluffy freshly-baked scones, still warm from the oven, served with sticky home-made strawberry jam and thick, crusty clotted cream; towering plates of soft white sandwiches, stuffed with delicious local crab or creamy eggs in freshly-made mayonnaise; china cups of steaming aromatic tea. And now? A dreary selection of pre-packaged baguettes and biscuits. Bitter brown coffee served in plastic cups. 'I don't want to stay,' I whispered to my sister. 'Let's go.'

As we drove off, I looked over my shoulder one last time. The old gardens, which had included a walled kitchen garden where all the hotel's vegetables were grown, were now nowhere to be seen. Instead, there stood a bright blue swimming pool, unapologetic, brash and sparkling in the sunlight. Beside it, on white plastic loungers, lay three rather corpulent ladies; their skin the colour of the old leather chairs that used to be in the dining room.

I sighed. So much here had been lost. So much that was beautiful and lovely and good. All gone, and with it, my memories.

Unit 3

Part A

Vocabulary

Describing cities

1. Complete the text with the words in the box. There are two extra words.

amazement	awe-inspiring	bustling	haphazard
	hordes	in-your-face	
magic	make way	on top of one another	
	put a finger	soaring	tacky

Spectacularly situated at the foot of the mountains, the city is full of contrasts and contradictions, and it's not hard to (1) _____ on what makes it so special. The first thing that strikes the first-time visitor is the sheer (2) _____ energy of the place. As you fly into the city's airport, you can catch a truly (3) _____ glimpse of modern skyscrapers, their glass and metal sides glinting in the sunlight. These (4) _____ towers are in the city's financial district, (5) _____ day and night with business people making and losing fortunes. Sadly, thirty years ago, many old houses were cleared in this area to (6) _____ for the new. However, to the south of the river is the old part of the city, where you'll find a (7) _____ collection of narrow streets and ancient buildings, where people live (8) _____ in crowded and vibrant neighbourhoods. This is the city's most popular tourist area, and parts of the river bank are crammed with stalls selling (9) _____ models of the city's most famous statue. If you take the time to wander off the beaten track, very soon the city will start to work its (10) _____ on you.

2. Underline the correct words.

a) We saw some **feed-ups** / **eateries** / **buskers** in the underground. They sounded awful!

b) George is having a good **slog / rant / bet** about the state of the country. He's really upset!

c) Stop **gawping at / congregating / gorging** those people. It's embarrassing.

d) Hey! Let's **head / eyeball / check out** that café over there. It looks interesting.

e) After **gorging / enjoying / feeding-up** ourselves on pizza, we didn't feel like dessert.

f) The hotel is **easily / handily / consequently** located near all the nightlife of the city.

Grammar

Hedging

3. Match the hedging expressions (a–e) to their equivalents (1–5).

a) It is not known	1) There is strong evidence
b) There's no question	2) There is fairly strong evidence
c) It is commonly accepted	3) There is unreliable evidence
d) It is uncertain	4) There is weak evidence
e) There is some doubt	5) There is no evidence

4. Rewrite the sentences replacing the underlined words with hedging expressions and the words in brackets.

a) There is very strong evidence that the economy is now recovering from recession. (appear)

b) The results of our survey may provide evidence that many people have suffered a drop income. (seem)

c) Most people think that public transport is currently overstretched. (recognised)

d) We don't think there are any opponents to this scheme. (not believed)

Inversion

5. Complete each sentence so that it means the same as the sentence above.

a) It's unusual for me to take the bus to work.

Rarely _____

b) You will not have had such a fine meal before.

Never before _____

c) You mustn't miss seeing a Broadway show while you're in New York.

On no account _____

d) She took my car, and she drove it all the way to Paris, too!

Not only _____

e) When they arrive they will appreciate the beautiful location of the hotel.

Not until _____

Useful phrases

6. Complete the conversation by writing phrases using the correct form of the words in brackets and adding other words if necessary.

Paul: What do you think of the new Lloyds building, then?

Jane: It's horrible. What I really (1) _____ (not / like / about) is that it looks as if it's inside out. All the tubes are on the outside!

Paul: Well, I didn't like it at first, but it's really grown on me.

Jane: Really? Not me. The (2) _____ (building / like / best) is the Gherkin.

Paul: Hmm. I'm not sure it's my favourite, but it's vey shiny.

Jane: I love everything about it, but (3) _____ (like / most) its boldness.

Paul: (4) _____ (do / dominate) the skyline somewhat. A lot of people were outraged when it was built!

Jane: Well, whatever you think of it, and (5) _____ (do / attract) a lot of comment at the time, it's a real statement!

Part B

Reading

7. Read the text. Are the sentences true (T) or false (F)?

- a) Samuel Johnson's area of London has changed very little.
- b) London in Johnson's time was less dirty and crowded than today. _
- c) People didn't use to realise that many diseases were spread through drinking dirty water. ____
- d) Gin contributed greatly to the high levels of crime in London. ____
- e) Johnson's favourite pub was a casualty of the bombing in the Blitz. ____

'When a man is tired of London, he is tired of life.' So said Dr Samuel Johnson, the English writer and creator of the Dictionary of the English language, in 1777. But, were he alive today, would Johnson say the same thing about his beloved city? It is unlikely that he would even recognise the soaring office blocks and modern development that have sprung up in the area around his old house at 17 Gough Square. So, what was Johnson's London like?

Even then, the city of London was a bustling, thriving commercial centre. Not only was it one of the world's largest cities at that time but it was also one of the richest, thanks to the wealth of its colonies and its status as a port at the centre of a trading empire. Johnson was a fairly well-to-do gentleman, and lived in a part of the city that boasted wide avenues and leafy squares, bookshops and coffee houses. However, for the city's less fortunate residents,

life was very different indeed. This was a time of increasing migration, with many people coming from the country to the city in search of work. The consequence of this was that the city became heavily populated and living conditions for the poor were overcrowded and insanitary. Many people lived on top of one another in ramshackle, haphazard houses in narrow, filthy streets. Not until the Victorians put in the great sewer system in the 19th century (which still serves the city today) could the city dispose of its dirty water properly. During the late 18th century, the city literally stank, with sewage going straight into the Thames, from which a large proportion of the population drew its drinking water.

At the time it was widely believed that smells in the air carried diseases, so water-borne diseases, such as cholera and typhoid, were common. There were other dangers to the health of Londoners at that time, too. Cheap alcohol, in the form of gin, was freely available, and widely abused by many of the city's poorest residents. There is some evidence that gin was responsible for the deaths of many thousands of men, women and children during this period. In addition, crime was rife, and there was no citywide police force (it wasn't established until 1829). The streets were filled with criminals and beggars, and public hangings were a daily occurrence. Riots were common. In fact, Johnson himself was witness to the violence of the Gordon riots of 1780. It is unlikely that modern-day residents of London would recognise much of Johnson's city. After the heavy bombing of the city in 1940–41, much of the old city was cleared to make way for the new. However, you can still see the house where Johnson lived. It was nearly destroyed in the Blitz, but is now a museum. And you can even have a drink at his favourite pub, Ye Olde Cheshire Cheese, which is probably still much as Johnson would remember it, with its dark, tiny rooms and traditional English beer. It is not known what Johnson would have made of 21st century London. But the city he loved is as great, inspiring, beautiful, unpleasant, and ugly and undeniably appealing today as it ever was.

Unit 4

Part A

Vocabulary

Types of story

1. Complete the sentences with the correct form of the words in the box. There are two extra words.

anecdote fable fairy tale legend myth news story short story whodunnit

- a) Many _____ are about children finding themselves alone in a magical forest.
- b) Do you know the _____ of the rabbit and the fox? It teaches us not to tell lies.
- c) James told us a very funny _____ about his time teaching in Spain.
- d) In Norse _____, Odin is the Father of the Gods. Thor is his son.
- e) His collection of _____ were made into a series of TV dramas.
- f) A local _____ says that the King is buried in this hill with 1,000 horses.

Expressions with *story* and *tale*

2. Underline the correct alternative.

- a) They didn't believe a word of his **cock-and-bull story** / **old wives' tale**.
- b) I'm not going to the party on Friday because I wasn't invited. **End of story** / **A sob story**.
- c) Someone's been telling **tales** / **stories** about Mike to his boss. He's in big trouble.
- d) How did I make my fortune? Well, **to cut a long story short** / **it's a long story**.
- e) Another failed romance. It's **the story of my life** / **a sob story**.

Deception and belief synonyms

3. Replace the underlined words with the correct form of the words in the box. There are two extra words.

cynical gullible make out plausible swallow trick unscrupulous

- a) His story wasn't really that credible. I didn't believe it anyway! _____
- b) Do you think Lisa is so naïve that she would be taken in by someone like Roy? _____
- c) My parents completely fell for my excuse. _____
- d) I have always suspected that Liam would be capable of dishonest behaviour. _____
- e) The boys tried to pretend that they didn't know about the broken window. _____

Grammar

The future as seen from the past

4. Underline the correct alternative.

- a) I was just about **stepping** / **to step** / **to have stepped** off the kerb, when I saw the bus.
- b) I didn't realise at the time but it **was to be** / **was to have been** / **was being** one of the best decisions I ever made!
- c) They were hoping **arriving** / **to arrive** / **to have arrived** on time, but they were two hours late.
- d) Eve **thought** / **had been thinking** / **had thought** about leaving her job when she was offered a promotion.
- e) It **was** / **was to be** / **was to have been** the biggest event of the year, but it was cancelled at the last minute.
- f) Clive was on the verge of **to have signed** / **signing** / **signed** the papers, when he received news that his offer had been accepted.

Discourse markers in writing

5. Complete the text using the words in the box.

for example in other words in particular likewise or at least so such as too

Across the many countries of the world and in different cultures, traditional fairy tales often share common elements and have similar themes. (1) _____, what are these themes, and what do they mean? The conflict of good and evil, often embodied by a struggle between a hero or heroine and some darker force, recurs in many tales. In some stories, (2) _____, Cinderella, this is represented as a bad parent, and in Snow White, it's a wicked witch. Dangerous creatures, (3) _____ snakes, dragons and wolves, also feature in many stories. (4) _____, animals or people that take on a different form or disguise themselves. These shape-shifters often have magical properties, (5) _____. But maybe the strongest theme of all is the triumph of the little people over figures of authority, (6) _____, a poor girl ends up marrying a prince; a poor boy discovers he is the rightful heir to a vast fortune or a kingdom; neglected and hungry children find a new home with loving parents, (7) _____ a well-stocked larder. (8) _____, the poor and disadvantaged rise above their station in life to find health, wealth and happiness. And they all live happily ever after.

Useful phrases

6. Complete the dialogue with the phrases in the box.

There are two extra ones.

How scary! I don't blame you! Lucky you! That's nice. What a nightmare! What a relief! What a shame!
--

John: What's the matter?

Louise: You remember I had my bag stolen last weekend? It had my keys and my wallet in it, credit cards, phone, everything ... Anyway, I just found out someone has used my credit card number to book a holiday on the internet.

John: Oh, no. (1) _____

Louise: Yeah. But because I reported the card as stolen, I won't be liable for the money.

John: (2) _____

Louise: And, another thing, I thought that someone was trying to get into my flat last night, you know, with my keys.

John: (3) _____ You must have been terrified!

Louise: Yeah. But I'm getting the locks changed this morning.

John: (4) _____

Louise: Anyway, at least I booked my holiday today.

John: (5) _____ I bet you'll be glad to get away, won't you?

Part B

Reading

7. Read the text and answer the questions.

a) Give three pieces of evidence from the text which show proof of Elvis's parents' poverty.

b) What was the consequence of Vernon going to prison?

c) What were Elvis's three main musical influences?

d) Who gave Elvis his first big break?

e) What happened when the radio played Elvis's single for the first time?

Elvis Aaron Presley was born on 8th January 1935 in Tupelo, Mississippi, to Gladys and Vernon Presley. His twin brother, Jesse, was stillborn and was buried the following day in an unmarked grave. Their tiny home, known as a shotgun shack because it was small enough to fire a shotgun through the front and back doors

with nothing in between, had two small rooms. This was the time of the Great Depression and Vernon and Gladys were always hard up. When Elvis was three, his father was sent to prison for forgery. He only served eight months, but after he was released, Vernon was unable to find regular work and the family lived just above the poverty line. Hardship dogged the whole of Elvis's childhood. It is said that he remembered rifling through trash cans, in search of anything useful to take home.

When he was 11, Elvis was given a guitar for his birthday. His uncle Vaster taught him to play, and by the time he was a teenager, music had become an all-consuming passion. The family moved to Memphis, Tennessee, allegedly so that Vernon could avoid a police charge of transporting bootleg liquor. Here they lived in a public housing development in one of the city's poorer sections. Elvis used to practice guitar in the laundry room, and had also formed a band with some of the other tenants, playing rockabilly style 'hillbilly' music. He listened to the local radio day and night and attended all-night white and black gospel-singing sessions downtown. The sound of African-American rhythm and blues and music in the gospel tradition were both to be a strong and lasting influence throughout his musical life.

After he graduated from high school, Elvis got a job as a truck driver, but still he dreamt of a career in music. In 1953, Elvis walked into Sun Records' public recording studio, supposedly to record a song for his mother's birthday. The boss, Sam Phillips, had been looking out for a new singer, and when he heard one of Elvis's demo songs, he invited him back to sing for him. Elvis was a shy performer, and was very nervous as he stood in front of the microphone, but despite this, Phillips was impressed and arranged for some local musicians to record some tracks with the handsome young singer. This was the break Elvis had been waiting for. During the recording session, they recorded a track, *That's All Right*, which was released as a single.

When the local radio station played *That's All Right* for the first time, they were inundated with phone calls from people asking who

the singer was and the DJ, Dewey Phillips, played the track a staggering fourteen times.

And so, this was the moment Elvis stopped being the shy ‘mama’s boy’ and rose from the humblest of backgrounds to become the undisputed King of rock ‘n’ roll. It is one of the great stories of 20th century music.

Unit 5

Part A

Vocabulary

Economising, spending and saving

1. Complete the text with the correct form of the words and phrases in the box. There are two extra ones.

broke	budget	frugal	the red	make do
pay off	run up	shop around		

It is shockingly easy to (1) _____ a huge credit card bill these days. Particularly when banks are constantly offering to lend credit card holders more and more money. Older people are much more used to being (2) _____, whereas many young people simply have no idea how to (3) _____ for regular expenses and save money. So, how can you learn to live within your means and avoid going into (4) _____ every month? First, face up to your problems. If you are (5) _____, stop splashing out on extravagant purchases. Learn to (6) _____ with what you have, and only buy things you absolutely need. Then, look at ways of paying off your debts.

Prepositions

2. Underline the correct preposition.

a) My parents are hoarders. They keep everything in case it should come **in / for / back** useful.

b) Paris is a really easy city to get **by / along / around** on foot.

c) Marcus chose to opt **out of / out / up** the skiing trip. He hates the cold!

d) Could you get **around / by / up** on the minimum wage, do you think?

e) The government has said it will have to cut **out of / out / back** spending on education.

Prices

3. Match the words (a–d) to their synonyms (1–4).

a) low-cost	1) daylight robbery
b) a rip-off	2) lavish
c) exorbitant	3) basic
d) no-frills	4) budget

Grammar

Defining relative clauses with prepositions

4. Rewrite the sentences to make them more informal.

a) The building in which the meeting took place has been demolished.

b) The people with whom I work are delightful!

c) Her past history was something about which he had never questioned her.

d) The islands to which they had travelled were very remote.

e) The man of whom we are speaking is visiting us tomorrow.

Non-defining relative clauses with *of*

5. Rewrite the pairs of sentences as one sentence using the words in brackets.

a) The cakes are delicious. We ate some last night. (some of which)

b) My friends love travelling. Many of them of have lived abroad. (many of whom)

c) The payments will be £100. The first one will begin next month. (the first of which)

d) The museum has some very interesting paintings. The most famous of them is this one. (the most famous of which)

Articles

6. Complete the text with *a / an, the*, or put a dash if no article is necessary.

My girlfriend loves (1) _____ shopping. Nothing could please her more than (2) _____ afternoon spent pounding the streets of London's Oxford Street, sifting through racks of clothing, and trying on dresses, shirts and skirts. For me, it's (3) _____ nightmare. I sit outside (4) _____ changing room while she tries on (5) _____ jeans. Five pairs. When she asks my opinion, I say they all look great. But this is wrong. She scowls. I have failed because I could not tell (6) _____ difference between skinny jeans and boot cut jeans.

Useful phrases

7. Complete the conversation with the phrases in the box. There are two extra phrases.

Supposing I were	But the thing is	
The only problem	Is that your best price?	It's just that
But it's a bit more than I was prepared to pay.		
I think I'll leave it, thanks.		

Man: What a lovely rug. How much is it?

Stallholder: You've got very good taste, sir! It's one of my best rugs. It's £600. It's from Eastern Turkey, and it's an antique.

Man: Oh, it's really nice. (1) _____

Stallholder: What about this one, then? It's also from Turkey, and it's only £350.

Man: Oh, yes. That's lovely, too. (2) _____
it's a bit frayed at this corner.

Stallholder: Well, it's just a bit of moth damage.
(3) _____ to give you a discount? Shall we say, 10%?

Man: That would be, what, £315? (4) _____
Hmm. I'm really tempted.

(5) _____, I forgot my cheque book, and I've only got £300 cash with me.

Stallholder: All right. £300. But I can't go any lower than that.

Man: Thanks. I'll take it.

Stallholder: You've got yourself a bargain there, you know.

Part B

Reading

8. Read the text. Are the sentences true (T) or false (F)?

a) Living beyond her means got Jen into financial difficulties. ____

b) Jen was reluctant to face up to her problems because she was ashamed. ____

c) The Compact is an organisation which helps people pay off their debts. ____

d) Alan Jones thinks many people get into debt because they spend too much time shopping. ____

e) The benefits of her year of frugality means Jen intends to continue the lifestyle. ____

Do you think you could go a whole year without spending any money, except for essential items? This is exactly what Jen Wooldridge has just done. 'I had maxed out my credit card and was up to my eyes in debt,' says Jen, as she explains how she started thinking about how to get herself out of the financial nightmare she was living in. Like many of us, Jen was buying things on credit when she couldn't afford them, spending money she simply didn't have. 'I was spending money as if it was going out of fashion,' says Jen. 'I worked hard, and justified my spending to myself saying I

deserved it.’ What Jen didn’t realise was how quickly the debt was building up, as the interest she was being charged on the unpaid balance of her credit cards just kept growing and growing. ‘I wasn’t keeping track of how bad it had become.’ Jen confesses. ‘I knew I owed money, but I just couldn’t face up to the situation.’ Until she got a letter from her bank. Jen had two credit cards and in addition to those, a host of store cards. She had racked up a debt of an astounding £8,000, and was facing bankruptcy. But with help from a financial adviser at the bank, Jen took out an IVA – an Individual Voluntary Agreement – to pay off her creditors. Together they drew up a debt management programme, and little by little, Jen paid off the debt in monthly installments. It took her three years.

These days, Jen is one of a growing number of people who have decided to step off the consumer bandwagon. Inspired by a group of likeminded people in San Francisco, called The Compact, who committed to a 12-month abstinence from consumerism, Jen made a commitment to not buy anything new for a whole year. ‘I had already drastically cut my spending to pay off my debts, but I wanted to take it a step further. During the years I had the IVA, I examined my spending patterns. What I realised was that I had spent so much on stuff – just that – junk I didn’t need. It was horrific.’ The rules for the year were that she could only spend money on things she absolutely needed. ‘Food, obviously, but I would only shop at the supermarket once a month. Rent and bills are obvious necessities. Medicine. Necessary cleaning products, socks and underwear,’ explains Jen. ‘if I needed something more expensive, I would try to get it free, barter for it, or buy second-hand.’

‘Most of us blur the boundaries between needs and wants,’ explains Alan Jones, a financial adviser who works to help people escape the shackles of debt. ‘It’s only when you see something that you want it. If you don’t go shopping, you don’t spend. It’s as simple as that. And it’s often the little things we spend money on every day that all add up. The latte and Danish pastry on the way to work, the sandwich at lunch time and after-work drinks at the pub. These things can all add up to hundreds of pounds a year.’

How is Jen doing with her new thrifty lifestyle? 'It's easier than I thought,' she says. 'Instead of a lunchtime dash around the shops where I work – a habit which used to leave me having spent a few pounds on some tights or a lipstick – now I make sandwiches and eat them in the park, then go for a walk. I discovered my local library.

I have grown my own vegetables and learnt to cook them.' And an unexpected bonus: 'I've lost a few pounds in weight into the bargain!' What about presents? 'I had a friend's birthday recently, and I was stressing about what I could give her,' explains Jen. 'In the end I knitted her a scarf using some wool I had bought in the sales some time ago. It didn't cost me a single penny,'. And did her friend like the gift? 'That was the thing!' laughs Jen. 'Far from thinking I was a cheapskate, my friend was really touched at how much thought had gone into the gift.'

Will Jen continue when her year of living frugally ends in April? 'I'm not sure,' she says. 'I will definitely continue with many of the things I'm doing now. There's no way I want to end up in debt again, but I'm not certain about putting a total stop on spending. You see, there's this pair of shoes I've been eyeing up for a while now. I'm counting the days till I can go into the shop and buy them.

Учебное издание

**СБОРНИК УПРАЖНЕНИЙ ПО ГРАММАТИКЕ
АНГЛИЙСКОГО ЯЗЫКА**

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