**UNIVERSITY OF ZAGREB**

**FACULTY OF FOOD TECHNOLOGY AND**

**BIOTECHNOLOGY**

**MODULES – English language 1 & 2 - English for Specific Purposes (ESP)**

**Study courses: Food Technology, Biotechology, Nutrition**

**1st and 2nd year students**

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GRAMMAR for students of Food Technology, Biotechnology and Nutrition – THEORY AND PRACTICE

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**PREFACE**

**Working with the students of Food Technology, Biotechnology and Nutrition I have noticed that they are not exactly keen on either learning or revising grammar. However, after observing them for some time I am now able to say that they respond much better and participate more actively in class when we deal with grammar problems in context. They seem genuinely interested in solving problems when there is contextual background present.**

**Therefore I tried to do my best and made it possible for them to „do grammar“ and at the same time read about the topics from their field of interest. It does not only contribute to their grammar awareness, but it also enhances their vocaulary and gives them a complete picture of what language learning actually is all about. They get the insight into how language for specific purposes works and it encourages them in their own autonomy. It is my hope but also conviction that after studying the occupational language in this way at the faculty, they will become independent members of the academic community and they will be able to find answers to all questions that they might ask themselves.**

**Eventually it is our goal as lecturers to provide our students with knowledge and to give them access to all sources of knowledge available or in other words to teach them where to look and to teach them how to think. Once we achieve that, we are free to think that our mission as lecturers is done.**

**Topics offered to students in these grammar exercises are chosen from different fields ranging from medicine and ecology to biology and food science. The topics are: Problems that students might face regarding studying conditions, tuition fees etc; Food supply during World War 1; The nature of human intelligence; The problem of ageing and life expectancy; Climate change; What would happen to our planet if humans as species disappeared; The extinction of the dinosaurs; Environmental issues; Salt consumption and its influence on our health; The world health crisis at the beginning of last century; Are men better at maths than women etc.**

# Unit 1 – Present Simple / Present Continuous

## basic uses of present simple and present continuous

* Use present simple for facts, or things that always happen. *Water* ***freezes*** *at 32 degrees Fahrenheit and 0 degrees Celsius. Sea water* ***contains*** *on average 2.7% salt by weight.*

* Use present simple for routines and habits. *Fiddler crabs* ***turn*** *red when they become angry.*

*The birds* ***return*** *to the island every spring.*

* Use present continuous for actions happening at the moment of speaking, and not finished.

*Sorry, I'm busy at the moment.* ***I'm working*** *on my report.*

* Present continuous is also used for actions happening generally around the time of speaking, rather than exactly at the same time. ***I'm reading*** *a really interesting book.*

## state and action verbs

Some verbs have meanings which refer to states or conditions, and others have meanings which refer to actions. State verbs are either only used in simple form, or have a different meaning when used in continuous form.

## state verbs normally in present simple

*belong, consist of, contain, cost, depend on, deserve, matter, own, possess, believe, imagine, know, prefer, realize, understand, mean, seem, cost, regret*

*Does this* ***belong*** *to you?*

*Fresh fruit* ***contains*** *a range of vitamins.*

*Some people still* ***believe*** *that the Earth is flat.*

*This* ***seems*** *to be the solution.*

*Do you* ***understand*** *what I'm saying?*

*Some lab workers* ***don't realize*** *how dangerous these researches are.*

## verbs with state and action meanings

|  |  |
| --- | --- |
| **state**  • do | **action** |
| *What* ***do*** *you* ***do****? (=what is your job)*    • be, have | *What* ***are you doing****? (=explain your actions)* |
| *This house* ***is*** *over 100 years old.* | *He* ***is being*** *silly!* |
| ***Do*** *you* ***have*** *a car?*    • think, expect | ***I'm having*** *a great time here.* |
| *What* ***do*** *you* ***think*** *(=have an opinion)* | ***I'm thinking*** *of changing jobs.*  *(=considering)* |
| *I* ***don't expect*** *him to understand.*    • enjoy, love | ***Are*** *you* ***expecting*** *someone?* |
| *I* ***enjoy / love*** *going for long walks.* | ***Are*** *you* ***enjoying*** *the party?* |
| • appear | ***I'm loving*** *every minute of studying at this faculty.* |
| *Your passport* ***appears*** *to be out of date.*    • see, hear | *Tom* ***is appearing*** *in Tarantino's new movie.* |
| *I* ***didn't hear*** *any noises.*    • weigh, measure | *You* ***are hearing*** *things!(=imagining)* |
| *The bag* ***weighs*** *more than 25 kilos.* | ***I'm weighing*** *the parcel to make sure it is not too heavy.* |

## more uses of present simple

Present simple is also used

* in newspaper headlines to describe events *MPs* ***say*** *no to green laws.*

*Ministry of Agriculture* ***bans*** *pesticides.*

* for verbs such as: apologize, dare, accept *I* ***agree*** *with you.*

*I* ***see****.*

*I* ***accept*** *your offer.*

• in jokes it is used for narrative events

*A man* ***goes*** *to see his psychiatrist. He* ***says*** *he is having problems because he* ***imagines*** *he is a pair of curtains. The psychiatrist* ***tells*** *him to pull himself together.*

## Present continuous is also used

* *for actions which continue for some time* ***It's raining****.*

*The children* ***are playing*** *upstairs.*

* *for actions which describe a changing situation* ***It is getting*** *dark.*

*Car designs* ***are changing*** *all the time.*

* with an adverb such as continually, constantly, always to criticize actions that we feel are irritating or annoying *You* ***are*** *continually* ***interrupting****!*

*He* ***is*** *always* ***criticizing*** *my work!*

I. Complete the text with the present simple or present continuous form of the verb in brackets.

## Students now taking longer to finish studies

In the USA some university students nowadays (spend) \_\_\_\_\_\_\_\_\_\_ more and more time in university before graduating. In American universities, many students (pay) \_\_\_\_\_\_\_\_\_\_ their own school fees, and this (mean) \_\_\_\_\_\_\_\_\_\_ more time working and less studying.

Alan Chester is a 25-year-old journalism student from Ohio who (take) \_\_\_\_\_\_\_\_\_\_ six years to complete his undergraduate degree. In order to pay tuition fees and other expenses he (work) \_\_\_\_\_\_\_\_\_\_ four days a week in the university kitchen, while in the university holidays he (do) \_\_\_\_\_\_\_\_\_\_ a full-time job.

„ I (find) \_\_\_\_\_\_\_\_\_\_ it difficult at the moment to study and pay my bills at the same time“, he (admit) \_\_\_\_\_\_\_\_\_\_. „But I (try) \_\_\_\_\_\_\_\_\_\_ my best and I (manage)

\_\_\_\_\_\_\_\_\_\_ to keep the wolf from the door.“

Alan's parents (understand) \_\_\_\_\_\_\_\_\_\_ his decision to take longer to graduate. „They (know) \_\_\_\_\_\_\_\_\_\_ what I (go) \_\_\_\_\_\_\_\_\_\_ through, and they (help) \_\_\_\_\_\_\_\_\_\_ me as much as they can. It's hard, but I (learn) \_\_\_\_\_\_\_\_\_\_ to look after myself, and I

(experience) \_\_\_\_\_\_\_\_\_\_ stuff that might be useful one day when I'm a journalist.“ He (point out) \_\_\_\_\_\_\_\_\_\_ that some students (take) \_\_\_\_\_\_\_\_\_\_ more time to graduate because they (not really know) \_\_\_\_\_\_\_\_\_\_ what they (want) \_\_\_\_\_\_\_\_\_\_ to study. „New courses of study (develop) \_\_\_\_\_\_\_\_\_\_ all the time, new subjects (appear) \_\_\_\_\_\_\_\_\_\_ on the curriculum. Some students (spend) \_\_\_\_\_\_\_\_\_\_ time experimenting with different courses before choosing their major. So it's not all about money. I (think) \_\_\_\_\_\_\_\_\_\_ universities (go) \_\_\_\_\_\_\_\_\_\_ through a period of change like everything else, and students have to adapt this changing situation.“

II. Complete the text with the present simple or present continuous form of the verb in brackets.

1. This product (contain) \_\_\_\_\_\_\_\_\_\_ no added chemicals of any kind.
2. I'm sorry, but I (not understand) \_\_\_\_\_\_\_\_\_\_ you!
3. „What's the answer?“ – „Wait a moment, I (think) \_\_\_\_\_\_\_\_\_\_.“
4. At birth a baby elephant (weigh) \_\_\_\_\_\_\_\_\_\_ about 90 kg.
5. There's nobody else to do the job, so I (suppose) \_\_\_\_\_\_\_\_\_\_ I'll have to do it.
6. In this country more than a million people (live) \_\_\_\_\_\_\_\_\_\_ in poverty.
7. This cheese (smell) \_\_\_\_\_\_\_\_\_\_ terrible!
8. I (hear) \_\_\_\_\_\_\_\_\_\_ you did really well in your exams. Well done!
9. (you do) \_\_\_\_\_\_\_\_\_\_ anything at the moment? I need some help with the test tubes.
10. In career terms, having a good degree (appear) \_\_\_\_\_\_\_\_\_\_ to make little difference.
11. No wine for me! I (take) \_\_\_\_\_\_\_\_\_\_ antibiotics for an ear infection.
12. Scientists now slowly (begin) \_\_\_\_\_\_\_\_\_\_ to understand more about how the brain works.

# Unit 2 – Past Simple / Past Continuous

**basic use of past simple**

* **Use past simple for finished events in the past which have a definite time**

*In 1969 the first men* ***landed*** *on the Moon.*

* **in narrative**

*The door* ***opened*** *and two boys* ***came*** *into the room.*

## • for past habits and routines

*Few people in Victorian times* ***took*** *a bath every day.*

**Past simple is also used in conditional sentences and in expressions like: *It's time* and *It's high time*...**

*It's time we* ***left****.*

## basic use of past continuous

• **Use past continuous to describe a continuing unfinished action in the past.**

*I looked out of the window and I saw it* ***was raining****.*

*Whenever I visited him, he* ***was working*** *in his garden.*

* **for a continuing unfinished action interrupted by a sudden past action.**

*While I* ***was getting*** *ready for bed, the doorbell rang.*

* **for two continuing events happening at the same time.**

*While Jim* ***was painting*** *the outside of the house, Sarah* ***was decorating*** *the bedrooms.*

**Past continuous can also be used:**

* **to emphasize that an action was still continuing.**

*They started producing the car in 1946 and* ***were*** *still* ***producing*** *it thirty years later.*

* **with forever, continually, always etc to criticize actions we feel annoying or which we wish to exaggerate.**

*At school he* ***was*** *always* ***getting*** *into trouble.*

*She* ***was*** *always* ***falling*** *in love with the wrong kind of man.*

I. Complete the text with the past simple or past continuous form of the verb in brackets.

## Fight against a flu pandemic

In June 2009 hundreds of children from across the East Coast of the U.S. \_\_\_\_\_\_\_\_\_\_\_

(arrive) at Camp Modin in Belgrade, Maine, carrying flip-flops, sleeping bags and swimsuits. But they also \_\_\_\_\_\_\_\_\_\_ (carry) something new. First there \_\_\_\_\_\_\_\_\_\_ (be) one fever, then six, then nine campers \_\_\_\_\_\_\_\_\_\_ (fall) ill in a single day. By the end of the week, dozens of kids \_\_\_\_\_\_\_\_\_\_ (sleep) in a specially quarantined cabin with a pandemic flu virus. Across the Atlantic, Britain's National Health Service \_\_\_\_\_\_\_\_\_\_ (spend) most of July recording 100,000 new cases a week.

Just a few weeks after the Modin quarantine, senior officials from across the U.S.

government \_\_\_\_\_\_\_\_\_\_ (gather) in the basement of the West Wing to begin planning for the siege to come. And throughout history? More than 600,000 Americans \_\_\_\_\_\_\_\_\_\_ (die) in the 1918 pandemic; 70,000 deaths \_\_\_\_\_\_\_\_\_\_ (result) from the Asian flu in 1957; and there \_\_\_\_\_\_\_\_\_\_ (be) 34,000 deaths after the Hong Kong flu \_\_\_\_\_\_\_\_\_\_ (hit) in 1968.

The virus \_\_\_\_\_\_\_\_\_\_ (spread) widely in Britain during the summer, but not in other European countries. No one knows why.

**Why exercise won't make you thin?**

Earlier this year, the Journal PloS (Public Library of Science) \_\_\_\_\_\_\_\_\_\_ (publish) a remarkable study. PloS's teams \_\_\_\_\_\_\_\_\_\_ (join) four groups of overweight women who \_\_\_\_\_\_\_\_\_\_ regularly \_\_\_\_\_\_\_\_\_\_ (not exercise). The women in the first three groups \_\_\_\_\_\_\_\_\_\_ (work out) with a personal trainer, and the fourth group \_\_\_\_\_\_\_\_\_\_ (keep) their usual physical-activity routine. The findings \_\_\_\_\_\_\_\_\_\_ (be) surprising. On average, the women in all groups \_\_\_\_\_\_\_\_\_\_ (lose) weight, but the women who \_\_\_\_\_\_\_\_\_\_ (exercise), \_\_\_\_\_\_\_\_\_\_\_\_\_\_ (not lose) significantly more weight than the others.

II. Complete the text with the past simple or past continuous form of the verb in brackets.

1. Two people \_\_\_\_\_\_\_\_\_\_(die) of heart attacks yesterday morning.
2. She \_\_\_\_\_\_\_\_\_\_ (watch) a documentary on TV, when suddenly we \_\_\_\_\_\_\_\_\_\_

(go ) out of power. I \_\_\_\_\_\_\_\_\_\_ (work) on the computer at the time. I \_\_\_\_\_\_\_\_\_\_ (lose) a whole hour's work.

1. He \_\_\_\_\_\_\_\_\_\_ (sit) in the garden when a wasp \_\_\_\_\_\_\_\_\_\_ (sting) him on the nose.
2. His hair \_\_\_\_\_\_\_\_\_\_ (catch) fire, when he \_\_\_\_\_\_\_\_\_\_ (cook) a tomato soup.

# Unit 3 – Present Perfect / Present Perfect Continuous

## basic use of present perfect

• **Use present perfect simple to refer to events connected to the present** *Someone has stolen my bike!*

*I've just had an idea.*

## • to refer to indefinite events that happened at an unknown time in the past

*Archaeologists have discovered an Anglo-Saxon palace in London.*

• **to refer to indefinite events with a result in the present** *My car has broken down.*

Underline the correct form.

## The nature of intelligence

For many years scientists **tried / have been trying** to define the nature of human intelligence. However, they **were / have been** unable to agree on whether there is one kind of intelligence, or several kinds. In the early 20th century, psychologist Charles Spearman **came up / has come up** with the concept of 'g' or 'general intelligence'. He **gave / had given** subjects a variety of different tests and **found / has found** that the people who **performed / have performed** well in the tests **used / have used** one part of the brain, which

he **called / has called** 'g', for all the tests.

More recently, research **found / has found** that this idea may well be true, as one part of the brain (the lateral prefrontal cortex) shows increased blood flow during testing. However, some scientists believe that intelligence is a matter of how much people **learned / have**

**learned** rather than some ability they are born with. They believe that environment also

matters.

## The ageing population

The number of men and women in the US aged 60 or over still in work \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (rise) for more than a decade. Economists \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (give) a number of reasons for this trend. First, since 1985 the US economy \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (expand), so there \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (be) an increased demand for labour. At the same time, the cost of some services, such as health care, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (increase) so workers need to earn more money in later life. In addition, changes in social security benefits and rules

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (have) a considerable effect on labour patterns. First, in 1977 and 1983 changes to the Social Security Act \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (raise) the full-benefit age from 65 to 67 and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (introduce) other changes that make delaying retirement more attractive. Then, in 1986 the Age Discrimination Act \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(end) compulsory retirement for all workers, alowing them to work later in life. Changes to pension laws \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (also encourage) workers to stay in employment longer, as this gives them more chance of a larger pension when they retire.

# Unit 4 – Tense contrasts

Underline the best verb form.

## The arguments about climate change

According to all the measurements, climate change happens / is happening, but science appears / is appearing to be split on what to do about it. Unfortunately, scientists do not all agree / are not all agreeing about the causes of global warming. In a recent book, two

scientists – Fred Singer, a climate physicist, and Dennis Avery, a biologist – argue / are

arguing that the warming currently observed around the world is part of a 1,500-year cycle in solar energy. Singer, an outspoken critic of the idea that humans warm / are warming the planet, and Avery, believe / are believing that a well-established, 1,500-year cycle in the Earth's climate can explain most of the global warming that takes place / has taken

place in the last 100 years.

We are currently on an upswing, getting warmer after the Little Ice Age, but in a few hundred years will be / are back on the downswing, and getting colder again. They say /

are saying that efforts to slow down the current warming by reducing emissions of

greenhouse gases are at best pointless, or at worst economically damaging. This, of course, is not what the fourth assessment report of the UN Intergovernmental Panel on Climate Change (IPCC) has said / said a few weeks ago. That report from the UN climate science working group has concluded / concluded that it is / has been likely that rising greenhouse gas concentrations have caused / caused most recent warming and that, depending on our actions now to slow down the growth of emissions, warming by 2100 will probably be / is

probably between about 1.5°C and 6°C. So, which scientists tell / are telling us the truth?

Complete the text with the appropriate form of the verb in brackets.

## Life expectancy

Our country \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (go) through a period of accelerating change. Today, there

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (be) around 3.7 million people aged over 60 in this country but the large numbers of people who \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (belong) to the baby boom generation \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (produce) an explosion in the number of elderly people from around 2015. By 2030, there \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (be) some 8.8 million and because the birthrate in the period after the post-war baby boom \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (decline) sharply, these elderly people \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (represent) a much larger share of the country's population than ever before in our history. In 1966, when we \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (introduce) our national pension scheme, there \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (be) about eight working-age people for every retired person, whereas today, there \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (be) about five, and in 2030, there \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (be) only three. There

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (be) another dramatic change which also \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (affect) this situation, as thanks to medical advances and higher living standards, life expectancy \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (increase) and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (continue) to increase in future years. Today people can expect to live three years longer than in 1966. By 2030, they \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (live) an average of 4.5 years longer.

# Unit 5 – Passive

## Passive forms

The basic formation is be + past participle. All tenses and simple or continuous forms are possible, but some are more common than others.

Present simple passive *All students* ***are taught*** *computer skills.*

Present continuous passive *The research* ***is being conducted****.*

Future simple passive *The new faculty building* ***will be completed*** *next* *year.*

Past simple passive *The new laboratory* ***was opened*** *by the dean last month.*

Past continuous passive *The machine broke down while the product* ***was being******transported****.*

Present perfect passive *The lecture* ***has been cancelled****.*

Only transitive verbs (verbs with an object) can form the passive.

Passive is used:

* to move important information to the beginning of the sentence *The new research deparment* ***has*** *just* ***been opened****.*
* to be impersonal in a scientific or technical process *The plastic casings* ***are produced*** *in China.*
* when the performer of the action is general (people) or obvious from the context, or unimportant, or is intentionally not mentioned *The exam* ***has been postponed****.*

Complete the text with a passive or active form of the verb in brackets, in a suitable tense according to the context.

## Local cheeses

Traditional cheeses (produce) \_\_\_\_\_\_\_\_\_\_\_\_\_\_ in many regions of the UK and (name) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ after the area in which they (first develop) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

Cheddar, a hard cheese with a strong, nutty taste, is the most popular and (now make)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ all over the world. A “true“ Cheddar must come from the counties of Somerset, Dorset or Devon in southwest England or specifically from the Somerset village from which it (take) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ its name. Wensleydale (come)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ from the Yorkshire Dales (valleys) in northern England. Originally made from sheep's milk, it (base) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ on a recipe introduced by the Cisterian monks in the 11th century and has a mild refreshing flavour.

Traditional Lancashire, from northwest England, has a light, salty flavour. During the

Industrial Revolution (around 1760-1830), Lancashire cheese (become)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ the staple food of the mill workers. Caerphilly, a crumbly cheese, (first produce) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ in the Welsh town of that name in about 1831. The cheese (soak) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ overnight in salt water to seal in the moisture. It was popular with the local coalminers who (lose) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ a lot of salt during their work underground. Blue Stilton, made only in the counties of Leicestershire, Nottinghamshire and Derbyshire, (prize) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ as the “king“ of British cheeses.

Complete the text with a suitable passive form of the verb in brackets.

## Wangari Maathai

Wangari Maathai (award) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ the Nobel Peace Prize in 2004. She (praise) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ by the Nobel committee as a source of inspiration for everyone in Africa fighting for sustainable development, democracy and peace. When she started her Green Belt movement in 1977, Kenya was suffering from deforestation and desertification.

Thousands of trees (cut down) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

and many families (leave) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ in poverty as a result. Since then, her successful campaign to mobilize women to plant some 30 million trees (copy)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ by other countries. During that time the movement (transform) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ into a campaign on education, nutritiona nad other issues. Her campaign has not always been popular. Mrs Maathai (arrest) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ several times for campaigning against deforestation in Africa, and once she (beat)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_ unconscious by heavy handed police. But in elections in 2002, she (elect) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ as an MP as part of an opposition coalition which swept to power, and she (appoint) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ as a deputy environment minister in 2003.

# Unit 6 – Conditional and if-clauses

Real conditions (first conditional)

This shows the results in the present or future of a real situation, with possible or likely results.

* if + present simple + present simple

future simple

imperative

*If (when) I* ***run out of*** *petrol, I* ***go*** *to the petrol station.*

*If you* ***eat*** *all the ice-cream, you****'ll be*** *sick!*

*If you* ***are*** *hot,* ***open*** *the window!*

Unreal conditions (second conditional)

This shows the results which would follow from an imaginary situation, with impossible or unlikely results.

* if + past simple + would (do)

*If we all* ***worked*** *together, we* ***would solve*** *the problem faster. If there* ***was*** *no Moon, there* ***wouldn't be*** *any tides.*

Complete the sentence with a suitable form of the verb in brackets.

## The Earth after humans

If all people on Earth (disappear) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ tomorrow, nature (begin)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to reclaim the planet. For a start, if people no longer (pollute) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ the atmosphere, the air soon (become) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ clean again. If there (be) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ no people to maintain buildings, they (soon begin) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to decay, but more solid parts (take) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ thousands of years to disappear. In general, if the 6.5 billion humans no longer (compete)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_ with other species on Earth, most species (benefit) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. For example, if humans no longer (catch) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ fish, the numbers of fish worldwide (eventually increase). However, if humans (vanish) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ from the Earth, endangered species of animals (not necessarily recover) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ as some are already too few in number. Some endangered species (have) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ greater difficulty survivivg if no humans (take) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_the trouble to protect them from other species. Even if we no longer (poison) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ the planet, several decades (go by) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ before all dangerous chemicals (disappear) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. And even if the burning of fossil fuels (cease) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ tomorrow, the oceans (not absorb) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ all the CO2 in the atmosphere for thousands of years. In the end, though, if alien visitors (land) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ on the Earth in 100,000 years time, they (find) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ no signs that an advanced civilization had ever lived here.

## The extinction of the dinosaurs

The dinosaurs probably became extinct after a giant asteroid hit the Earth about 65 million years ago. But what (happen) \_\_\_\_\_\_\_\_\_\_\_\_\_\_ if this asteroid (miss)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_? Scientists (believe) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ that in this case, dinosaurs

(continue) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to dominate the Earth, and that modern animals (probably exist) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. Instead of elephants and lions and so on, there (be) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ different types of dinosaurs (develop) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ along the same lines as human beings, but this is a minority view. The general view is that perhaps dinosaur brains (grow) \_\_\_\_\_\_\_\_\_\_\_\_\_\_ larger, but if they (exist) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ today, dinosaurs (change) \_\_\_\_\_\_\_\_\_\_\_\_\_\_ very much in general, and (look) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ much the same. The prospects for human beings would not be so good, however. If the asteroid (collide) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ with the Earth, there (probably be) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ any humans alive today. When the asteroid disaster wiped out the dinosaurs, it gave mammals the advantage. Without the space collision, mammals (stand) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ much chance against the dominant dinosaur species.

## Environmental issues

Complete the text with one word in each gap.

Everyone agrees that \_\_\_\_\_\_\_\_\_\_ the world's tiger population is protected, tigers \_\_\_\_\_\_\_\_\_ eventually become extinct. If it \_\_\_\_\_\_\_\_\_\_ not for the efforts made by international campaigns over past decades, the extinction \_\_\_\_\_\_\_\_\_\_ already have become a fact. Tigers can coexist with human beings, \_\_\_\_\_\_\_\_\_\_ local people are involved in conservation. However, \_\_\_\_\_\_\_\_\_\_ if tiger habitats are redeveloped there is no guarantee of success. Government agencies must be involved, and there must be adequate finance: \_\_\_\_\_\_\_\_\_\_ conservation projects are neglected. An organized programme with safeguards must be introduced. If \_\_\_\_\_\_\_\_\_\_, the illegal hunters quickly move back in. \_\_\_\_\_\_\_\_\_\_ there were no tigers left in the world: how \_\_\_\_\_\_\_\_\_ we all feel? According to some environmentalists, that day may be coming sooner rather than later.

# Unit 7 – Modal verbs

|  |  |
| --- | --- |
| **must**  Use must |  |
| • to give an order | *You* ***must be*** *more careful!* |
| • to describe a duty | *Everyone* ***must recycle*** *as much as possible.* |
| • to make a strong recommendation    **have to**  Use have to | *You really* ***must go*** *and see that exhibition.* |
| • for a necessary action | *You* ***have to be*** *there by six.* |
| • for a rule | *We* ***have to wear*** *a uniform at our school.* |
| • in question forms | ***Do*** *you* ***have to go****?* |

(it is used more commonly than must)

**must not, don't have to**

* must not (mustn't) describes what is not allowed. *You* ***mustn't start*** *until I tell you.*
* don't have to describes what is not necessary.

*Tony* ***doesn't have to go*** *to his lectures this afternoon.*

**Should, shouldn't (ought to, ought not to)**

Use should, shouldn't (ought to, ought not to)

* to make a recommendation, when we say what we think is a good idea.

*You* ***should come*** *to work by bike. It will be much quicker.*

* to say that something is correct or incorrect *You* ***should write*** *your name at the top of the letter.*
* in formal writing

*All students* ***should report*** *to the examination room by 8.30.*

**Need, need to**

The meaning is similar to have to.

*Sarah* ***needs to be*** *more patient.*

*You* ***don't need to worry****.*

***Do*** *I* ***need to fill in*** *this form?*

**Be able to, can, could**

Could describes a general past ability.

*She* ***could swim*** *200 metres when she was a child.*

Was able to describes having the ability and doing something successfully.

*She* ***was able to lift*** *that heavy load.*

Complete the text with one word in each gap.

## Refuse

Rubbish – or refuse as we \_\_\_\_\_\_\_\_\_ really call it – is big news at the moment. For many years, people in Britain \_\_\_\_\_\_\_\_\_\_\_ had to pay a local tax (council tax) which includes a charge for refuse collection. In many parts of the country people have also been \_\_\_\_\_\_\_\_\_\_ to ask their local council to remove unwanted household items, such as furniture and electrical appliances. However, in recent years, as a result of EU legislation, councils have \_\_\_\_\_\_\_\_\_\_ to reconsider how they collect rubbish, and what they do with it. In the past, householders simply \_\_\_\_\_\_\_\_\_\_ to put out their dustbins once a week, a nd the council collected the rubbish. Now the emphasis is on recycling, and householders \_\_\_\_\_\_\_\_\_\_ to separate recyclable waste (papaer, plastic, cans and bottles) from organic waste (food and garden waste) and other items. „Really we \_\_\_\_\_\_\_\_\_\_ have started doing this years ago“, explained Karen Graham from recycling consultants WasteNot. „We \_\_\_\_\_\_\_\_\_\_ to stop filling up holes in the ground with rubbish and look at what other countries have \_\_\_\_\_\_\_\_\_\_ able to do.“ One likely change is that soon householders \_\_\_\_\_\_\_\_\_\_ have to pay for their rubbish collections. „People \_\_\_\_\_\_\_\_\_\_ pay according to how much rubbish they produce, and we \_\_\_\_\_\_\_\_\_\_ to reward people who recycle and consume less. People in Belgium, for example, \_\_\_\_\_\_\_\_\_\_\_ had to get used to this system – and it seems to have worked.“ And if you think that weighing your rubbish is a strange idea, you had \_\_\_\_\_\_\_\_\_\_\_ get used to it. Before long, an electronic chip in your dustbin will be weighing the bin and calculating how much you \_\_\_\_\_\_\_\_\_\_ to pay.

# Unit 8 – Questions

Complete the text with one word in each gap.

## Global warming arguments

It's easy to suppose that we all feel the same way about global warming. After all, everybody wants to save the world, don't they? We all want to make a contribution, however small, and we do our best. You aren't one of those people who wastes water, \_\_\_\_\_\_\_\_\_\_ you? Of course not! And I'm sure you've got low-energy light bulbs in your house, \_\_\_\_\_\_\_\_\_\_ you? You bet! Not everyone is so enthusiastic, of course. Some people wonder \_\_\_\_\_\_\_\_\_\_ they can do to help, and don't really know what to do. Until they find out by paying attention to what the world's scientists are saying. At least, we all hope this is true, \_\_\_\_\_\_\_\_\_\_ we? Still, there are quite a lot of people who just hope that the problem will go away. Why do they do this, we might ask. \_\_\_\_\_\_\_\_\_\_ they want to make a difference?

Their usual response is „we don't really know whether the climate is changing, \_\_\_\_\_\_\_\_\_\_ we? “ Well, of course we do. There is plenty of evidence of climate change, isn't \_\_\_\_\_\_\_\_\_\_? We know that we are wasting energy and polluting the planet, don't \_\_\_\_\_\_\_\_\_\_\_? It's all quite simple really. And if you do know anyone who is still uncertain about whether to save the world or not, your message to them should be clear. What are you waiting \_\_\_\_\_\_\_\_\_\_? If you think this is just somebody else's problem, it will, very soon, be your problem as well. Believe it.

# Unit 9 - Numbers and quantity

**many, few, much, little**

**with countable nouns we use *too many, not many, a few, few***

*There are* ***too many*** *mistakes here.*

*We have had* ***few*** *mistakes.*

## with uncountable nouns we can use too much, not much, a little, little

*I need* ***a little*** *help.*

*That requires* ***too much*** *effort.*

*We don't have* ***much*** *time.*

Put one suitable word in each space.

## Salt consumption and health

Health experts believe that many people are consuming far too \_\_\_\_\_\_\_\_\_\_ salt, and that this is a health risk. There are plenty \_\_\_\_\_\_\_\_\_\_ studies which show that increased salt consumption raises blood pressure and can cause heart problems, and the recommendation is that we should all be consuming \_\_\_\_\_\_\_\_\_\_ salt. Even if we add \_\_\_\_\_\_\_\_\_\_ any salt to our food at the table, we may be consuming a \_\_\_\_\_\_\_\_\_\_ of salt without realizing. The daily recommended amount is 6 grams, but many people are consuming twice as much \_\_\_\_\_\_\_\_\_\_ this and the average daily consumption in the UK is over 9g per day. Bread, biscuits, ketchup and ready made meals all contain \_\_\_\_\_\_\_\_\_\_ a lot of salt, so each time we eat a slice of bread, for example, we are adding to our daily intake. Governments are encouraging food manufacturers to cut down on the \_\_\_\_\_\_\_\_\_\_ of salt they put into food, and every food product should state clearly on the wrapper how \_\_\_\_\_\_\_\_\_\_ salt it contains.

# Unit 10 - Adjectives

Compound adjectives

Compound adjectives can be formed in the following ways:

* from adjective + noun

***cheap-rate*** *phone call*

* with numbers (plural s is never used)
  1. ***two-hour*** *meeting*

* with a noun + adjective
  1. ***self-employed*** *designer*

*an* ***air-tight*** *container*

Comparisons

To make the comparative and superlative of:

* one-syllable adjectives - you add -*er*, *-est*
* one-syllable adjectives ending in –e - you add *–r, -st*
* two-syllable adjectives ending in –y - change y to i and add *–er, -est*.
* longer adjectives – put *more* and *the most* in front.

Irregular comparison

good – better - the best

bad – worse - the worst

far – farther/further – the farthest/furthest

The + comparative, the + comparative

***The sooner, the better.***

***The more, the merrier.***

***The earlier*** *we start,* ***the sooner*** *we'll get there.*

Complete the text with a compound adjective from the list in each gap.

## Supermarket food

|  |  |
| --- | --- |
| freshly prepared much-reduced | home-cooked |
| so-called time-saving | far-reaching |
| traffic-clogged hard-working | ready-made |

large-scale locally grown

Few of us have the luxury of home-produced food fresh from our own garden, and increasingly we live in a world where such food is becoming rare. Although supermarkets can sell fresh fruit and vegetables at \_\_\_\_\_\_\_\_\_\_ prices, not everyone buys them. Many people cook very little at home, and in some households few meals are \_\_\_\_\_\_\_\_\_\_.

Frozen and \_\_\_\_\_\_\_\_\_\_ meals are \_\_\_\_\_\_\_\_\_\_ solutions for \_\_\_\_\_\_\_\_\_\_ people, and \_\_\_\_\_\_\_\_\_\_ „convenience foods“ sold in supermarkets are beginning to replace more traditional \_\_\_\_\_\_\_\_\_\_ meals in many households. The consequences of such changes are \_\_\_\_\_\_\_\_\_\_. Food which might have a long journey from the other end of the country has replaced \_\_\_\_\_\_\_\_\_\_ food, which also means that huge supermarket lorries are added to \_\_\_\_\_\_\_\_\_\_ roads. Small farmers, who produce only small quantities of food, also find that supermarkets prefer \_\_\_\_\_\_\_\_\_\_ production, and are often forced out of business.

freshly prepared much-reduced home-cooked

so-called time-saving far-reaching

traffic-clogged hard-working ready-made

large-scale locally grown

Complete the text with a word from the list in each gap.

## Science news

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| aware |  | be able |  |  | clear | hopeful |
| impossible |  | possible |  |  | surprised | unwise |
| unusual |  | unwilling |  |  |  |  |

Scientists carrying out research in swamps in Sumatra have discovered the world's smallest fish. The female is only 7.9 mm. It was thought to be impossible that any living organism should survive in the swamps, as the water is extremely acidic. It is also very low in minerals and this is thought to explain why it is \_\_\_\_\_\_\_\_\_\_ for larger species to develop.

Researchers examining satellite data from the Antarctic have been \_\_\_\_\_\_\_\_\_\_ to find that there are large lakes and rivers beneath the ice sheets. „It's \_\_\_\_\_\_\_\_\_\_ that Antarctic ice is moving much faster than we supposed“, said Professor Susan Graham from the Antarctic Survey. She was \_\_\_\_\_\_\_\_\_\_ to say whether this would mean a more rapid rise in sea levels due to melting ice. „It's \_\_\_\_\_\_\_\_\_\_ to predict at this stage exactly what this discovery means, but it makes us \_\_\_\_\_\_\_\_\_\_ that Antarctic ice could be melting faster than we had thought.“

Scientists at NASA believe that they may \_\_\_\_\_\_\_\_\_\_ to detect earthquakes from space before they happen. It's \_\_\_\_\_\_\_\_\_\_ to monitor the build up of energy in the Earth's crust, and scientists are \_\_\_\_\_\_\_\_\_\_ that this information can be interpreted by computer programs which will give approximate predictions of future quakes.

Choose the best option A, B or C to complete the sentence.

**Memory**

It's quite common to hear someone complain that their memory is \_\_C\_\_ as it used to be, or that the more things they try to remember, \_\_\_\_\_ quickly they seem to forget. However, memory is \_\_\_\_\_ complicated than we usually think. For example, remembering facts is not at all \_\_\_\_\_ remembering how to perform an action, and it seems that we don't forget how to ride a bicycle or drive a car. For some people, it may be \_\_\_\_\_ to remember what they have just read \_\_\_\_\_ recall where they left their car keys. Of course, \_\_\_\_\_ interesting a topic is, the more we remember about it, and we are almost certainly \_\_\_\_\_ to recall something we have read or seen recently, because it remains active in our memory. Where studying is concerned, there are certainly ways of making the memory \_\_\_\_\_. It's \_\_\_\_\_ to remember disorganized information, so note-making and summarizing are important, and the learner, not the teacher, has to do this. Regular reviewing of what has been learned is \_\_\_\_\_ ways of strengthening memory. Some learners have \_\_\_\_\_ visual than a verbal memory, and may remember more by associating ideas with visual images. There are plenty of books on the market which illustrate these techniques, always assuming that you can remember to buy one!

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| a) **A** less good |  | **B** worse |  |  |  | **C** not as good |
| b) **A** not nearly as |  | **B** the more |  |  |  | **C** it's just as |
| c) **A** by far |  | **B** easily |  |  |  | **C** a lot more |
| d) **A** the same as |  | **B** like |  |  |  | **C** as if |

1. **A** probably **B** much easier **C** nowhere near as
2. **A** as **B** than to **C** the more
3. **A** just about as much **B** more and more **C** the more
4. **A** faster and faster **B** far and away **C** more likely

|  |  |
| --- | --- |
| i) **A** more efficient | **B** as good as **C** every bit as |
| j) **A** just as easy | **B** not so easy **C** easier and easier |
| k) **A** as important | **B** more and more important **C** one of the best |
| l) **A** just as good | **B** easily the best **C** a better |

# Unit 11 – Adverbs

We use adverbs to say how something happens or is done.

*He spoke* ***kindly*** *but* ***shyly****.*

*He closed the door* ***angrily****.*

We also use adverbs before adjectives, past participles, other adverbs and prepositional expressions.

*It's* ***terribly*** *cold.*

*He was* ***madly*** *in love with her.*

Choose the correct form.

1. This French cheese you bought is \_\_\_\_\_\_\_\_\_\_ (really, utterly, completely) tasty.
2. Tony can't \_\_\_\_\_\_\_\_\_\_\_ (quite, really, surprisingly) decide what he wants to study at university.
3. We \_\_\_\_\_\_\_\_\_\_ (really, entirely, hardly) didn't expect this result.
4. If you work \_\_\_\_\_\_\_\_\_\_ (hard, hardly, extremely) I'm sure you'll be a success.
5. The answer is \_\_\_\_\_\_\_\_\_\_ (considerably, very, perfectly) obvious.
6. The decision was \_\_\_\_\_\_\_\_\_\_ (very, really, terribly) disastrous from the environmental point of view.

Fill in the gaps with an appropriate adverb.

*simply apparently not surprisingly finally*

*especially recently needlessly*

1. Consumers \_\_\_\_\_\_\_\_\_\_\_\_ made the wrong choices by eating relatively fatty and sugary products.
2. \_\_\_\_\_\_\_\_\_\_, in the US the first lawsuits against fast food chain McDonald's have taken place.
3. \_\_\_\_\_\_\_\_\_\_\_, a very effective pressure comes from the investment community.
4. \_\_\_\_\_\_\_\_\_\_\_, the emphasis shifted from unsaturated to transfats and this phenomenon is indicating a new trend.
5. In most cases, consumers have grown tired of low-fat/low-sugar claims on products or they \_\_\_\_\_\_\_\_\_\_ do not care.
6. It is far too complicated and it would make their operations \_\_\_\_\_\_\_\_\_\_ complex.
7. For now, most stakeholders - \_\_\_\_\_\_\_\_\_\_ governments – are dragging their feet because most politicians are terrified of the food and drinks industry.

# Unit 12 - Relative clauses

Defining relative clause

A defining relative clause gives information about a person or thing. It comes immediately after the thing it defines, and is not separated from it by a comma. It is crucial to the meaning of the sentence and cannot be removed without changing the meaning.

*There are only one or two American states* ***that******I haven't visited****.*

Non-defining relative clause

A non-defining relative clause gives extra information which does not define the person or thing it follows. It is separated from the main clause by commas.

*GlaxoSmithKline,* ***which I work for****, is one of the leading pharmaceutical companies.*

Prepositions and relative pronouns

which, that, who, whom, whose

Leaving out the relative pronoun

In defining object clauses it is possible to leave out the relative pronoun.

*This isn't the book* ***(that/which)******I ordered****.*

In a non-defining clause it is not possible to leave out the relative pronoun.

*This book,* ***which I bought secondhand****, was really cheap.*

Reduced relative clauses

In defining clauses we can leave out the relative pronoun and part of the verb phrase so that the participle is acting as an adjective defining the noun.

*Tell the students (who are)* ***waiting*** *outside to come in.*

Underline the best word or blank (-) for no word.

**Are men better at maths than women?**

One of the stereotypes about the differences between men and women, who / which / - seems to be supported by some research, what / - / where is that men are better at maths. According to brain research, levels of grey matter, it / who / which creates processing centres in the brain, are higher in men than they are in women. On the other hand, it is women who / - / they have more white matter, - / it / which creates the links between processing centres in the brain. Does / Which / What this seems to suggest is that while the male brain - / that / it contains more areas for processing information, which / what / who means that the male brain has more capacity to solve maths problems, it is the female brain it / that / and has the greater ability to perceive patterns. In other words, it is brain structure what / it/ that makes men better at maths, but whose / which / where also makes women better at communicating. However, other researchers argue that it is the stereotyping itself it / - / that causes the difference in performance in maths, rather than any innate ability. Women - / who / which believe they are inferior at maths, especially when they take maths tests in rooms where / whose / which men are present, tend to produce the kind of results - / and / they expect to produce. Research - / which / what analyses maths test results on a large scale suggests that the results attained by women are just as good as those attained by men.

Fill in the gaps with appropriate relative pronouns (who, which, whom etc.).

In 1954, a man named Ray Kroc, \_\_\_\_\_\_ made his living selling the Multimixer milkshake machine, began hearing about a hamburger stand in San Bernardino, California.

A potato \_\_\_\_\_\_\_\_ has too great a percentage of water will come out soggy at the end of the frying process.

Before the fifties, it was impossible, in most American towns, to buy fries of consistent quality. Ray Kroc was the man \_\_\_\_\_\_\_\_ changed that.

Oils \_\_\_\_\_\_\_ are rich in monosaturated fats aren't nearly as bad for you as saturated fats.

Write your own ending.

1.The whisky you drank last night...

1. We moved to the country so that we would have a garden...

1. We have tested three hundred types of wheat flour,...

1. Universal Agroplastics, ...... has made a loss of three million pounds this year.

1. Smallpox, .... has now been wiped out.

1. She spent all evening talking about her latest book on dietary habits,...

Translate the following sentences.

* 1. Ne mogu se sjetiti nikoga koga bih htio pozvati na proslavu povodom moje diplome.

* 1. Ona je vozila bicikl od Glasgowa do Londona, što je prilično dobro, budući da ima 75 godina.

* 1. Prilikom prženja krumpira u ulju, toplina ulja pretvara vodu, koja je sadržana u krumpiru, u paru, što uzrokuje bubrenje i omekšavanje škrobnih granula.

* 1. Samo krumpir koji se čuva nekoliko tjedana u toplim uvjetima kako bi pretvorio šečer u škrob, može dati hrskav prženi krumpirič.

* 1. U močvari na Sumatri pronačena je najmanja riba na svijetu koja je dugačka samo 7.9 mm. To je zapravo čudno jer se mislilo da u močvarama nema živih biča zbog vode koja je izuzetno kisela.

* 1. Potražite savjet od nutricionista čija nam je stručnost vrlo važna.

* 1. Ovaj mail je namijenjen isključivo osobi na koju je naslovljen.

* 1. Nisam znao točno s kim sam radio na projektu.

* 1. Napravite popis studenata koji su položili ispit.