

COLLECTED EXERCISES FOR INTERMEDIATE AND ADVANCED POLISH LEARNERS OF ENGLISH

MICHAEL SHARWOOD SMITH

Rijks University, Utrecht

INTRODUCTION

The following exercises were assembled on the basis of four years' teaching experience in grammar and written English courses and error collection at the Institute of English, Adam Mickiewicz University, Poznań and close association over that period with the Polish-English Contrastive Studies Project and especially with the workshop sessions at the Kazimierz and Ustronie conferences in which pedagogical applications were fully discussed. The writer has himself delivered two papers at Karpacz and Ustronie respectively and those exercises dealing with future reference and with past tenses are directly connected with them. It should be stressed, however, that the writer's views of the pedagogical application of theoretical contrastive studies does not permit of what might be called the "parasitic" view. This view would imply that the theoretical comparisons of two languages naturally and logically precede pedagogical contrastive work. A comparison of two languages can be undertaken in many ways and for many reasons. If the aim is primarily pedagogical it follows that certain aspects of the language will be highlighted, certain aspects ignored and furthermore that the formalisation of insights will be devised to facilitate the construction of teaching materials and not to develop a particular linguistic theory. On the other hand, it must be said that pedagogical contrastive studies must take full cognizance of more technical analyses and the insights they offer despite the dissimilarity in the basic aims. That is why it is convenient and right that a contrastive studies project should embrace analyses undertaken with

dissimilar aims, so that cross-fertilization of some sort may occur. But it would be wrong to imagine that for every theoretical analysis a pedagogical application should automatically be produced. Pedagogical work has to start from the other end, from the needs of learners and from the psychological and sociological factors that affect the learning situation.

As will be observed from a brief glance at the exercises, the learner is required to make a considerable amount of conscious effort in completing them. They are in sense drills requiring quick unthinking responses and for the most part they ask the learner to provide linguistic material of his own rather than merely juggling with what is provided. For immature learners the exercises would obviously have to be adapted. The majority of them are in fact being used by students at the institute and the intellectual and imaginative contribution that the individual has to make to the exercises have so far proved to be, on the face of it, highly motivating. On the one hand, the student is controlled by fairly detailed instructions and the large amount of given material including contextual information of an infrasentential (textual) kind. On the other hand, he is unable to run through the tasks automatically since he has to provide something himself. This is particularly true of the sequence sentence exercises and the sentence blank fillers. In other cases there are two separate and qualitatively different tasks to perform (see 13, for example). This sets up two different "poles of attention" requiring the learner switch consequently from one task to another. Such task polarity in exercises should prevent monotony apart from the resultant simulation of language behaviour which is essentially multipolar although in a more marked and uncontrollable manner.

In exercises 12 and 14 specific reference is made to the mother tongue, Polish. This runs counter to direct and audio-lingual methodology in its more purist form but in agreement with cognitive approaches which see the native language as information already in the learner's cognitive structure to be exploited rather than simply avoided. It is claimed that the learner constantly resorts to his mother tongue (consciously and subconsciously) despite efforts to prevent him and that this should be controlled by accepting and using it. For young learners this may not be true but for the kind of learner envisaged here it does seem to work and be appreciated.

The exercises here are not graded and in fact many can be used at both intermediate and advanced levels, the only difference being in the quality of the responses expected from the learner. Exercise 15 on noun premodifier word order actually precedes a simpler exercise on the same problem which was prompted by helpful criticism on the part of Roland Sussex who gave an insightful transformational analysis of the problem at the 1974 Kazimierz conference.

1. COMMON ERRORS.

INSTRUCTIONS: Find the error in each sentence and write out the correct version. Write another sentence of your own to illustrate the correction.

1. *I will give him the due to you money.
2. *Everyone was sorry that the admired by thousands actress had died.
3. *John loved passionately Jane.
4. *Only in love he was able to find happiness.
5. *The beautiful scenery reminds of the Baltic in springtime.
6. *He said me that it was O.K. and I told that I agreed.
7. *Questions in passive are difficult.
8. *Words containing short vowel are not always identical as far as vowel length is concerned.
9. *Sunday is day of rest for many people but not for everyone.
10. *Cigarettes are said to affect seriously the health.
11. *Give me a few advices on this matter, will you?
12. *It was fun to ski in such a lovely weather.
13. *What a fantastic day it is, told Mary.
14. *The old woman was telling my wife some gossips about our neighbour.
15. *I have a request to you.
16. *He has a strange desire of hard work.
17. *Mentality of the English is quite incomprehensible to me.
18. *Most of Americans I have met always ask the same question.
19. *Here are some informations about the times of trains to Warsaw.
20. *Put the verbs into past continuous.
21. *He was best pupil in the school according to the headmaster.
22. *The buses have stopped running. It means we will never get home in time!
23. *But most important is to interest the students.
24. *What does it mean, "kawiarnia"?
25. *What does it mean, "like a bull in a china shop"?
26. *This job involves certain amount of danger.
27. *I wanted to work but it was a terrible quarrel at home between my sisters.
28. *Some people seem to be fascinated by the historical grammar.
29. *Learning English it is a difficult task.
30. *He gave me a book on the Polish literature.
31. *Do majority of Poles think that Scotland is part of England?
32. *This is so-called "Oxford" accent.
33. *Walter Scott had great influence on European literature.
34. *I agree to John when he says that romanticism is dead.
35. *Is there the possibility to play badminton here?

36. *Could you tell me where is the lecture hall, please?
37. *Tell him he must to come immediately!
38. *Could you give me description of the missing person?
39. *They had never seen such a weather in all their lives.
40. *He was examining me for a long time and then he told me to leave the room.

2. COULD HAVE and WOULD HAVE.

2a. *INSTRUCTIONS*: Supply a sentence to follow each of the following using either *would have* or *could have*.

1. I don't know what has happened to George.
2. I don't believe that Tomek has decided to stay at home this evening. ...
3. If only I had known that it would rain.
4. It is a pity that you didn't tell me that your car was so small.
5. Since the front door has not been opened, the thief clearly got in elsewhere.
6. I can guess John's reaction at the news of Sheila's wedding. It is a pity that I wasn't there to see his face when he heard about it.
7. That driver was very lucky.
8. Imagine that you were the first man to cross the Atlantic.
9. I admit that I have been rather slow about writing to you.
10. I am furious about the examination results!

2b. *INSTRUCTIONS*: Supply a sentence to come *before* the following ones. It is not necessary to use *could have* and *would have* in your sentences. However, you may if you want to.

1. You could have let me know much earlier!
2. Surely he would have telephoned by now.
3. I could have sworn he was younger.
4. He would have recognised me at once without any difficulty.
5. Personally, I would have gone round to them and complained.
6. He could have easily been killed.
7. He would have been killed.
8. Could you have done any better in her position?
9. On the other hand, it could have been a complete coincidence.
10. Would you really have appreciated it?

2c. *INSTRUCTIONS*: Each of the following blanks represents one single sentence. Fill the blanks with sentences of your own choice using *could have* or *would have*.

When I learnt that my best friend had almost died I was shocked and filled with shame. I had left him with only the minimum amount of food, thinking that I would be able to find help quickly. However, I had to take enough to keep me strong and able to reach the nearest village. Then, both of us would have died on the mountain. It had been a difficult decision to make and I had clearly been wrong to take five tins with me, leaving him only seven. That would have been a better division of food supplies as it turned out. Another thing was that the rescuers were rather slow in organising a rescue party. Then the seven tins would have been enough. However, all's well that ends well. Both of us were saved.

3. FREE CHOICE SEQUENCE SENTENCES.

INSTRUCTIONS: Find one sentence (of your own choice) to go in front of the following ones. Each pair of sentences should form a small story with nothing important left unexplained. Note the examples below:

Jim had a large black cat. His cousin had a white one. (GOOD EXAMPLE)
**He had a green one. His cousin had a white one. (BAD EXAMPLE)* Here, a correct answer should answer the questions: *whose* cousin, and a white *what?*

1. The milkman then gave me some more.
2. However, I had simply forgotten it.
3. I was disappointed to see that there were none left.
4. One of them was the neighbour's daughter.
5. I found I could not eat any more.
6. This was the first one that I had seen since my arrival in Cairo.
7. Later it turned a funny shade of blue.
8. Most of them had disappeared and those that were left were in ruins.
9. He took out his wallet and showed them one.
10. It was the only thing I could do in the circumstances.
11. Then, to make matters worse, it began to rain.
12. When I saw this I was frankly shocked.
13. This struck me as quite ridiculous.
14. It was actually snowing and showed no sign of stopping.
15. Then, a little later, I began to see the funny side of it.
16. I replied that I had been waiting only five minutes for it.
17. I fell to the ground unconscious.
18. She did as I asked.
19. This news seemed almost incredible and yet it was true.
20. My heart was pounding violently and I lost control of my voice.
21. I shouted at him to stop but he paid no attention.

4. *CONDITIONAL SEQUENCE CLAUSES.*

INSTRUCTIONS: Complete the following sentences with appropriate clauses:

1. What would you do if ...
2. Ken would certainly have telephoned if ...
3. If ... you will find both pictures on Dad's pillow.
4. If ... you might have caught a glimpse of the President as he passed by.
5. Had I realised that Mary was having an affair with the doctor ..
6. If ... do not on any account let him see the photo.
7. You will not be able to finish painting today ..
8. I am sure that Mary will be alright in Zakopane as long as ..
9. The party is sure to be a great success providing that ..
10. I will not tell Waldek about what you did on condition that ..
11. If .. I would be able to understand what they are talking about.
12. Provided everything goes according to plan ..
13. If only I could swim ..
14. The murderer would certainly have escaped ..
15. I could not tell you the secret even if ..
16. It would be a splendid opportunity to build the house if only ..
17. The little girl would have been killed instantaneously if ..
18. I might never have met him if ..
19. It might be a good idea if ..
20. I will keep my part of the bargain provided ..
21. If you do not switch off that vacuum cleaner at once ..
22. ... I would have been able to help you but now it is too late.
23. ... had he been there to catch me.
24. The lion leapt at the trainer and would have torn him to pieces if ..
25. I would be on much better terms with my landlady if ..

5. *FREE CHOICE SENTENCE BLANK FILLERS.*

INSTRUCTIONS: Each of the following blanks represents one single sentence. Fill in the blanks with sentences of your own choice, one sentence per blank. The sentence must fit the preceding and following sentence and the text as a whole.

Mr Archibald Jones was an extremely fat man. ... Its name was Sam. So the dog and its master looked rather similar. On weekdays they only went down to the end of the road and back. So Sam was always delighted when weekends came around. One Sunday, they were on their usual walk when three boys ran out from behind a wall and shouted: "...!" This made both the master and his dog extremely angry. But unfortunately the boys

were too quick for them. From that day on, they made the habit of teasing the comic little man and his equally comic companion. However, Mr Jones decided that he and Sam had better pay more attention to their diet as well as increase the length of their weekday walks. The boys, however, did not notice the change in their appearance. One Sunday they ran out as usual and shouted their favourite insults. They ran away laughing, certain that he would not catch them. One of them suddenly felt his teeth fasten firmly to his trousers. The others turned round in surprise and in the meantime Mr Jones ran up waving his walking stick in the air. Finally the boys escaped. Sam stood watching them, a large piece of grey cloth in his mouth through which he was barking furiously. Revenge is sweet. The boys never tried their trick again.

6. *SENTENCE BLANK FILLERS WITH MODAL+HAVE.*

INSTRUCTIONS: Complete the following texts with a sentence for each blank using the pattern supplied in parentheses.

6a. What a fool I am! All my money has gone for the simple reason that I have lost my wallet. If only my pocket had not been torn! .. (SHOULD HAVE) .. She always mends my pockets. In fact I asked her to do it today. "Why did you leave it till now", she said, "... (SHOULD HAVE) .." I told her that I had not realised how large the hole actually was. "... (COULD HAVE) ..", she told me reproachfully. I agreed that I had not been as observant as I should have been. .. (MAY HAVE) .. I have had a lot of work to do recently.

6b. I showed the painter the room that I had made such a mess of. He smiled condescendingly as he saw my amateurish attempts. "... (SHOULD HAVE) .." I agreed but added that I had thought that it would be an easy task. .. (COULD HAVE) .. In that way less time would have been lost and the room would now be ready for the guests. I asked him why the colour had come out so oddly. .. (MIGHT HAVE) .. I replied that I had followed the mixing instructions on the tin but he said that I probably had forgotten to stir the paint for long enough.

6c. The inspector did not think that the murderer had known his victim. .. (WOULD HAVE) .. The broken window proved that. .. (MUST HAVE) .. His victim probably did not know what hit him or who. The murderer probably escaped through the same window he entered by. .. (MUST HAVE) .. The dead man's wallet was untouched. In fact it was not clear what the motive for the crime actually was. .. (MAY HAVE) .. The dead man had many enemies. He was well known to the police as a blackmailer although they had never found strong enough evidence to convict him. .. (COULD HAVE) .. The police now had to find out who he had blackmailed.

7. *SENTENCE BLANK FILLERS: MAY HAVE and MUST HAVE.*

INSTRUCTIONS: Fill in each blank with one single sentence containing either *may have* or *must have* (indicating possibility or certainty).

7a. I have no idea what has happened to our teacher. If she has, we will all be very sorry. We would not like her to spend the rest of the term in hospital. But wait a moment — here she is!

7b. I cannot find the book you lent me. I thought you would not mind. He treats books very well. You have nothing to worry about. It was at least a month ago that I lent him it.

7c. Look at the terrible state this flat is in. Otherwise she would surely have tidied it up for us. I wonder where she is. The door was unlocked and the radio is still on. She is normally very careful. And then, maybe she rushed to the neighbours' to get some cakes or something. We really should have warned her that we were coming.

7d. Mr Browning came into the office today with mud all over his coat. ... He should have taken my advice and bought some better shoes for walking on snow. He is so tight-fisted, he hates spending anything on clothes, even his own!

8. *SEMANTIC SUBSTITUTIONS — MAY and MUST (Past, Present and Future reference).*

INSTRUCTIONS: Read through the following text and wherever you can substitute a verbal pattern containing *may* or *must* for one in the text (without changing the meaning) do so. Examples:

It is possible that he has not yet come becomes *he may not have come yet.*

He is most probably in bed becomes *he must be in bed.*

It is highly likely that the bus broke down in Brighton becomes *The bus must have broken down in Brighton* (Note use of *have*)

I have just seen Ken Russell's film "The Devils". It was terrible. Probably most of the audience thought the same as I did. They looked pretty sick when the lights came on at the end. Mind you, it was possibly the stuffiness in the cinema that caused this. The ventilation inside was very bad. It is highly likely that it broke down before the film started. Tony suggested that they possibly did this deliberately but I do not think he was serious. I thought generally that there was too much violence in the film. It is possible that there was some justifiable reason for this but I cannot imagine what this might have been. I am most probably a complete ignoramus when it comes to appreciating good films. At least Tony thinks so. I certainly do not like

the trend films have been taking recently. Possibly I am simply getting old, and out-of-date! However, I think everyone is entitled to his opinions whatever age he is. I have no intention of ever seeing another Ken Russell film. Tony likes him, I know. He most probably has a stronger stomach than I have. He has seen all Ken Russell's films to date.

9. *COMPOSITION EXERCISE — MAY and MUST (Past, Present and Future reference).*

INSTRUCTIONS: Imagine that you have had an argument with your sister about a book you have read or a television play you have seen. You both think that you can remember the story better than the other. Use as many constructions with *may* and *must* as you can (Example: *Mr X must have loved Julia because he never married again*). Give a report of the argument in the first person or, alternatively, write it out as a dramatic dialogue.

10. *COMPOSITION EXERCISE — TENSE, PRONOUN and ARTICLE USAGE.* (For revision and testing).

INSTRUCTIONS: Below are a series of short texts written in something like the kind of English used in telegrams or newspaper headlines. Write out what the original underlying text is. Example: *I come tomorrow to see aunt* becomes *I am coming tomorrow to see my aunt*, or another similar sentence with an appropriate verbal form of future reference. Put in correct tense forms, articles, pronouns and other "missing" items where necessary. Punctuate correctly.

10a. DEAR AUNT. I MEAN WRITE FOR AGES BUT VERY BUSY RECENTLY. MOTHER IN HOSPITAL BUT NOTHING SERIOUS. SHE BURNT HERSELF SLIGHTLY IN KITCHEN. WILL BE HOME TOMORROW. JIM PASSED EXAMS. PARTY NEXT TUESDAY. LOVE FROM ALL OF US. SANDY.

10b. I ONCE HAVE CAT. CAT CALLED WHISKERS. EVERY EVENING AT 10.30 CAT GO MAD. CAT JUMP. CAT RUN TO AND FRO. HAVE NO IDEA WHY. ASK SANDY. SANDY SAY ALL CATS LIKE THAT. I SAY IF I KNOW THAT EARLIER I NOT BUY WHISKERS IN THE FIRST PLACE. I BUY DOG. NOW TOO LATE. I NOT HAVE MONEY FOR DOG AND WIFE NOT ALLOW SELL WHISKERS.

10c. FAT MAN WALK DOWN STREET ONE DAY. FAT MAN CROSS ROAD. FAT MAN SEE NO CAR. CAR COME SLOWLY TOWARDS FAT MAN. CAR HIT MAN. FAT MAN PERFECTLY ALRIGHT EXCEPT MINOR BRUISING. CAR HAVE DENT. DRIVER ANGRY WHEN

DRIVER SEE THIS. FAT MAN LAUGH. BUY STRONGER CAR SAY FAT MAN UNSYMPATHETICALLY.

10d. ANNA FIRST YEAR STUDENT. ANNA ALWAYS INTERESTED IN ENGLISH LITERATURE ESPECIALLY MODERN BRITISH DRAMA. ANNA ALREADY STUDIED PINTER AT SCHOOL. BUT ANNA GOT SHOCK. SHE HAD TO DO DESCRIPTIVE GRAMMAR. MORE LIKE SCIENCE THAN ARTS SUBJECT. SHE COMPLAINED SPEECH ORGANS FOR DOCTORS NOT FOR PEOPLE LIKE ME. BESIDES PICTURES QUITE REVOLTING.

10e. I JUST COME FROM TERRIBLE LECTURE. WORST I EVER HEARD. NOT ONLY LECTURER BORING BUT SEEMED HALF A-SLEEP MOST OF THE TIME. NO POINT HEARING SUCH NONSENSE. RATHER DRINK COFFEE.

10f. MY TRAM LATE TODAY. ALSO GOT UP LATE. HATE THIS EARLY CLASS ON TUESDAYS. GOT TO INSTITUTE FIVE MINUTES BEFORE CLASS START I THINK I MANAGE TO GET THERE ON TIME. BUT LIFT NOT WORK. I LATE AFTER ALL.

10g. IF I KING I STOP ALL EARLY MORNING CLASSES. I GIVE STUDENTS SAME SALARY AS LECTURERS AND REMOVE ALL BORING AND INEFFICIENT TEACHERS. I ALSO ABOLISH EXAMINATIONS.

10h. DOCTOR ASK ME LIE DOWN. I LIE DOWN. DOCTOR ASK ME RAISE ARM. I RAISE ARM. DOCTOR ASK ME OPEN MOUTH AND SAY "AH". I DO AS DOCTOR SAY. DOCTOR TELL ME NOTHING SEEMS TO BE WRONG. I ANSWER I KNOW THAT. I ONLY COME MEND TELEPHONE. I THINK DOCTORS WORK TOO HARD SOMETIMES.

10i. IF YOU NOT STOP CREAK THAT CHAIR I BRING YOU INTO CONTACT WITH THIS DICTIONARY OF ADVANCED ENGLISH IN UNUSUAL BUT EFFECTIVE WAY.

11. FREE CHOICE SENTENCE BLANK FILLERS.

INSTRUCTIONS: (See Exercise 5)

11a. It was a typical winter morning. We had to have the lights on in the class room. Dr Kowalski was two or three minutes late. Suddenly Janusz said: "...." We all agreed to ask Kowalski when he came in. We chose Anna, the prettiest student, to make the suggestion to him. He looked pale and tired. He smiled and reflected a moment. He shook his

head all the same and said: "...." We protested in vain. "If you really want to invite me out" he said, "you can do so after the class."

11b. I can see the burglar now. Do not move or make any sound or you will make him suspicious. Now he is crossing the road. It looks heavy. He has probably got a crowbar to force open a door or a window. It is no 47 as I thought! He has gone through the garden gate. He is taking something out now. He is using it to open a window on the ground floor. He has now disappeared. If we do not do this quickly, he will escape.

11c. Tomorrow I am definitely going to stop smoking. When I wake up, I will feel like a cigarette as usual. When I have had my first cup of tea, I will feel like another. On the way to the university, I had better take a taxi instead of a tram. Besides, the expense of taking a taxi will help me to avoid the kiosk outside Collegium Novum where I usually buy a packet of "Carmens". Then, after the first class I will experience another moment of temptation. In this case I will have to refuse. Nothing will tempt me to break my promise. And even when I go to bed, I will put the light out without touching the packet I keep by my bedside.

11d. Have you heard the news? Tomek tried to give up smoking today. When we heard this we had to laugh. You know Tomek. After the first class Danuta offered him one. Danuta tried to change his mind. For a short time it seemed as though he really had given up. To be precise, it was before our second to last class. When we went into the classroom he looked embarrassed and wanted to sit alone. So he was forced to sit next to me. It reminded me strangely of tobacco!

11e. The packet was square-shaped. It sounded rather like an alarm clock. This second possibly frightened me more than I cared to admit. The more I looked at it the more dangerous it seemed. My heart beating faster, I put my ears close to the packet but still could not hear anything. The silence was awful. As I ran, I could hear my heart pounding like "the clock" that had just stopped. From this position, I listened for the inevitable explosion. ... I was still there when my uncle came home. When he came into the room he was holding something in his hand.

12. SIMPLE NARRATION: PAST SIMPLE VERSUS PAST PROGRESSIVE.

INSTRUCTIONS: The simplest kind of narrative is made up of actions or events one after the other in time (*I saw the man. He began to run. I ran after him.*) Here the verbs are in the Past Simple. They tell a story of

the kind *X a potem Y a potem Z*. This will be called the **NARRATIVE** use. Another kind of use, here called the **DESCRIPTIVE** use, serves to describe activity in progress *at the same time as* one of the events of the story, i.e., when X happened, such and such an activity was going on. Let us take a concrete example: *He was examining the boy*. This descriptive use of the verb employing the Present Progressive tense, cannot work unless there is some narrative event on which it may depend, e.g., *I looked at the doctor. (He was examining the boy)*. Note that the descriptive use is not really the same as the Polish Imperfective meaning. We may have to translate an Imperfective verb into the Past Simple because it is used narratively, e.g., *przez pierwsze trzy kilometry szedł a przez następne dwa biegl = for the first three kms he WALKED and for the next two he RAN*. No matter how long the walking or running seemed to last they are separate steps in the narrative (*X a potem Y*) and must go into the Past Simple. Do the following composition using the verbs supplied and treating them narratively or descriptively as indicated by the symbols (N) and (D). For each verb supply one sentence.

Example: (see 12a) *Jim opened the window. Then he sat down.*
A cushion fell off the chair.

12a. open (N), sit (N), fall (N).

12b. wake (N), sing (D), prepare (D)

12c. kiss (N), faint (N), pour (N)

12d. watch (N), swim (D), play (D).

12e. see (N), hit (N) collapse (N), telephone (N), arrive (N), examine (N).

12f. open (N), shine (D), sing (D), catch sight of (N), run (D), look (D) laugh (N), frighten (N), disappear (N).

12g. **INSTRUCTIONS:** Fill in the following text with verbs of your own choice following the indications concerning (N) or (D):

I (N) into the bedroom. Little Danny (D) soundly. I (N) the door quietly so as not to disturb him. For three long hours I (N) for the doctor to come. There was a ring at the door just as the church clock (N) three thirty. I (N) down the stairs and let the doctor in. We went in to see Danny. The doctor (N) him very carefully and then (N) that Danny would have to go to hospital for a check-up. Danny (N) in hospital all morning the following day and in the afternoon a specialist (N) him for two hours. In the end they all declared he was as fit as a fiddle.

N. B. Note there are some verbs that *cannot* be used in the Past Progressive and so, when used descriptively, are in the Past Simple, e.g., *smell* in *The flowers in the window box smelt heavenly!* Check your grammar for these verbs.

12h. **INSTRUCTIONS:** Write your own short composition describing a dramatic incident, using both narrative and descriptive notions and marking the verbs with the appropriate symbols ((N) or (D)). Use short sentences on the whole.

13. **ARTICLE USAGE AND WORD ORDER (PLACEMENT OF ADVERBIALS).**

INSTRUCTIONS: In the following text put in the correct articles where necessary and place the adverbial (in parentheses) in a suitable position in the sentence. Example: *He hit dog (cruelly) = He hit the dog cruelly or he cruelly hit the dog or Cruelly, he hit the dog* but not **he hit cruelly the dog* (verb and direct object wrongly separated).

13a. They have just finished roundabout and new road system by Merkury hotel and you must see it (really). Visitors from Poznań fair will not fail to be impressed by subways under roundabout. They are attractively decorated and there are number of small shops there. Those guests at Merkury who have the luck to have their window facing town centre will have splendid view over roundabout to Collegium Minus and shopping centre. Bill Sawyer, a friend of mine, visits Poznań (occasionally). During the fair he does not see much of the town (normally). He has seen the cathedral once and the town hall twice. He has seen Kórnik castle several times (also). He has yet to see White Lady. Being a hard-headed businessman he has time for ghosts (seldom). Once, however, he saw a strange woman there (clearly). She was dressed in a long white dress that reached the ground. No one seemed to notice her. When Bill approached the "apparition", it seemed to disappear (cautiously). Bill later explained the event to himself as a result of consuming too many vodkas after the official closing of their fair pavillion (too quickly)

13b. **INSTRUCTIONS:** In the following text supply articles where necessary (especially in the following pattern: **ARTICLE + NOUN + of + NOUN**) and insert adverbials of your own choice, one for each sentence. Example: *He hit dog = he hit the dog lightly/cruelly/violently/angrily, etc.* Underline your added adverbial.

Soft palate may be found in upper part of mouth if you look in mirror. It is flexible organ of speech which, for example, enables us to stop air passing through the nasal cavity. The soft palate (or velum) is used in variety of situations, e.g., while kissing our loved one by light of the silvery moon. Similarly, it is used when sucking iced coffee through a straw or when drawing cigarette smoke into the mouth prior to breathing it into the lungs. Most important uses of the velum in speech are 1) to produce the oral/nasal difference in sounds and 2) as passive articulator in velar sounds such as "k" and "g".

13c. *INSTRUCTIONS*: As for 13b.

John is kind of person who likes to go to his local pub and meet his friends for a drink after work. At 6 p.m. Bill Baxter, the landlord of the Three Mariners opens the door of public bar and welcomes first customers of the evening. Rest of the evening is spent drinking beer, playing darts and discussing state of the weather and how it might affect the current international cricket or football match. Results of matches seem more important than Common Market, terrible state of the economy or even wives of those drinking. John thinks that an evening at the pub is way of relaxing. He would rather spend an evening in company than stay at home watching television until midnight.

14. *NOUN MODIFICATION- TRANSLATION EXERCISES*.

INSTRUCTIONS: Remembering that constructions with prepositions or "particles" are not normally permitted in front of the noun (e.g. **the jumping UP puppies*, **the due TO him money*, etc.) write out following sentences in correct English translating the Polish sections.

1. He found the ODDANE PRZEZ NIEGO PAPIEROSY on her desk.
2. JOHN lost the POŻYCZONE MU KSIĄŻKI on the way home.
3. The ZAPOCZĄTKOWANY PRZEZ NIEGO RUCH FILOZOFICZNY lasted for twenty years.
4. The UPRAŻNIONE PRZEZ WILBERFORCE'A ZNIESIENIE NIEWOLNICTWA was finally achieved.
5. They met the WRACAJĄCY DO DOMU ŻEGLARZE outside the station.
6. The USTALONA PRZEZ JONES'A TRANSKRYPCJA proved very helpful.
7. The parents complained about the ZNIENAWIDZONY PRZEZ UCZNIÓW NAUCZYCIEL.
8. The WYŚMIEWANA PRZEZ WIELU TEORIA turned out to be the best one in the end.
9. The UWIELBIANA PRZEZ TYSIĄCE AKTORKA was no longer able to cope with normal everyday life.
10. The WYKONANY PRZEZ NIEGO KONCERT was the most enjoyable part of the concert.
11. His OPARTE NA MOCNYCH ZASADACH POSTĘPOWANIE enabled him to remain completely consistent.
12. The DOSTĘPNE MU INFORMACJE was not nearly sufficient.
13. The ŚWIECAMI OŚWIETLONA JADALNIA was packed with doctors and professors.
14. The CZEKAJĄCY NA KORYTARZU OJCOWIE were all smoking like chimneys.

15. He resented the NIEZNANE MU ZWYCZAJE.
16. The MAJĄCA TROJE DZIECI KOBIEȚA instinctively knew how poor Mary felt.
17. The HAMUJĄCE ROZWÓJ CZYNNIKI were minimal and presented no problem.
18. The UGOTOWANY PRZEZ NIĄ OBIAD was totally ruined by midnight.
19. The CZUWAJĄCY NA MOSTKU RATOWNIK raced towards the drowning man.
20. The HAŁASUJĄCE POD PODŁOGĄ MYSZY kept us awake all night.

15. *NOUN PREMODIFIER WORD ORDER — A FAIRY STORY*.

INSTRUCTIONS: The adjectives/in parentheses in the text below are not necessarily in the right order. Write out the story putting in the adjectives in the most normal order and supplying a suitable noun in the blank spaces (...).

Once upon a time there was a(n) (FAT-WISE-OLD) ... who had a daughter who was famed for her beauty. The royal family lived in a(n) (OLD-STONE-MAGNIFICENT) ... in the middle of a(n) (ENORMOUS-PINE-GREY) forest. One day the princess was sitting in one the (ELEGANT-TALL-GREY) towers dressed in a (WHITE-LOVELY-SILK) gown. Suddenly, through the (POINTED-THIN) ... she caught sight of a (SHORT-FAT) ... on a (WHITE-SMALL-UNHAPPY) horse approaching the castle gates. From nowhere a(n) (INNER-MYSTERIOUS) ... spoke to her: "This is your future husband". Startled she looked again at the newcomer. This was not the (TALL-ROMANTIC) prince of her dreams. He looked more like a(n) (OLD-VILLAGE) idiot! A moment later he was shown to the princess's room. He bowed low before her. "Why have you come? Who are you?" asked the princess in a nervous whisper. The ... did not reply but came closer, grasped her (TREMBLING-RIGHT) hand and kissed her (BEAUTIFUL-GOLD-SPARKLING) Immediately there was a (DEAFENING-TER-RIBLE) noise and a (BLUE-HUGE) ... of blue smoke appeared where the stranger had stood. When the smoke cleared, there stood before her a (HANDSOME-TALL-DARK) man in a (SILVER-MAGNIFICENT-MILITARY) uniform that glittered like a thousand stars. After a pause, the man cried out: "O Princess, my name is Prince Magnifico! I was on my way to beg for your hand in marriage when a (BLACK-WICKED) witch turned me into a village idiot. But a(n) (WISE-OLD) wizard whom I met a little later on told me I would be free of her curse if I kissed the ring of the most beautiful woman of the land!" Of course, it goes without saying that the prince and princess were soon married and had scores of children. So our

story has the USUAL-HAPPY) ending. The (YOUNG-RADIANT) couple lived happily ever after and all their sons and daughters were (OBEDIENT-GOOD) children who always went quickly to their (COMFORTABLE-NICE) beds and never woke their parents up too early in the morning. Goodnight.

16. *SEMANTIC SUBSTITUTIONS* — *MAY* and *MUST* in negative sentences.

16a. *INSTRUCTIONS*: See Exercise 8.

Mike, this time I am going to let you drive the car. It is possible that you will not like to be the driver when you see the traffic today. But it is important not to get too tense. Don't panic. Possibly the traffic will not be so bad as you fear. A lot of people are at home watching the Poland-Scotland match. It is possible that people have not followed their usual weekend plan of taking the car out into the country. However, it is important that you do not relax too much. You will possibly not feel any strain for the first fifteen minutes. But after a bit, you are likely to begin to feel tired. It is important not to worry about this. This is quite normal for beginners. Nevertheless it is possible that you will not notice the fatigue to start with. This is very dangerous. It is easy to get overconfident if nothing disastrous happens. That is why I say that relaxing too much is dangerous. Possibly you are not the kind of person to become overconfident. But you never know. People can change character once they get behind a driving wheel. It is vital that you do not become a maniac when you see open road in front of you! You possibly do not realise this but your great aunt -Aunt Daisy- was called the Terror of Tankerton in her driving days. Everyone used to get out of her way when she came into sight. I was always terrified when I saw her coming into our farmyard in her old Austin 10. Possibly I was the bravest man in Tankerton but I can assure you that everyone else ran for cover in case she drove in their direction. So you see, it is important that you do not take offence when I put on my safety belt and cross myself. It is possible that you are not the best of drivers and you look remarkably like your great aunt when you look through the windscreen in that concentrated way of yours. Nevertheless you must learn to cope with Tankerton traffic some day so lets go.

16b. *INSTRUCTIONS*: Give some cooking directions to a friend using *must not* in the sense of "it is important not to .." and *may not* in the sense of "it is possible that .. (not) .."

17. *REFERRING TO THE PRESENT*.

INSTRUCTIONS: We talk about the present in various ways. One tense used for this purpose is the Present Simple. This tense, it should be

noted, is much more common than the Present Progressive. When doing the following exercises, think about the meanings conveyed by the tense you use.

17a. *INSTRUCTIONS*: The following blanks should be filled with verbs that fit the context and are in the appropriate present tense.

1. Watch me carefully. I the duck in the oven. I the door. I the gas down low and then I on the potatoes.
2. Marinho the ball to Rivelino. Rivelino centres it but Lato is there. He the ball and dribbles it down the centre. He Its a goal!
3. Normally I at this taxi stand for ages and ages. The taxis seldom out here at this time of the morning.
4. Jim used to work at the technical college down the road. Where he now?
5. John never out with skinny girls. He his women plump!
6. I what you want to say only I that your English is not yet good enough to express it clearly.
7. Mmmm! That soup wonderful. I soup and especially tomato soup.
8. you hear that noise? It must be the plumbers fitting the new pipe in the roof.
9. Pozuañ terrible from this position. you with me?
10. you better at night or can you concentrate better in the morning?

17b. *INSTRUCTIONS*: The Present Progressive is used to describe *temporary* states or events. Examples:

I am cooking my own meals until my mother comes back.

I'm reading a book about Chopin. You can have it when I've finished.

Imagine the situation of a nurse in a remote country district. The doctor is unable to pay his/her regular visit and the nurse deals with them instead. Write a report, as written by that nurse, describing the treatment she has given. Use as many present tenses (both kinds) as you can.

17c. *INSTRUCTIONS*: Write a letter, using the present tenses, complaining to a friend about two terrible young children you are in charge of at the moment. Use as many present tense examples as you can.

17d. *INSTRUCTIONS*: Describe a friend, an imaginary person or a member of the staff where you study using as many examples of the present tense as possible. Use *to be* as a main verb only twice. (For example: *He is an engineer*). Do not use *have* as a main verb.

18. REFERRING TO THE FUTURE: SEQUENCE SENTENCES.

18a. *INSTRUCTIONS*: In English there are two basic ways of looking at the future:

- 1) Emphasis on the future (*will, shall*)
- 2) Future as related to the present (plans; decisions, present cause)

The second type may express the programmed future: the event is already planned, arranged, decided upon. A common informal way of expressing this idea is by means of the Present Progressive. Add a sentence to each of the following, using this tense.

1. I have a little surprise for you two.
2. You do not have to take Jo in the car with you now.
3. Aunt Linda has just written.
4. Have you heard what we have planned for this evening?
5. I know what you have arranged.
6. Professor Johnson has just phoned from Salford.
7. I have at last decided about my summer holidays.
8. Dr Kowalski has changed his mind about our evening class.
9. Henry and Anna have come to some sort of agreement about the journey.
10. You do not have to worry about Marianne.

18b. *INSTRUCTIONS*: Note the meaning of the following symbols:

FUT-FUT (emphasis on the future: use *will*)

PRES-FUT (future arising from present or past circumstances: use *going to*)

PRES-FUT PROGR. formal (future arising from large scale plan e.g. official timetables: use Present Simple)

PRES-FUT PROGR. informal. (informal version of above; see 18a)

Add a sentence to each of the following containing a verb form as indicated by the symbols.

1. I often wonder about the future of the world. .. (FUT-FUT) ..
2. Look at those dark clouds! .. (PRES-FUT) ..
3. We must be at the station before noon. .. (PRES-FUT PROGR. formal) ..
4. Hurry up and get the flat looking neat and tidy. .. (PRES-FUT PROGR. informal) ..
5. Quick! Fetch a doctor! .. (PRES-FUT) ..
6. I am very worried about the results of Peter's exam which have not yet arrived. .. (FUT-FUT) ..
7. I often wonder about the future of the world. Look at the population statistics for example .. (PRES-FUT) ..
8. Ron is a terrible driver. .. (PRES-FUT) ..

9. I am sorry that you can't come today but how about tomorrow? .. (PRES-FUT PROGR. informal) ..
10. Watch out! .. (PRES-FUT) ..
11. Prepare yourself for a shock. .. (PRES-FUT PROGR. informal) ..
12. Darling, I have some wonderful news for you. .. (PRES-FUT) ..
13. Darling, I have some wonderful news for you. .. (PRES-FUT PROGR. informal) ..
14. Darling, I have some wonderful news for you. .. (PRES-FUT PROGR. formal) ..
15. Darling, I have some wonderful news for you. .. (FUT-FUT) ..
16. Mr Johnson in bed no.5 is looking rather pale. .. (PRES-FUT) ..
17. I have just been informed about the President's arrival. .. (PRES-FUT PROGR. formal) ..
18. I wonder if John will be there. .. (FUT-FUT) ..
19. Wait until after your last exam. .. (FUT-FUT) ..
20. You really should be more careful about your diet. .. (FUT-FUT) ..

18c. *INSTRUCTIONS*: Write a letter to a friend telling him/her about the September re-sit exams and your plans for preparing for them. Also mention the next semester and details of the timetable which you have just learnt. Use as many examples of referring to the future as possible and mark the appropriate symbol as in 18b after the examples.

Example: *Our Monday class starts at 10 a.m. (PRES FUT PROGR. formal).* Notice that FUT-FUT is typically used in conditional sentences. Since the letter is informal you will tend to use the informal version of the programmed future idea (and therefore the Present Progressive). Try, however to get at least one example of all types of future reference mentioned above.

18d. *INSTRUCTIONS*: *be to* provides another way of expressing the idea of programmed future (in the more formal sense). The abbreviated version (without *be*) is often used in newspaper headlines, e.g., *QUEEN TO LAUNCH NEW OIL TANKER*. i.e., *the Queen is to launch*, etc. Now write ten similar headlines with both singular and plural subject nouns.

19. *THIS, THAT and IT.*

INSTRUCTIONS: Check your grammar for the use of *this* and *that*. Notice that we may distance ourselves metaphorically from an event by using *that* instead of *this*. Emotions such as surprise, disgust and humour make us use *that* (Examples: *That is odd! What about that! I don't like that.*) *This* is often used, especially when talking about something you have just mentioned or are about to mention (Examples: *His idea was this: walk in backwards. John is ill. This worries me*). Note also that *that* is commonly used in past

reference and *this* in the future (*Remember that man we saw? You will like this film we are going to see*). Now fill in the following blanks with *this*, *that* or *it*. Sometimes there are alternative solutions (as between *this* and *that*) according to the meaning you select.

1. I have just learned that Professor Fillmore will be lecturing here on Thursday. means that our normal literature seminar will not take place.
2. I have just completed my M. A. thesis in five weeks! What do you think of!
3. The computer programme using transformational grammar was far less successful than the one which used Hallidayan grammar as a model. was a surprise to many scholars.
4. The two countries could not come to an agreement. The President was very extremely distressed by fact.
5. What I really mean is: no one may finish before he has made two clean canastas.
6. Come here and look into the fishbowl for a moment. (Pause) Well now, what do you think of:
7. Do you remember man with a limp that we saw yesterday?
8. is a real scandal, the way people get away with shoplifting.
9. I saw a friend of yours this morning—you know, man with the Great Dane.
10. should amuse you if you know Jacky: she's just won £500 on the football pools.
11. JOHN: How about going to the cinema this evening.
SAM: Hey, is a good idea!
12. He told it way: first George hit Tom and only then did Tom hit George.
13. I'm really annoyed with fountain pen. My old one was much better.
14. Jim never knew about the accident and is why he shouted at Ken for being late.
15. Do you mean to say Bill and Tim both left on the same day? was a coincidence!
16. The question is: should we remove the door to mend it or not?
17. Hullo George! George, is a friend of mine, Tim Sawyer.
18. I just remember passing my driving test. I drove old Ford they used to have.
19. I'm so sorry I made a mistake. is my first time on duty.
20. is very odd. I am sure I left my car here.

20. TALKING ABOUT THE PAST WITH REFERENCE TO THE PRESENT.

INSTRUCTIONS: Check your grammar for uses of the Present Per-

fect. In each example below think of what *extra* information is conveyed by the Present Perfect in contrast with the English Past Simple and the Polish Preterite.

20a. EXPLAINING THE MEANING.

INSTRUCTIONS: In the following text you will have to complete the text by supplying verbs in the *Present Perfect* tense using any extra words which are given in the parentheses. Wherever the Past Simple is ALSO possible mark a number against your verb and below the text in a footnote explain the difference in meaning between the two tenses in that particular context. There are of course places where only one tense is possible and therefore no numbered footnote is necessary. The text below should be completed using the minimum of words possible so that the whole story reads sensibly.

I found my friend standing like a statue next to a large gravestone. "What? You a ghost?" I said. Jim did not say anything. "I.. (never) .. look so pale! Are you O. K? I for you for hours and hours," I said. At last he replied. "For the last hour or so I here, waiting for you," he said slowly. "About ten minutes ago you — or at least I thought it was you — arrived. A tall figure came into the graveyard. I shouted to you—to him, that is, 'I'm over here, John! Why so long? I for ages and I am extremely cold.' The figure that I thought was you did not say anything but came over here to this grave."

Jim stopped speaking. He was trembling with fear. This surprised me. Jim .. (always) .. one of those people who do not scare easily. I said, "Surely you are not going to tell me that you a ghost?" Jim started to speak again apparently ignoring my question. "The stranger stayed by this grave and I came over too. Suddenly I realised that it wasn't you. The stranger looked round at precisely that point. But he seemed to be staring right through me! And then he faded and disappeared into thin air, I swear it! Nothing like that to me before. When you arrived I thought it was the stranger again. But I had already looked at the gravestone here. I think you it before!" Indeed I had. It was my father's!

20b. **INSTRUCTIONS:** Write twenty sentences stating what you have never done before. Example: *I have never played tennis.*

20c. **INSTRUCTIONS:** Write twenty sentences stating what you have always liked or hated doing.

20d. **INSTRUCTIONS:** Ask twenty questions based on your noticing the presence or absence of something in the present. Examples: *What have you done to your leg? What has happened to Jim?*

21. *NOUN PREMODIFIER WORD ORDER. — MAKE YOUR OWN SENTENCE.*

INSTRUCTIONS: Below are groups of two or three adjectives. For each group write a sentence using the adjectives to describe a noun in your sentence. The words given below are NOT NECESSARILY in the right order. Example: NICE/WOODEN/LITTLE = *My uncle had a nice little wooden box in which he kept his playing cards.*

CHARMING/SILVER, RED/BIG, PLUMP/SPANISH, INTERESTING/
IRON, ENORMOUS/BROWN TIMID/FOUR-YEAR-OLD/LITTLE,
YOUNG/GREEK, CRIMSON/PAPER, LEATHER/YELLOW, WOOLEN/
DIRTY, CLEAN/COTTON, ANCIENT/RUINED/BRICK, REVOLTING/
RED, STONE/LARGE, EXCITING/COLOUR, AMBER/POLISH, LINEN/
IRISH/NEW, FRENCH/PLASTIC, BLACK/MAGNIFICENT, SILK/
WHITE, OLD/BLUE/CHINA, IVORY, CHINESE

22. *THE REPHRASING AND LIMITATION OF GENERAL STATEMENTS.*

INSTRUCTIONS: In the following series of exercises, three symbols will be used: *GEN*, *LIM* and *REPHR*. *GEN* stands for a general statement, the sort of statement we may use to introduce a paragraph, or an essay (or indeed conclude one), e.g., *The cat is a solitary animal*. But general statements can cause misunderstandings sometimes. The reader may infer something not intended by the writer. For this reason we may add a clause or sentence *limiting* the general statement in some way. These limiting statements are symbolised by *LIM*. They are introduced by expressions such as *but*, *still*, *although*, *however*, *all the same*. Example: *The cat is a solitary animal but it has sometimes been known to form great attachments to people or other animals*. Here the reader is not allowed to infer that the cat is always solitary or totally solitary. A general statement may also be difficult to interpret in the context. In this case the writer supplies a *rephrasing* of the general statement in order to make clear what he means. Rephrasing means putting the statement in simpler words (sometimes by giving a concrete example, see 23). Rephrasing is symbolised here as *REPHR*. It is introduced by expressions like *that is*, *that is to say*, *i.e.*, *in other words*. Example: *The cat is a solitary animal, that is, it keeps to itself and does not seem to depend on others*. Now complete the following as indicated by the symbol using a clause or a sentence with an appropriate expression where needed.

22a. *LIMITATION*

1. Historical grammar can be very boring *LIM*.
2. Historical grammar can be very interesting *LIM*.

3. Holidays give us an opportunity to relax *LIM*.
4. The language laboratory is very useful in language teaching *LIM*.
5. On the whole tall people are not aggressive *LIM*.
6. The existence of ghosts is unlikely *LIM*.
7. *Winnie-the-Pooh* is basically a book for children *LIM*.
8. The English, Scots, Welsh and Ulster Irish live together as one nation *LIM*.
9. Good teachers are born not made *LIM*.
10. The contribution of linguistics to language teaching is undeniable *LIM*.

22b. *REPHRASING.*

1. Hasty generalisations are always dangerous *REPHR*.
2. Travel broadens the mind *REPHR*.
3. A test is not a means of torture *REPHR*.
4. The length of your M.A. dissertation should vary according to topic

REPHR.

5. The conclusion to an essay may be a summary *REPHR*.
6. Knowing the grammar of English is not the same as knowing English *REPHR*.
7. When in Rome do as the Romans do *REPHR*.
8. We learn by making mistakes *REPHR*.
9. Learning is basically a question of motivation *REPHR*.
10. Witkacy was too far ahead of his times *REPHR*.

22c. *GENERALISATIONS for limitation or rephrasing.*

1. *GEN*. Yet Canadians are closer in their way of life to their southern neighbours in the U.S.A.
2. *GEN*. although his paintings are sometimes difficult to interpret.
3. *GEN*. All the same, he could depict the more amusing side of life when he wanted to.
4. *GEN*. After five years of married life, however, he may not be the same.
5. *GEN*. They are, however, far from the reality of life in the Wild West.
6. *GEN*, *i.e.*, it is not a real sound but a family name for a group of sounds.
7. *GEN*. That is to say, they find foreign food and foreign customs seldom to their liking.
8. *GEN*. In other words, she does not exercise any real political power. This is in the hands of her ministers led by the Prime Minister.
9. *GEN*. *i.e.*, everything that seems on the surface to be of value is not necessarily so.
10. *GEN*, that is, they always welcome foreigners and treat them well.

22d. *Rephrasing, Generalisation and Limitation.*

1. Faulty intonation can sometimes cause offence **REPHR.**
2. **GEN.** but it is a frightening way to travel!
3. Geographically speaking, Australia is enormous **LIM.**
4. At school I swore I would never become a teacher **LIM.**
5. **GEN.** but the ending was rather an anti-climax.
6. **GEN.** but underneath they loved each other passionately.
7. Love is akin to hate **REPHR.**
8. **GEN.** but he always seemed to pass his exams with flying colours.
9. Lack of sleep and irregular eating habits can spell doom for a student **REPHR.**
10. Tragic heroes always have one fatal flaw in their character **REPHR.**
11. Doctors will tell you to give up smoking **LIM.**
12. We were given an enormous reading list to get through **LIM.**
13. Very few people actually speak R.P. **LIM.**
14. **GEN.** but some people think that government money should be spend on improving life on earth.
15. **GEN.** However, there are many other writers who are equally worth reading.

23. *FREE CHOICE SENTENCE BLANK FILLERS.*

INSTRUCTIONS: As for 5. Include the vocabulary given in parentheses.

Last night I had the fright of my life. I spent most of the evening at Mike Henson's house watching TV with the family. .. (thriller) .. As a result I was fairly jittery already when I left the house. .. (eventually) .. It was pitch black. .. (moon) .. The streetlights in Church Rd. had gone out at midnight. .. (however) .. I have lived here for ten years or more. I knew that I had parked it by the third tree on the left. .. (groped for) .. When I came across the second tree I suddenly became aware of the graveyard on my left. .. (reminded) .. I almost felt as though I myself had become a participant in a horror film. There was total silence everywhere. .. (my footsteps, echo) .. I continued to grope around in the dark. Where was that scooter of mine? .. (nervous) .. My imagination began to work overtime. Most of the town had been asleep for ages. I cried out in pain. I picked it up and tried to start it. I tried again. I cursed it under my breath. As the engine roared into life, the scooter's headlight came on like a stage spotlight. He was nearer enough to touch. I backed the scooter away from him and left the graveyard like a bat out of hell. When I eventually got home I rushed to the drinks cupboard and board myself a stiff whisky. It was a long time before I got to bed.

24. *FREE CHOICE SENTENCE BLANK FILLERS.*

INSTRUCTIONS: As for 5.

I am not the sort of person who believes in ghosts. However, I have a friend who constantly experiences things which could hardly be called normal. So he was someone who would not invent stories to impress people.

One day I went to visit him in his Edinburgh flat. I opened the door I got a shock. I said that I would come back later. However, he insisted that I come in. When I asked him to tell me exactly what had happened, he gave me the following account. He had had a lot of work to do the day before and so he went to bed early with the intention of reading. Then he got into his bed, adjusted the bedside lamp and began to read. It was rather difficult to concentrate but he was determined to stay awake as long as possible. In a few moments he was fast asleep. It pressed against his head and did not allow him to drop off into a really deep sleep. At first he was reluctant to open his eyes. Finally he told himself that the best thing would be to remove the offending object, put it on the table and switch off the lamp. This meant that he had to turn round to switch it off. His blood ran cold. She was thin, of medium height and seemed to be staring at a spot behind him .. right through him. He judged them to be in the style of the late thirties. She was nowhere to be seen. Considerably shaken, he made his way to the kitchen to make himself something to drink. He avoided the spot where the apparition had been standing. I told my friend that it must have been some kind of dream. He did not deny this. The same idea had occurred to him. But he had checked his door and found that it had been locked all the time.