

UNIVERSITY OF MONTENEGRO
INSTITUTE OF FOREIGN LANGUAGES

THE FACULTY OF POLITICAL SCIENCES

**ENGLISH COURSE –
INTERMEDIATE**

Podgorica, 14.11.2016.

Passive Voice

Passive Voice

Why use the Passive?

- **To emphasize the object or party receiving the action**
 - **Rebecca was selected for a free gift.**
- **To emphasize the action instead of the actor**
 - **Our car was repaired by our neighbor.**
- **When the agent (doer) is unknown or not important**
 - **Her house was broken into last night.**

Passive Voice

Structure

- **There are two main rules to **all** Passive Voice forms:**
 - 1. Use the Past Participle form of the main verb**
 - 2. Add the verb “Be” in the same tense as the sentence in its active voice form**

Passive Voice

Structure

She plays tennis.

- ***SIMPLE PRESENT TENSE*** – so use the *Simple Present tense of verb TO BE (am, is, are)*
- ***We must use PAST PARTICIPLE***

V + ED
III COLUMN

TENNIS AM, IS, ARE PLAYED.

TENNIS IS PLAYED.

Passive Voice

Structure

- **LEARNING PASSIVE IN FIVE STEPS:**
- ***STEP ONE: Find OBJECT of the sentence.***

They are watching TV.

She bought a book.

They had called her.

Passive Voice

Structure

- **LEARNING PASSIVE IN FIVE STEPS:**
- **STEP TWO: PUT THE MAIN VERB IN PAST PARTICIPLE FORM.**

*They are **watching** TV.*

watch - watched

*She **bought** a book.*

buy – bought

*They had **called** her.*

call - called

Passive Voice

Structure

- **LEARNING PASSIVE IN FIVE STEPS:**
- **STEP THREE: USE VERB TO BE! THE FORM OF VERB TO BE DEPENDS ON THE TENSE OF THE ACTIVE SENTENCE!**

SIMPLE PRESENT - AM, IS, ARE

PRESENT CONTINUOUS – AM, IS , ARE + BEING

SIMPLE PAST – WAS, WERE

PAST CONTINUOUS – WAS, WERE + BEING

Passive Voice

Structure

In Continuous/Progressive tense sentences add the continuous form of “Be” which is “**being**”

- *Ex: More homes are **being** built this year.*

**IF THERE IS -ING IN ACTIVE SENTENCE
THERE MUST BE BEING IN PASSIVE
SENTENCE!**

**SHE IS WATCHING TV – TV IS BEING WATCHED.
THEY WERE BUILDING A HOUSE – A HOUSE WAS
BEING BUILT.**

Passive Voice

Structure

- **LEARNING PASSIVE IN FIVE STEPS:**
- **STEP FOUR: CHOOSE PLURAL OR SINGULAR FORM OF THE VERB DEPENDING ON THE SUBJECT OF THE PASSIVE SENTENCE:**

They are watching TV.

TV am, is, are being watched.

TV is being watched.

They called her.

She was were called.

She was called.

Passive Voice

Structure

- **LEARNING PASSIVE IN FIVE STEPS:**
- **STEP FIVE: ADD BY AT THE END OF THE SENTENCE IF NECESSARY.**

They are watching TV.

*TV **is** being watched **BY THEM.***

He called her.

*She **was** called **BY HIM.***

Passive Voice

Simple Present

ACTIVE

- I **walk** the dogs everyday.
- Millions of people **watch** the Super Bowl.

PASSIVE

- The dogs **are walked** everyday.
- The Super Bowl **is watched** by millions of people.

Passive Voice

Present Continuous

ACTIVE

- **I am walking the dogs.**
- **Millions of people are watching the Super Bowl.**

PASSIVE

- **The dogs are being walked.**
- **The Super Bowl is being watched by millions of people.**

Passive Voice

Simple Past

ACTIVE

- **I walked** the dogs.

- Millions of people **watched** the Super Bowl.

PASSIVE

- The dogs **were walked**.

- The Super Bowl **was watched** by millions of people.

Passive Voice

Past Continuous

ACTIVE

- **I was walking** the dogs.
- **Millions of people were watching** the Super Bowl.

PASSIVE

- **The dogs were being walked.**
- **The Super Bowl was being watched** by millions of people.

**Ready to put it into
practice?**

People **speak** English in many countries.

English **is spoken** in many countries.

Someone **robbed** the bank yesterday.

The bank **was robbed** yesterday.

Our teacher **is collecting** the projects tomorrow.

The projects **are being collected** tomorrow.

Jill **was painting** the fence all day.

The fence **was being painted**.

Sue **bought** a silk dress for her sister's wedding.

A silk dress **was bought** by Sue.

The police **arrested** them yesterday.

They **were arrested** yesterday.

We **asked** her to help with the housework.

She **was asked** to help with the housework.

Do you know the past and **Past Participle** forms of the irregular verbs ?

You have to know the past and **Past Participle** forms of the **IRREGULAR VERBS** by heart.

A REFERENCE LIST

When we were kids, rhyming songs and phrases were some of the gimmicks used to make us remember different things.

*I hope sorting these Irregular Verbs into rhyming groups can help you memorize them in a short period of time. Actually some groups can be memorized in **ONLY 10 SECONDS!!!**
Have a look at Group 3 !!!*

Group 1

SIMPLE FORM	SIMPLE PAST	PAST PARTICIPLE
ring	rang	rung
sing	sang	sung
sink	sank	sunk
drink	drank	drunk
shrink	shrank	shrunk
swim	swam	swum
begin	began	begun
run	ran	run

Group 2

SIMPLE FORM	SIMPLE PAST	PAST PARTICIPLE
fe <u>e</u> d	fed	fed
le <u>a</u> d	led	led
bre <u>e</u> d	bred	bred
re <u>a</u> d	re <u>a</u> d* (Pronounced as red)	re <u>a</u> d* (Pronounced as red)
se <u>l</u> l	so <u>l</u> d	so <u>l</u> d
te <u>l</u> l	to <u>l</u> d	to <u>l</u> d
slid <u>e</u>	slid	slid
ho <u>l</u> d	he <u>l</u> d	he <u>l</u> d

Group 3

SIMPLE FORM	SIMPLE PAST	PAST PARTICIPLE
hit	hit	hit
fit	fit	fit
spit	spit (spat)	spit (spat)
knit	knit /(knitted)	knit /(knitted)
quit	quit	quit
let	let	let
set	set	set
upset	upset	upset
shut	shut	shut
cut	cut	cut
put	put	put
cost	cost	cost
hurt	hurt	hurt
burst	burst	burst
spread	spread	spread
broadcast	broadcast	broadcast

Group 4

SIMPLE FORM	SIMPLE PAST	PAST PARTICIPLE
buy	b <u>ought</u>	b <u>ought</u>
fight	f <u>ought</u>	f <u>ought</u>
seek	s <u>ought</u>	s <u>ought</u>
think	th <u>ought</u>	th <u>ought</u>
bring	br <u>ought</u>	br <u>ought</u>
teach	t <u>aught</u>	t <u>aught</u>
catch	c <u>aught</u>	c <u>aught</u>

Group 5

SIMPLE FORM	SIMPLE PAST	PAST PARTICIPLE
ben <u>d</u>	ben <u>t</u>	ben <u>t</u>
sen <u>d</u>	sen <u>t</u>	sen <u>t</u>
len <u>d</u>	len <u>t</u>	len <u>t</u>
spen <u>d</u>	spen <u>t</u>	spen <u>t</u>
buil <u>d</u>	buil <u>t</u>	buil <u>t</u>
slee <u>p</u>	slee <u>p</u>	slee <u>p</u>
kee <u>p</u>	kee <u>p</u>	kee <u>p</u>
cre <u>ep</u>	cre <u>ep</u>	cre <u>ep</u>
we <u>ep</u>	we <u>ep</u>	we <u>ep</u>
swe <u>ep</u>	swe <u>ep</u>	swe <u>ep</u>
leap	leap <u>t</u> (leaped)	leap <u>t</u> (leaped)
fee <u>l</u>	fee <u>l</u>	fee <u>l</u>
de <u>al</u>	de <u>al</u>	de <u>al</u>
mean	mean <u>t</u>	mean <u>t</u>
dream	dream <u>t</u> /(dreamed)	dream <u>t</u> /(dreamed)
me <u>e</u> t	met	met
le <u>ave</u>	le <u>ft</u>	le <u>ft</u>
lose <u>e</u>	lost	lost
burn	burn <u>t</u> /(burned)	burn <u>t</u> /(burned)

Group 6

SIMPLE FORM	SIMPLE PAST	PAST PARTICIPLE
h <u>ang</u>	h <u>ung</u>	h <u>ung</u>
hang (to kill)	hanged	hanged
d <u>ig</u>	d <u>ug</u>	d <u>ug</u>
sh <u>oot</u>	shot	shot
st <u>and</u>	st <u>ood</u>	st <u>ood</u>
underst <u>and</u>	underst <u>ood</u>	underst <u>ood</u>
st <u>ick</u>	st <u>uck</u>	st <u>uck</u>
stri <u>ke</u>	str <u>uck</u>	str <u>uck</u>
s <u>it</u>	s <u>at</u>	s <u>at</u>
w <u>in</u>	w <u>on</u>	w <u>on</u>
ma <u>ke</u>	ma <u>de</u>	ma <u>de</u>
pa <u>y</u>	pa <u>id</u>	pa <u>id</u>
la <u>y</u>	la <u>id</u>	la <u>id</u>
sa <u>y</u>	sa <u>id</u>	sa <u>id</u>
li <u>ght</u>	lit / (lighted)	lit / (lighted)
f <u>ind</u>	f <u>ound</u>	f <u>ound</u>
found	founded	founded

Group 7

SIMPLE FORM

SIMPLE PAST

PAST PARTICIPLE

throw

threw

thrown

grow

grew

grown

blow

blew

blown

draw

drew

drawn

withdraw

withdrew

withdrawn

fly

flew

flown

know

knew

known

Group 9

SIMPLE FORM	SIMPLE PAST	PAST PARTICIPLE
d <u>i</u> ve	dive <u>d</u> /d <u>o</u> ve	dive <u>d</u>
<u>do</u>	<u>did</u>	do <u>ne</u>
<u>go</u>	<u>went</u>	go <u>ne</u>
hear	hear <u>d</u>	hear <u>d</u>
ha <u>ve</u>	ha <u>d</u>	ha <u>d</u>
be (<u>am</u> , <u>is</u> , <u>are</u>)	<u>was</u> , <u>were</u>	be <u>en</u>
<u>co</u> me	<u>ca</u> me	co <u>me</u>
bec <u>o</u> me	bec <u>a</u> me	beco <u>me</u>
over <u>co</u> me	over <u>ca</u> me	overco <u>me</u>
<u>see</u>	<u>saw</u>	see <u>n</u>
saw	saw <u>ed</u>	saw <u>n</u> / (saw <u>ed</u>)
mow	mow <u>ed</u>	mow <u>n</u>
lie	lie <u>d</u>	lie <u>d</u>
<u>lie</u>	<u>lay</u>	l <u>ain</u>
<u>lay</u>	<u>laid</u>	l <u>aid</u>

THE PASSIVE VOICE - summary

VRIJEME	OBLICI PASIVA
SIMPLE PRESENT	AM, IS, ARE + PAST PARTICIPLE
PRESENT CONTINUOUS	AM, IS, ARE + BEING + PAST PARTICIPLE
SIMPLE PAST	WAS, WERE + PAST PARTICIPLE
PAST CONTINUOUS	WAS, WERE + BEING + PAST PARTICIPLE

THE PASSIVE VOICE - exercises

A. PUT THE FOLLOWING SENTENCES INTO THE PASSIVE VOICE.

1. They sell the magazines everywhere.

.....

2. William saw the accident.

.....

3. They had found the child before we got there.

.....

4. He is repairing his car.

.....

5. They were discussing the question when I entered.

.....

6. Shakespeare wrote "Hamlet".

.....

THE PASSIVE VOICE - exercises

7. They are building a new bridge in the town.

.....

8. People play basketball in our country.

.....

9. An Englishman visited me.

.....

10. They sell CDs in this shop.

.....

11. She looks after the baby well.

.....

Unit 3 'Telling Tales'

VOCABULARY

Art and literature



- 1 Write these nouns in the correct column. Which noun goes in both columns?

Unit 3 'Telling Tales'

- 1 Write these nouns in the correct column. Which noun goes in both columns?

painter author poet poem sculpture novel
picture brush palette chapter biography
exhibition fairy tale portrait play art gallery
masterpiece novelist sketch act

ART	LITERATURE

Unit 3 'Telling Tales'

1 Write these nouns in the correct column. Which noun goes in both columns?

painter author poet poem sculpture novel
picture brush palette chapter biography
exhibition fairy tale portrait play art gallery
masterpiece novelist sketch act

ART	LITERATURE
Painter palette	Author fairy tale
Sculpture exhibition	Poet play
Picture portrait	Novel masterpiece
Brush art gallery	Chapter novelist
Sketch act masterpiece	Biography act

Unit 3 'Telling Tales'

2 Which of these verbs can go with the nouns in exercise 1?

read write paint draw go to

Read a poem, read a novel ...

3 Complete the sentences.

- 1 Shakespeare _____ many famous _____ and poems.
- 2 I couldn't put the book down until I'd _____ the last _____.
- 3 I love _____ about the lives of famous people so I always buy _____.
- 4 _____ often begin with the words 'Once upon a time'.
- 5 My friend's a great artist. He _____ my _____ and it looked just like me.
- 6 He _____ a quick _____ of the trees.
- 7 We _____ an _____ of Picasso's paintings and sculptures.

Unit 3 ‘Telling Tales’

READING AND SPEAKING

The painter and the writer

- 1 Who are or were the most famous painters and writers in your country?
- 2 You are going to read about the lives of Pablo Picasso and Ernest Hemingway. Discuss these questions.
 - Why are they famous?
 - What nationality were they?
 - Which century were they born in?
 - Do you know the names of any of their works?
 - Do you know anything about their lives?

Unit 3 'Telling Tales'

3 The sentences below appear in the texts. Try to guess which sentences go with which man. Write **P** (Picasso) or **H** (Hemingway).

- 1 His first word was *lápiz* (Spanish for *pencil*) and he could draw before he could talk.
- 2 He had wanted to become a soldier, but couldn't because he had poor eyesight.
- 3 His portraits of people were often made up of triangles and squares with their features in the wrong places.
- 4 In the 1930s, he became a war correspondent in the Spanish Civil War and World War II.
- 5 He was awarded the Nobel Prize for literature, but he was too ill to receive it in person.
- 6 At the age of 90 he was honoured by an exhibition in the Louvre in Paris.

Unit 3 ‘Telling Tales’

PABLO PICASSO

The painter

HIS EARLY LIFE

On 25 October, 1881, a baby boy was born in Málaga, Spain. It was a difficult birth and to help him breathe, cigar smoke was blown into his nose! This baby grew up to be one of the twentieth century’s greatest painters – **PABLO PICASSO**.



Unit 3 ‘Telling Tales’

Picasso showed his genius from a very young age. His first word was *lápiz* (Spanish for *pencil*) and he could draw before he could talk. He was the only son in the family, so he was thoroughly spoiled. He hated school and often refused to go unless he was allowed to take one of his father's pet pigeons with him!

Unit 3 'Telling Tales'

Apart from pigeons, his great love was art. When in 1891 his father got a job as an art teacher, Pablo went with him to work and watched him paint. Sometimes he was allowed to help. One evening, his father was painting a picture of their pigeons when he had to leave the room. When he returned, Pablo had completed the picture. It was so beautiful and lifelike that he gave his son his palette and brushes and never painted again. Pablo was just thirteen.

Unit 3 'Telling Tales'

HIS LIFE AS AN ARTIST

His genius as an artist was soon recognized by many people, but others were shocked by his strange and powerful paintings. He is probably best known for his Cubist pictures. His portraits of people were often made up of triangles and squares with their features in the wrong places. One of his most famous portraits was of the American writer

Unit 3 ‘Telling Tales’

Gertrude Stein, who he met after he'd moved to Paris in 1904.

His work changed ideas about art around the world, and to millions of people, modern art means the work of Picasso. *Guernica* [below], which he painted in 1937, records the bombing of that small Basque town during the Spanish Civil War, and is undoubtedly one of the masterpieces of modern painting.

Unit 3 'Telling Tales'

HIS FINAL YEARS

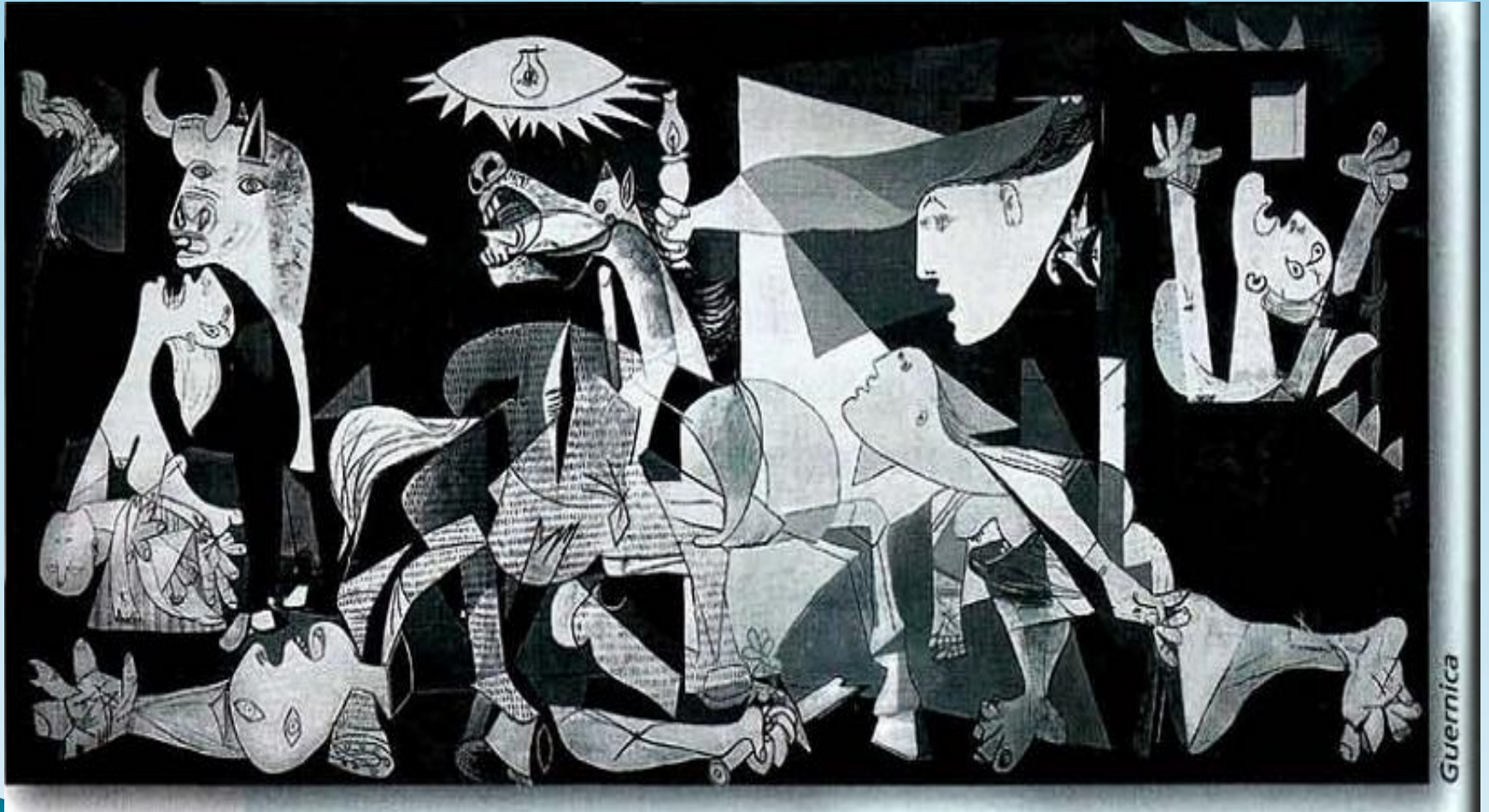
Picasso married twice and also had many mistresses. He had four children. The last, Paloma, was born in 1949 when he was 68 years old. At the age of 90 he was honoured by an exhibition in the Louvre in Paris. He was the first living artist to be shown there.

Unit 3 'Telling Tales'

Picasso created over 6,000 paintings, drawings, and sculptures. Today, a Picasso costs millions of pounds. Once, when the French Minister of Culture was visiting Picasso, the artist accidentally spilled some paint on the Minister's trousers. Picasso apologized and wanted to pay for them to be cleaned, but the Minister said, 'Non! Please, Monsieur Picasso, just sign my trousers!'

Picasso died of heart failure during an attack of influenza in 1973.

Unit 3 'Telling Tales'



ERNESTHEMINGWAY

The writer



Unit 3 'Telling Tales'

HIS EARLY LIFE

ERNEST HEMINGWAY was one of the great American writers of the twentieth century. He was born on 21 July 1899, in Oak Park, Illinois, the second of six children. His family was strict and very religious. His father taught his children a love of nature and the outdoor life. Ernest caught his first fish at the age of three, and was given a shotgun for his twelfth birthday.

Unit 3 'Telling Tales'

His mother taught him a love of music and art. At school, he was good at English and wrote for the school newspaper. He graduated in 1917, but he didn't go to college. He went to Kansas City and worked as a journalist for the *Star* newspaper. He learned a lot, but left after only six months to go to war.

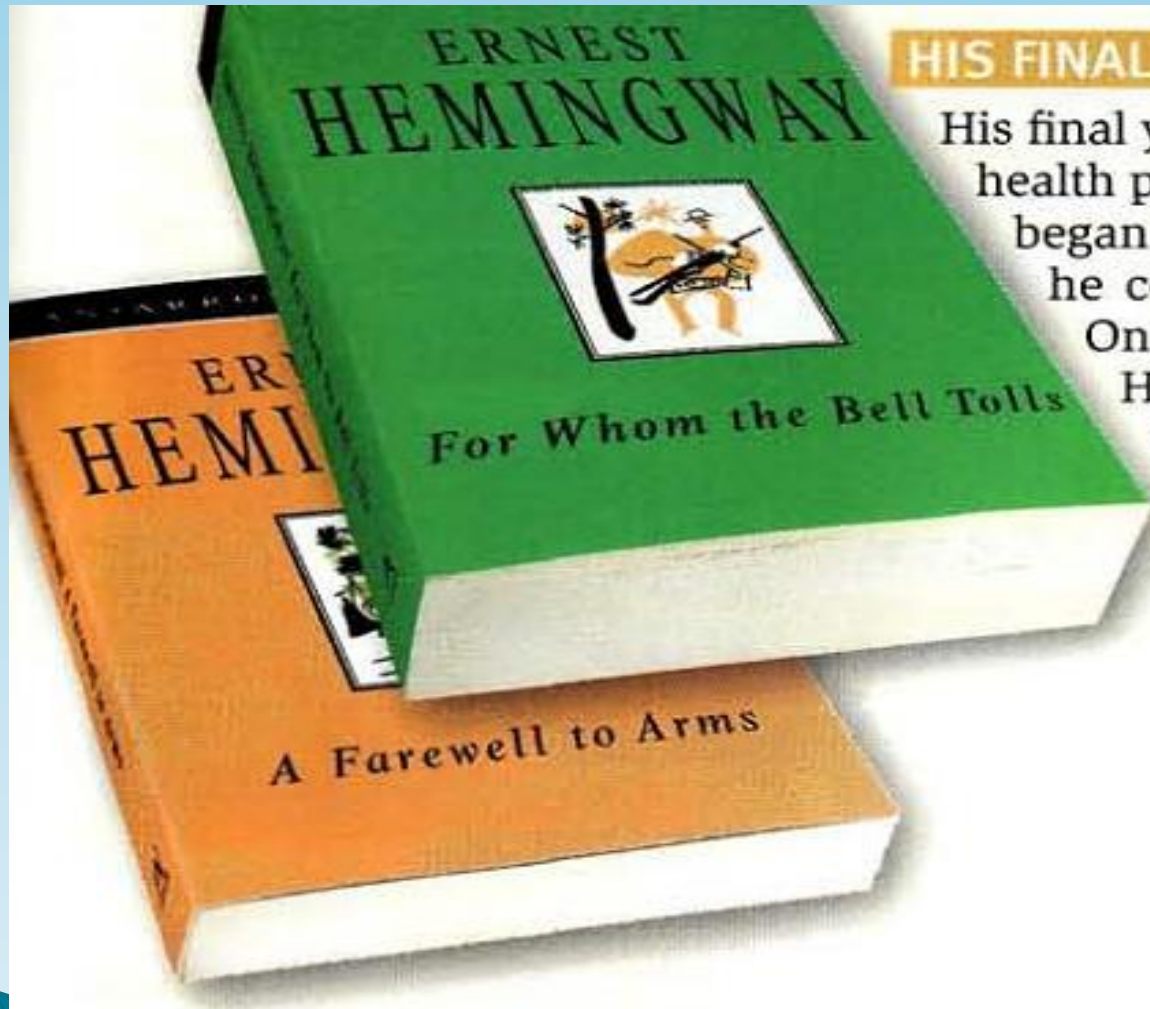
HEMINGWAY AND WAR

Hemingway was fascinated by war. He had wanted to become a soldier, but couldn't because he had poor eyesight. Instead, in the First World War, he became an ambulance driver and was sent to Italy, where he was wounded in 1918. After the war, he went to live in Paris, where he was encouraged in his work by the American writer Gertrude Stein. In the 1930s, he became a war correspondent in the Spanish Civil War and World War II. Many of his books were about war. His most successful book, *For Whom the Bell Tolls*, was written in 1940 and is about the Spanish Civil War. Another novel, *A Farewell to Arms*, is about the futility of war.

HIS PERSONAL LIFE

Hemingway's success in writing was not mirrored by similar success in his personal life. He married four times. His first wife divorced him in 1927. He immediately married again and moved to Key West, Florida, where he enjoyed hunting, fishing, and drinking, but he also suffered from depression. This wasn't helped when, in 1928, his father committed suicide. Hemingway's health was not good and he had many accidents. Two more marriages failed and he began to drink heavily. In 1954, he survived two plane crashes. In October of the same year he was awarded the Nobel Prize for literature, but he was too ill to receive it in person.

Unit 3 'Telling Tales'



HIS FINAL YEARS

His final years were taken up with health problems and alcohol. He began to lose his memory and he couldn't write any more. On Sunday, 2 July 1961, Hemingway killed himself with a shotgun, just as his father had done before him.

Unit 3 'Telling Tales'

5 Answer the questions about your person.

- 1 Where and when was he born? When and how did he die?
- 2 Did he have a happy family life?
- 3 How did his parents play a part in his career?
- 4 What do you think were the most important events in his early life?
- 5 When did he move to Paris? Who did he meet there?
- 6 How did war play a part in his life?
- 7 How many times was he married?
- 8 Which of these dates relate to your person? What do they refer to?

1891	1917	1918	1927	1928
1937	1940	1949	1954	

Unit 3 'Telling Tales'

Look at the list of books and films. Which do you know? Which are both book *and* film?

- | | |
|--|---|
| <input type="checkbox"/> Dracula | <input type="checkbox"/> Titanic |
| <input type="checkbox"/> Frankenstein | <input type="checkbox"/> Captain Corelli's Mandolin |
| <input type="checkbox"/> Spiderman | <input type="checkbox"/> The Godfather |
| <input type="checkbox"/> Harry Potter and the
Philosopher's Stone | <input type="checkbox"/> Star Wars |
| <input type="checkbox"/> The Silence of the Lambs | <input type="checkbox"/> The Lord of the Rings |
| | <input type="checkbox"/> The Sun Also Rises |

Unit 3 'Telling Tales'



Unit 3 ‘Telling Tales’

4 Write some notes about a book or film that you know and like. Use these questions to help you. Discuss your notes with a partner.

- What's it called?
- Who wrote it?
- Who directed it?
- Who starred in it?
- Who are the main characters?
- Where does it take place?
- What's it about?
- Why do you like it?

PREPOSITIONS

PREPOSITIONS



- 1 We use *at* for times and certain expressions.
at 8.00 at midnight
at lunchtime at the weekend
at Christmas at the same time
at the moment at the age of nine
- 2 We use *on* for days and dates.
on Friday on Friday morning
on 12 September on Saturday evening
- 3 We use *in* for longer periods such as months, years, and seasons.
in April in 2002
in summer in the nineteenth century
We say *at night* but *in the evening/afternoon*.
We also say *I'll see you in the morning*,
but *I'll see you tomorrow morning*.
- 4 There is no preposition before *last*, *next*, or *this*.
What did you do **last** night?
I'll see you **next** week.
We're going to the beach **this** weekend.

PREPOSITIONS

Complete the sentences with *in*, *at*, *on*, or *—*.

1 A I'm meeting Alan *—* this evening.

B What time?

A **At** six.

2 A What did you do *—* the weekend?

B *—* Friday evening we went to a party. We slept in late *—* Saturday morning, and then *—* the afternoon we went shopping. *—* 7.00, some friends came round for a drink. We didn't do anything *—* Sunday. What about you?

PREPOSITIONS

- 3 The weather in England is unreliable. _____
summer it can be hot, but it often rains _____ April
and June. _____ last year the summer was awful.
The best English weather is usually _____ spring
and autumn.
- 4 I learnt to drive _____ 1999 _____ the age of 17.
My brother learnt _____ the same time as me, but I
passed my test first.
- 5 I'll phone you _____ next week. _____ Thursday,
maybe. _____ the afternoon. _____ about 3.00. OK?
- 6 I don't see my parents much. _____ Christmas,
usually, and _____ the holidays.

PREPOSITIONS

2 at, On, on, in, At, on

3 In, in, —, in

4 in, at, at

5 —, On, In, At

6 At, in

PREPOSITIONS

◎ **B. NOUN + PREPOSITION**

◎ *damage*

◎ *solution*

◎ *answer*

◎ *attitude*

◎ *relationship*

PREPOSITIONS

◎ **B. NOUN + PREPOSITION**

- ◎ *damage* TO
- ◎ *solution* TO
- ◎ *answer* TO
- ◎ *attitude* TOWARDS
- ◎ *relationship* WITH

PREPOSITIONS

○ C. ADJECTIVE + PREPOSITION

<i>aware</i>	.....
<i>proud/jealous</i>	.....
<i>good/bad</i>	.....
<i>responsible</i>	.....
<i>fed up</i>	.....
<i>sorry</i>	.....
<i>frightened/scared</i>	.....
<i>successful</i>	.....
<i>interested</i>	.....
<i>surprised/shocked</i>	.....
<i>familiar</i>	.....
<i>angry</i>	.....	<i>sth</i>

PREPOSITIONS

○ C. ADJECTIVE + PREPOSITION

<i>aware</i>	OF
<i>proud/jealous</i>	OF
<i>good/bad</i>	AT
<i>responsible</i>	FOR
<i>fed up</i>	WITH
<i>sorry</i>	FOR
<i>frightened/scared</i>	OF
<i>successful</i>	IN
<i>interested</i>	IN
<i>surprised/shocked</i>	AT/BY
<i>familiar</i>	WITH
<i>angry</i>	ABOUT <i>sth</i>

PREPOSITIONS

D. VERB + PREPOSITION

accuse

depend

succeed

apologize

rely

remind

blame

prefer sth/sb



PREPOSITIONS

D. VERB + PREPOSITION

<i>accuse</i>	OF
<i>depend</i>	ON/UPON
<i>succeed</i>	IN
<i>apologize</i>	FOR
<i>rely</i>	ON
<i>remind</i>	OF
<i>blame</i>	FOR
<i>prefer sth/sb</i>	TO



PREPOSITIONS

PAY SPECIAL ATTENTION TO:

⦿ **THERE IS NO PREPOSITION BEFORE :**

last/next/this/every:

I'll see you next Friday. They got married last March.

⦿ **ANGRY ABOUT STH but:**

angry at/with someone: *I am angry with you.*

⦿ ***AT WEEKENDS but ON WEEKDAYS***
I NEVER GO OUT ON WEEKDAYS.

PREPOSITIONS - exercises

A. FILL IN THE GAPS WITH THE CORRECT PREPOSITION IF NECESSARY:

1. I am not afraidspiders.
2. He is accusedbeing a thief.
3. Don't be angryme, please.
4. He was sorrybeing late.
5. I apologizebeing late.
6. See younext week, Jerry!

PREPOSITIONS - exercises

8. I have always been good..... mathematics
but badEnglish.
9. I don't believeghosts.
10. I was born15 February1998.
11. I am very interestedfootball.
12. His answeryour question was fair.
13. My attitudethat problem is none of your
business.

PREPOSITIONS - exercises

16. She travelswork
.....bus but today she is going
.....foot.
17. Don't be jealousyour sister.
18. I am not familiar English
grammar.

PREPOSITIONS - exercises

22. Don't laughhim, he got confused, big deal!
23. They were punishedstealing the money.
24. The relationshipthem was a gossip.
25. I goEngland twice a year.
26. Sarah never goes outnight orweekends.
27. Can I relyyou?
28. Gohome, now.

MISTERM TEST – PREPARATION

NA SAJTU WWW.ENGLESKI.TK
MOŽETE NAĆI HANDOUT (WORD
DOCUMENT) NASLOVLJEN –
PRIPREMA ZA KOLOKVIJUM (vježbe), SA
VRLO KORISNIM VJEŽBAMA KOJE ĆE
VAM OLAKŠATI SAMU PRIPREMU ZA
TEST. UZ TAJ DOKUMENT IMATE I **KEY**,
SA RJEŠENJIMA SVIH VJEŽBI.

MID-TERM ENGLISH TEST

(mock test)

MIDTERM TEST – PREPARATION

A. READING COMPREHENSION

Forget Mary Poppins - a nineties nanny is more likely to resemble cuddly Martin Smith who, at 22, is one of the new breed of British male nannies.

'I love being around kids and nannying is very rewarding. The money isn't great, but then I don't do it for the money. I like seeing kids happy and, if they are, it makes my job a whole lot easier,' laughs Martin. He claims today's nannies are better equipped and more highly qualified, and that their image is changing rapidly.

'Anyone with basic school qualifications can do the course to become a nanny, but personality is really more important. I'm a good nanny because I have a rapport with youngsters and babies - it isn't a gift exclusive to women.'

His female counterparts have welcomed Martin, although some chauvinistic men think his chosen career makes him a bit 'soft'. 'I feel sorry for them,' he sighs, 'Just because I work with women and kids, it doesn't mean I'm feminine or strange.'

But he admits that it will be some time before male nannies are totally accepted. 'It'll happen gradually, but there's no reason why men can't do this job as well as women.'

1. Are the following statements true (T) or false (F) or is there no evidence (NE)?

- a) In spite of the salary, Martin likes his job very much.
- b) Men can be better nannies because they are better qualified.
- c) Nowadays nannies are better trained than before.
- d) Martin believes that he is an excellent nanny because being a nanny isn't exclusive to women.

B. PUT THE VERBS IN BRACKETS INTO THE PRESENT SIMPLE OR THE PRESENT CONTINUOUS.

1. Sharon (work) in a bakery but this week she (help) her father in his shop.
2. Peter and Sally (not, like) cereals for breakfast.
3. Look! Helen (wave) to us from across the street.

C. WHICH HAPPENED FIRST? WRITE TRUE (T) OR FALSE (F).

1 I came home and Rachel left.

First Rachel left, then I arrived.

.....

2 The class started when I had arrived.

First I arrived, then the class started.

.....

3 We arrived when she was making tea.

First we arrived then she made tea.

.....

D. CIRCLE THE CORRECT FORMS IN THE FOLLOWING SENTENCES:

She *was reading/ read/had reading* a book when I *had entered/entered/was entering* the room.

I didn't call him because I *was forget/forget/ had forgotten* to take his number with me.

Where *did you go/had you go/were you going* last summer?

E. MAKE QUESTIONS FOR THE SENTENCES ASKING ABOUT THE UNDERLINED.

1. The modern Olympic Games started in 1876.

.....
.....

2. Phoebe was watching TV all day yesterday.

.....
.....

3. He spends about 120 \$ a week.

.....
.....

4. James is reading a magazine.

.....
.....

F. REWRITE THE FOLLOWING SENTENCES IN THE PASSIVE.

1. Sharon is writing a new book at the moment.

.....

2. Someone left a cat in front of my house.

.....

3. She was reading a book while I was away.

.....

4. They deliver milk to our doorstep.

.....

F. FILL IN THE GAPS WITH THE CORRECT PREPOSITION IF NECESSARY:

1. You should be ashamed yourself.
2. She doesn't work weekends.
3. He was born October, 1993, I think.
4. Come home, please!
5. Anna blames me the delay, and she says she cannot rely me.

G. FILL IN THE GAPS WITH THE CORRECT PREPOSITION IF NECESSARY:

1. You should be ashamed yourself.
2. She doesn't workweekends.
3. He was bornOctober,1993, I think.
4. Comehome, please!

H. CHOOSE AND WRITE IN THE APPROPRIATE FORM OF THE MULTI-WORD VERB.

look for

be off

look up

1. This juice Don-'t drink it!
2. I don't know her number. Could you
..... it in your address book?
3. Yesterday I couldn't find my keys. I
them throughout the whole flat.

I. COMPLETE THE SENTENCES WITH CORRECT WORDS .

charity **cheerful** **plaits** **participate**
useless **beneficial**

1. The old remedies were in fact against the disease.
2. All the children need to in making the cookies.
3. She is always when I get home from school.
4. This raises money to help find a cure for cancer.

J. MATCH THE WORDS WITH DEFINITIONS:

undoubted plait heavily encourage

a) not subject to doubt or question; undisputed or certain.

b) strands, as of hair or cloth, woven together; braid.

c) to give help, support, or approval to.

d) in great quantities or amounts.

e) to be given a degree or diploma upon completing studies at a school, college, or university



That's all Folks!

**THANK YOU FOR COMING!
SEE YOU NEXT WEEK.**

SEE YOU NEXT WEEK
THANK YOU FOR COMING!