

GRAMMAR EXERCISES

I TENSES, CIRCLE ONLY ONE LETTER

1. Ann usually _____ dirty to anybody.
A) does not talks B) did not talk C) does not talk
2. Jim _____ that report for five days and it is still not finished.
A) has written B) is writing C) has been writing
3. Last night, I _____ all the windows and I _____ the house.
A) checked, had left B) checked, was leaving C) checked, left
4. The woman next to me in the airplane is very nervous – she _____ before.
A) did not fly B) had not flown C) has not flown
5. The forecast says it _____ all day on Tuesday.
A) is raining B) rains C) will be raining
6. This time last year, I _____ in Rome.
A) was living B) had lived C) was lived
7. John is not here – he _____ just _____.
A) has.....left B) wasleaving C) isleft
8. I _____ to find him all day today, but he does not answer his phone.
A) was trying B) have been trying C) try
9. At present, we _____ our English test.
A) do B) have been doing C) are doing
10. _____ you ever _____ to South America
A) have...been B) did...be C) had ...been
11. Naomi _____ when the thief broke in.
A) slept B) was sleeping C) had slept
12. How many days ago _____ you _____ Tim?
A) had...seen B) have ...seen C) did ...see
13. The kettle _____, do you want tea or coffee?
A) boils B) is boiling C) was boiling
14. Mountains _____ higher than hills.
A) are being B) are C) have been
15. Last summer, I _____ home and my family _____ to the seaside.
A) stayed, were going B) was staying, went C) stayed, went

II NOUNS, PLURAL

- | | | | |
|-------------|--------------|-------------|--------------|
| 1. ANALYSIS | A) analyses | B) analyses | C) analysis |
| 2. POTATO | A) potatos | B) potatoes | C) potates |
| 3. COUNTRY | A) countries | B) countrys | C) countries |
| 4. TOOTH | A) tooths | B) teeths | C) teeth |

- | | | | |
|-------------------|---------------------|--------------------|-------------------|
| 5. MAN | A) mans | B) men | C) mens |
| 6. DATUM | A) datums | B) datums | C) data |
| 7. SHEEP | A) sheep | B) ships | C) sheeps |
| 8. LIFE | A) lifes | B) lives | C) livs |
| 9. CAR | A) car | B) cares | C) cars |
| 10. WATCH | A) watchs | B) watches | C) watch |
| 11. DAY | A) daies | B) days | C) days |
| 12. POLICE OFFICE | A) polices officers | B) police officers | C) police officer |

III ADJECTIVES ... COMPARISON

- The job you are doing is...the one you did last week.
A) Difficult B) more difficult C) as difficult as
- The green suitcase was ... of all the baggage.
A) The heaviest B) heaviest C) the heaviest
- The customer had ...money than he needed.
A) Less B) little C) the least
- They live in ...street in the village.
A) The narrow B) the narrowest C) narrowest
- ...students can understand this theory.
A) Not much B) few C) fewest
- Sometimes there are ... situations in our lives.
A) More unjust B) the most unjust C) unjust

IV ARTICLES...

- The shops in.. Regent Street are very expensive. A) a B) an C) the D) /
- ...Thompsons have a house in the country. A) a B) an C) the D) /
- He is ...intelligent man. A) a B) an C) the D) /
- We used to meet three times...week. A) a B) an C) the D) /
- ...glasses you are looking for are on the desk. A) a B) an C) the D) /
- Did she win ...race she entered? A) a B) an C) the D) /
- Most small towns in ...Britain have one main street. A) a B) an C) the D) /
- Many people enjoy spending weekends on ... Tara. A) a B) an C) the D) /

V TURN THESE SENTENCES INTO THE PASSIVE VOICE

- They were writing their reports all day yesterday.
- The students will have many different tests in the first week of April.

3. The postman brought the mail twice two days ago.

4. Somebody has found the stolen car.

5. The Ministry limited the number of students last October.

6. It was very cold and rainy and my mother closed all the windows.

7. People do not eat enough vegetables in our country.

8. My brother met me at the airport last week.

9. We have to do this test very carefully.

10. I have made a cherry cake for my friends.

VI FILL IN...CONDITIONAL SENTENCES

1. If I had not told her that story, she _____ never (know).
2. Peter would answer if he _____ (can).
3. If you came, I _____ (be) pleased.
4. If you do not reach the station in time, you _____ the train (miss).
5. If he can, he _____ you (help).
6. She _____ if she had known (go).
7. Even if he had spoken to me, I _____ to him (speak, not).
8. Will you help me if I _____ you (ask)?
9. If I am right, you _____ wrong (be).
10. What would happen if the car _____ (break)?

VII REWRITE THESE SENTENCES USING THE INDIRECT SPEECH

1. He wanted to know "Did you see Tom yesterday?"

2. Peter asked "Can you swim?"

3. He said "Go away."

4. The chief said "We have finished our weekly report."

5. The teacher asked “Do not talk during the classes.”

6. A friend of mine said “I am sorry, I am very late.”

7. She asked “Why are you so cheerful?”

8. My sister wanted to know “Why did he tell you that?”

9. Ann told us “I was at the cinema last night.”

10. A woman asked “What is the time?”

READING COMPREHENSION

Read the text carefully and choose the correct answers:

I COUNTER-TERRORIST UNITS

Most law enforcement agencies of the world have special police forces. These are invariably units of great tactical strength, trained to survive in the world's most hostile environments and to perform the most difficult tasks, such as storming buildings or aircraft to free hostages from armed terrorists.

The SAS was formed in the deserts of North Africa in July 1941 by David Sterling. It was originally conceived as a force that would launch small-scale raids behind enemy lines, causing the maximum amount of damage and disruption. When the unit became operational, in November 1941, the concept proved to be very successful, used against the Axis.

Since then, all SAS troops have been thoroughly instructed in the use of many types of weapons and explosive materials. At the Regiment's base on the outskirts of Hereford, SAS troops are instructed by their own experts or those from other specialist units.

One of the Special Air Service's main goals is to combat the growth of international terrorism and to devise effective counter-terrorist tactics. In order to achieve this goal, the SAS established the Counter Revolutionary Warfare Wing at Hereford, where the troops are trained in such a way as to be among the world's most effective counter-terrorist fighters.

Terrorist violence has showed a dramatic increase over the past few decades. Organisations such as the Irish Republican Army (IRA), the Basque separatists ETA, Germany's Red Army Faction and Italy's Red Brigades frequently use violence in the furtherance of their aims. Newspapers and other mass media never cease to inform us about new bombings and assassinations. They teem with reports of hijacked aircraft or hostages who have been taken by some terrorist organisations.

1. Special air forces are prepared to stay alive in:

- a) the most pleasant atmosphere
- b) the most sociable ambiance
- c) the most unfriendly surroundings
- d) the most welcoming locations

2. The AXIS alliance was an alignment of the countries:

- a) fighting against the Nazis
- b) fighting alongside with anti-German coalition
- c) opposing fascists
- d) fighting against the Allies

3. TO DEVISE means the same as:

- a) to destroy
- b) to devastate
- c) to demolish
- d) to create

4. IRA and ETA are:

- a) radical groups
- b) counter-terrorist units
- c) sub-units of SAS troops
- d) organizations commanded by special police forces

5. The brutality of terrorists:

- a) has diminished in the past few decades
- b) has grown in the past few decades
- c) has reduced in the past few decades
- d) has weakened in the past few decades

6. INVARIABLY does not mean the same as:

- a) never
- b) always
- c) regularly
- d) habitually

II TRANSNATIONAL CRIME

1. Serious crime is an exceptionally severe problem for the majority of the nations of the world. Crime is a particularly serious impediment to harmonious development. It impairs the quality of life by threatening the safety, well-being and personal integrity of us all.

2. However, criminal justice was handled more informally in most areas of the world for much of the span of history. Disputes were resolved by customary mechanisms, some of which persist even today, especially in Africa. Violations of political authority or of social or religious norms, as well as some other serious offences, were often punished by exile. The offenders were driven away from the community, stripped of their rights and deprived of the support of their kin. Exile was a social mechanism that led to the existence of outlaws - those who live outside the bounds of legal conventions.

3. Crime by organized criminal groups has reached alarming proportions, bringing about a dramatic increase in physical violence, intimidation and corruption of public officials. Terrorism has claimed tens of thousands of innocent victims. Predatory trafficking in addictive narcotics has become a world-wide tragedy.

4. Nowadays, criminal groups operating on a large scale and reaping tremendous profits are able to utilize the latest technology and organizational structures that in many cases outstrip social control. Modern methods of transport and communication have not only created the conditions for the internationalization of business and other endeavours, but they have also created the conditions for the internationalization of crime.

1. Crime is a particularly serious impediment to harmonious development because:

- a. it improves the quality of life
- b. it develops the quality of life
- c. it worsens the quality of life
- d. it makes the quality of life better

2. Serious offences were often punished by:

- a. forcing the offenders to leave the country
- b. forcing the offenders to live in that community
- c. driving the offenders to the nearest country border
- d. making the offenders stay in the community

3. The offenders were also:

- a. supported by their cousins
- b. backed by their families
- c. left without the help of their relatives
- d. given the support of their kin

4. INTIMIDATION is not the same as:

- a. fear
- b. threat
- c. coercion
- d. encouragement

5. **TREMENDOUS means the same as:**

- a. terrible
- b. incredible
- c. poor
- d. dreadful

6. **Nowadays, criminal groups operating on a large scale:**

- a. neglect the possibilities of modern technology
- b. avoid the use of up-to-date technology
- c. ignore the utilization of the latest technology
- d. employ the most advanced technology

III POLICE IN MULTI-CULTURAL SETTING

One of the most controversial areas of police-community relations involves the police and racial and ethnic minority group members. A minority group is comprised of individuals who are accorded unequal treatment from dominant group members in the form of discrimination. They are relatively easily identified because of their physical or cultural characteristics that differ from those of the dominant group.

Using this definition, the police themselves might well be considered as members of a minority since they are often victims of discrimination, are generally easy to identify, and have some distinctive cultural characteristics. One basic difference between police officers and members of racial or ethnic minorities is that the former are voluntary members while the latter are not.

Traditional beliefs in American society hold that members of some racial or ethnic minorities are inferior to whites in some ways, even though scientific research indicates there is no basis for such beliefs. Since many officers come from traditional backgrounds, it is not surprising that many agree that minority group members are inferior.

However, it is important to point out the difference between prejudice and discrimination. While prejudice is a feeling about a person based on faulty generalizations, discrimination involves behavior that, in its negative form, excludes all members of a certain group from some rights, opportunities, or privileges. Little can be done to change people's feelings, so we could hardly influence prejudice. Discrimination, on the other hand is a problem that we have to face.

Discrimination results in serious problems for both the police and minority group members. Thus, when police officers harass or abuse individuals because they are members of a minority or treat individuals because as if they were above the law because they belong to another minority, community relations suffer. Harassment and abuse result in loss of face and human dignity and occasional physical injuries, and cannot be tolerated on the part of police officers.

1. ***DISTINCTIVE*** is not the same as:

- a. characteristic b. typical c. common d. unique

2. ***PREJUDICE*** means the same as:

- a. tolerance b. narrow-mindedness
c. open-mindedness d. broad-mindedness

3. **Law enforcers differ from other minority members because:**

- a. the latter have voluntarily chosen to be what they are
b. the former have forcibly become what they are
c. the latter cannot choose their parents
d. the former are compulsorily recruited into police forces

4. **Discrimination:**

- a. should be legally forbidden b. cannot be regulated by laws
c. shouldn't be prohibited d. must be enforced by laws

5. **When police officers discriminate minorities, they do it because:**

- a. they are inferior to them
b. they are superior to them
c. laws allow them to do it
d. they think they are entitled to it

IV BEST OF TIMES WORST OF TIMES

NITIN SAWHNEY, 39, the musician and actor, recalls the relentless racism that made his school days hell. He eventually found a way out – with the help of his music. I remember my first day at school. I was about five. As I was walking through the gates, this kid jumped on me and started slamming my head in the concrete. He was screaming “Paki” this and “Paki” that. I had no idea what he was talking about. All I knew there was some weird reason why I couldn't mix with the rest of the kids. I worked it out after a couple of years. I was the only Asian kid in the school – my parents were born in India. By the time I got in my teens the abuse was pretty hard-core. Most of it was coming from this group of eight or nine kids. A couple had dads in the National Front. I was being attacked all the time, physically and verbally. So why didn't I tell my parents or my teachers? When I was younger I did try telling my teachers, but they had no real experience or understanding of racism. I was told to get on with things – stand up to them. Be a man. After a while, the teachers got fed up – Sawhney's making trouble again. I started skiving

off school. I skived off for the equivalent of a year. I guess I didn't tell my parents because I was too embarrassed. It didn't help that my two brothers were very tough and streetwise. One was a black belt karate and the other was into judo. Unfortunately, they'd both left school by the time I was really getting hassled. As I got older I realized that, while I might not fit in with people in England, I didn't necessarily fit in when I went back to India either. I'd romanticized India, but there are probably more hierarchical divisions there. Music was my therapy, where I found my true spirit. It helped me deal with my problems, find out who I was and where I fitted in. I called my last album *Human*, because that's all we are. It says "British" on my passport. I was born here and grew up here. For some I will always be Asian because of the colour of my skin. Thanks to music, I don't dwell on those issues any more. I know I'm just a human being.

1. **RELENTLESS** means the same as:

- a. merciful
- b. compassionate
- c. generous
- d. brutal

2. **TO STAND UP TO** is not the same as:

- a. confront
- b. avoid
- c. oppose
- d. resist

3. **The harassment Sawheney experienced in his adolescence was:**

- a. pretty caring
- b. quite kindhearted
- c. rather ruthless
- d. fairly sympathetic

4. **The first day at school some kids beat Sawheney because:**

- a. being an Asian kid he was not to mix with the other children
- b. there was a strange reason why he couldn't play with the other children
- c. their fathers were fighting on the Front
- d. they grew up in the families having prejudices against non-white immigrants

5. **At school Sawheney was frequently absent because:**

- a. his teachers got fed up with him
- b. he was making trouble
- c. his brothers had left school by then

d. he was maltreated