

# Anforderungen im Fachbereich Englisch für die Aufnahmeprüfung an die PHZH

## Lernziele

- Sprachniveau des FCE (First Certificate Exam in English) der Universität Cambridge
- Interesse und Freude an der englischen Sprache und den englischsprachigen Kulturen
- Grundkenntnisse der englischen Sprache: mündliche und schriftliche Kommunikation
- Auseinandersetzung mit gesprochenen und geschriebenen Texten

## Inhalte

Es werden geprüft: der Wortschatz und Themen der Grammatik, nämlich

- Pronouns, adjectives and adverbs, questions and negations of verbs, modal auxiliaries
- Tenses: simple and continuous forms, present, present perfect, past, past perfect, future forms (will future, going to future, present simple and continuous for the future)
- Reported Speech: statements, questions, orders, requests
- Relative Clauses: defining and non-defining clauses, contact clauses
- Conditionals: Types I, II and III
- Passives: active and passive forms
- Verbs followed by infinitives and/or followed by gerunds
- Countable and uncountable nouns

Im Bereich des Wortschatzes können folgende Aufgabenstellungen vorkommen:

- Synonym- und Antonymübungen
- Übungen zur Word Formation
- Übungen zu Phrasal Verbs und Präpositionen

## Empfohlene Literatur

Grund- und Aufbauwortschatz

Lehrmittel: z. B. Langenscheidt Grundwortschatz und/oder FCE Lehrbuch

Michael Vince: First Certificate Language Practice (with key) ISBN 1 405 00766 4

(Die Aufgaben im Bereich Wortschatz, insbesondere die Aufgaben zu den Phrasal Verbs und den Präpositionen beziehen sich hauptsächlich auf die entsprechenden Kapitel in diesem Buch.)

Grammatik

Michael Vince: First Certificate Language Practice (with key) ISBN 1 405 00766 4

Murphy: English Grammar in Use

New Headway Intermediate oder ein anderes Lehrbuch, welches auf das FCE vorbereitet

## **Prüfungsmodalitäten**

Schriftliche Prüfung: 120 Minuten

Reading Comprehension mit Vocabulary, Grammar  
(ohne Hilfsmittel)

Mündliche Prüfung: 20 Minuten (15 Minuten Vorbereitungszeit)

Diskussion anhand eines in der Vorbereitungszeit gelesenen Sachtextes

## Musterprüfung

### Section A: READING COMPREHENSION (40 Points)

Read the following text about "art censorship" carefully. Then read all the questions before you start answering them. The underlined words are explained in the glossary after the text.

#### A Dangerous Rage by Tipper Gore

5 *Tipper Gore became well-known as a campaigner against pop music which contains violent or pornographic lyrics. She suggested that some kind of code should be used on the covers of records, CDs and cassettes to identify these sorts of recordings. As a result some critics have accused her of supporting art censorship. Her husband is Al Gore, who became vice-president of the United States in 1993.*

10 We learn from art. We are enriched by it. Sometimes, our history is shaped by it. I came of age in the 60s when music defined a generation. I grew up with the Beatles, listening as they travelled from teen idols to world icons, exploring everything from holding hands to Middle-Eastern mysticism. Music brought us together, articulated the fears and goals of a generation just beginning to test the waters, taught us to speak out against bigotry and injustice.

15 Today there's a dangerous rage in some of the music being marketed to our kids. It says suicide is cool; racism is okay; it's hip to rape and violently attack women; drugs and alcohol are meant to be abused. Is it art imitating life – as would some argue – or is it art glorifying a reality that threatens young lives?

20 I have argued that parents should become more aware of what their younger children watch and listen to, and that the entertainment industry should voluntarily show more sensitivity to the needs and vulnerabilities of their youngest customers. Expressing these concerns isn't censorship or nibbling at the First Amendment. Hardly. I oppose censorship of any kind. I don't want laws or regulations. This is about kids and our future. This is about my kids and about every other parent worried about their kids. The art of some heavy metal and rap musicians is telling our kids that a human life has absolutely no value.

25 And we shouldn't forget that America's children are facing a crisis: one million kids run away from home every year, another million will get pregnant and more than half a million will attempt suicide. Fourteen million children have mental problems and need help, but most of them don't get it. The issue we must grapple with is the issue of millions of kids who are living «at risk» and who are

30 either ignored or exploited by adult society.

Our world is changing fast and children often have the hardest time coping with the changes. There are more single parent families – more families where both parents are working. Families are on the move, relationships are more tenuous and short-lived and community bonds are weaker. Too often children are forced

35 to look elsewhere for their values and for the support they need to deal with a world that is more violent and more volatile. [...]

Many artists use their art to help positively shape our children's values. Artistic expression is powerful. It is more than idle entertainment. It can teach and communicate with entire generations. Neil Postman said it well. His words

40 should be with all of us – entertainer and the entertained, artist and the would-be artist. «Children,» he wrote, «are the living messages we send to a time we will not see.»

## Glossary

|    |                    |  |
|----|--------------------|--|
| 9  | icon               | person of almost godlike status  |
| 10 | mysticism          | belief that knowledge of God and of real truth may be reached through meditation |
| 11 | to articulate      | to express sth. clearly  |
| 11 | to test the waters | to find one's place in the world   |
| 12 | bigotry            | intolerance, narrow-mindedness   |
| 13 | rage               | violent anger  |
| 16 | to glorify         | to make sth. bad appear better than it really is                                 |
| 19 | vulnerability      | condition of being easily hurt or wounded  |
| 20 | concerns           | worries, anxieties   |
| 20 | to nibble at sth.  | to take tiny bites of sth.   |
| 21 | First Amendment    | first addition to the US constitution, which guarantees freedom of speech to all |
| 29 | to grapple with    | to work hard to overcome sth. ( <i>sich mit einem Problem herumschlagen</i> )    |
| 30 | to exploit         | to use unfairly for one own's profit   |
| 33 | tenuous            | weak   |
| 34 | bond               | thing that unites people   |
| 36 | volatile           | changing rapidly   |

## I. Questions

Answer the following questions.

Use your own words and don't write in keywords but make whole sentences.

- a) Explain the two possibilities the author mentions in lines 15 – 16 («Is it art .... young lives») in your own words. (3 points)
- b) In what way do some musicians tell us that human life has no value (line 24)? (2 points)
- c) According to Tipper Gore, what are the main differences between the music she grew up with and some of the music written by heavy metal and rap musicians nowadays? (3 points)
- d) Why, in her view, is this sort of music particularly dangerous for this generation of young Americans? (3 points)
- e) What is Tipper Gore's opinion of art in general? (3 points)
- f) What is her attitude towards censorship? (4 points)
- g) Explain how you have been influenced by the music you listen to. (3 points)
- h) What is your own opinion of art censorship? (5 points)

## II. Synonyms / Word Formation/Prepositions

1 Find synonyms for the following words and expressions: (2 points)

well-known 1  
to suggest 2  
to face sth. 25  
to cope with 31

2 Find antonyms for the following words (2 points)

attack 14  
weak 34

3 Give the *noun* which stems from the given verbs and adjectives. Don't just add an *-ing* or *-er* ending. (3 points)

to suggest 2  
to define 8  
dangerous 13  
to attack 14  
to argue 16  
to threaten 16

4 Find the correct negative form: (2 points)

violent 2  
aware 17

5 Fill in the correct preposition: (2 points)

Sorry to let you \_\_\_\_\_ but I can't give you a lift today.  
England is not really famous \_\_\_\_\_ good food.

6 Complete each sentence with a word formed from the word in capitals: (3 points)

You may leave your \_\_\_\_\_ at the reception desk.      VALUE  
Nowadays \_\_\_\_\_ numbers of people take up jogging.      INCREASE  
Some species have hardly any chances of \_\_\_\_\_.      SURVIVE

## SECTION B: GRAMMAR (Total 40 Points)

### I. Simple and Continuous Tenses (5 points)

Underline the correct forms in the following sentences:

- a) I *am often going* / *often go* to the theatre.
- b) I *have been reading* / *have read* seven books by Hemingway.
- c) When Peter *arrived* / *was arriving* at home, his mother *cooked* / *was cooking* dinner.
- d) Sue *has been teaching* / *has taught* for seven years at this school.

### II. Conditional (4 points)

Re-formulate the following situations, using a conditional clause.

*Example:* It is possible John will win the race. In this case he will win a prize.  
*If John wins the race, he will win a prize.*

- a) Maybe the weather will be good tomorrow. In this case we can have our picnic.  
If \_\_\_\_\_
- b) I haven't got any children. That's why I'm sometimes so lonely.  
If \_\_\_\_\_
- c) Mike loves cakes. Last week he didn't eat any cake because he was on a diet.  
If \_\_\_\_\_
- d) I would like to help you. But you must first tell me your problems. Otherwise I can't help you.  
Unless \_\_\_\_\_

### III. Reported Speech (4 points)

Put the following statements into *reported speech*. Make all necessary changes to time and place.

- a) Friend: «Can I help you to carry these heavy boxes?»  
*Her friend asked* \_\_\_\_\_
- b) Mother: «Don't touch this dirty dog!»  
*The mother told them* \_\_\_\_\_
- c) Sally: «Do you want me to call her for you?..»  
*Sally asked* \_\_\_\_\_
- d) Charles: «I have been to the local cinema twice.»  
*Charles said* \_\_\_\_\_

#### IV. Passive (4 points)

Re-write the following sentences in the passive form:

- a) We should have described the way more carefully.  
*The way should* \_\_\_\_\_
- b) The mother told her daughter to stop being so nasty.  
*The daughter* \_\_\_\_\_
- c) The parents will collect their children from school.  
*The children* \_\_\_\_\_
- d) People say that her uncle has been arrested in America.  
*Her uncle* \_\_\_\_\_

#### V. Relative Clauses (4 points)

Combine the following sentence pairs, using a relative clause:

*Example:* I saw a man. He had been on television the day before.  
I saw a man **who** had been on television the day before.

- a) Yesterday I saw a girl. Her hair came down to her waist.
- b) It rained all night. This was good for the garden.
- c) Sally's husband is always very busy. We have been waiting for him for an hour.
- d) Let's go to the Riverside Restaurant. I once had dinner there with Harry.

#### VI. Conditional (5 points)

Fill the blanks with a suitable verb in the correct form:

- a) I love \_\_\_\_\_ detective stories.
- b) Can you help us \_\_\_\_\_ these heavy boxes?
- c) The teacher made them \_\_\_\_\_ a long text.
- d) Peter would hate \_\_\_\_\_ to London now.
- e) I don't remember \_\_\_\_\_ him on that day.

## VII. Tenses (14 points)

Put the verb in brackets into the correct form and tense:

- a) Last week my mother (meet) my ex-girlfriend, Sue, in the supermarket. While they (talk), two little girls (run) up to them. They (be) Sue's daughters. Sue (tell) them who my mother (be) and they (become) very curious because they (hear) of me before. Sue (be) married twice but (separate, just) from her second husband. She said that she (think) a lot about me recently. She (ask) if I (be) married.
- b) Today I (run) into Sharon at the station. She is very unhappy because she (break) one of her legs last week. This means that she (not, can, ride) her horse at the moment. She (have) a plaster for four days and she (not, can, ride) at least for two months. She (not, can, drive) her car, either, since she (have) the accident. This means that she (must, get) around by bus and taxi till February.
- c) A:  
Hi Sally! How are you? What (you, do) since I last (see) you?
- B:  
Nothing much. I (work) a lot recently. But next week I (fly) to Australia. Actually, today in a week I (lie, already) on the beach. When I (come) back in three weeks I (relax) so much that I can face another half year of work!

**Section A: Reading Comprehension (41 points)**

Read the following text and answer the comprehension questions

**Britain goes bananas over its favourite fruit**

1     The apple has been usurped in favour of a more exotic snack.

*to usurp: to take sb's position of power or importance illegally or by force*

5     Britain has gone bananas. Over the past 12 months Britons have consumed an unprecedented 3.5bn pieces of the tropical fruit, forcing the native apple into a poor second place. The nation's banana boom is one of the most remarkable nutritional phenomena of recent years, a guide not just to the flowering health consciousness of the British people but also to the country's economic health.

*unprecedented: never having happened, been done or been known before*

10     The British spend more money on bananas than any other supermarket item apart from petrol and lottery tickets, and more than 95% of households buy them every week. The addiction was reinforced during the recent Wimbledon tennis tournament as TV viewers watched endless shots of tennis players munching their way through hundreds of bananas, a fruit that is now considered to be indispensable for recovery between sets and rallies.

*rally: a series of strokes before a point is scored*

15     Yet a century ago hardly anyone in Britain had tasted or even seen a banana. The first commercial refrigerated shipment arrived 100 years ago, triggering a love affair from which Britons have never looked back. A striking measure of the banana's popularity can be seen in trade figures that show sales in the UK rocketed by more than 150% over the last 17 years, while fruit sales in general have risen by a mere 15%. Bananas have flourished at the expense of native apples and pears. Last year alone there was a 9% growth in British banana sales while home-grown fruit languished.

*to languish: to become weaker or fail to make progress*

25     "The banana has everything going for it, so its popularity should not seem that surprising," said Lyndsay Morgan of the fruit's marketing organisation, the Banana Group. "It is easy to open; it is packed with energy, fibre and vitamins; it is rich in potassium and low in calories. It is also a first-class hangover cure, stabilises blood pressure and soothes heartburn. And when you want to start weaning babies, mashed banana is the perfect food." On top of all this, bananas contain chemi

*potassium: Kalium*

*heartburn: Sodbrennen*

40 calcs that stimulate the production of serotonin and dopamine, the same neurotransmitters set off by Prozac and Ecstasy. In short, bananas are healthy and they give you a buzz.

45 The banana retains, for all its popularity, an aura of exoticism. This, at least in part, explains its special economic importance as a symbol of the potency of Western capitalism. "Hold our hands and take us to banana land," chanted groups of East Germans during the fall of the Berlin Wall, as they rose up against the aus  
50 terity of their communist rulers and begged for capitalist redemption. To them, and many others, the banana—for all its connotations with risqué jokes and pratfalls—meant freedom, at least in terms of middle-class affluence. If you have access to bananas, you must have control of world trade and shipping. And if you do, things  
55 surely cannot be that bad.

*austerity: strenge Einfachheit*  
*redemption: Erlösung*  
*pratfall: Sturz auf den Hintern*

The rise and rise of Britain's favourite fruit has also been the result of some skilful and cunning marketing by traders and producers—as well as the influx of  
60 cheap "dollar bananas" from Latin America. And here lies the downside to the fruit's popularity. As campaigners point out, banana plantation workers are usually paid a pittance. Many have to live in miserable housing in near-starvation and are left sterile by toxic agricultural  
65 chemicals. Some of their trade union leaders risk being attacked and killed.

As a result, some supermarkets now offer Fair-trade bananas that have been bought directly from growers who are guaranteed realistic prices for their product.  
70 Such schemes are already helping farmers in Costa Rica, Ghana, Colombia and Ecuador. More than 10,000 tonnes of Fairtrade bananas were sold in Britain last year, but this represents only a fraction of sales. Last year 725,000 tonnes of bananas were sold in Britain.

75 Crucially, increasing numbers of these bananas are being specially packaged—for example in kids' packs, using smaller fruit, or in "Eat Me—Keep Me" bags in which fruit at different stages of ripeness is sold to help once-a-week shoppers. This type of calculated,  
80 aggressive marketing has helped keep the banana a staple in virtually every household. Annual consumption now stands at 12kg per person, the equivalent of two bananas a week for every man, woman and child. This is an annual trade now valued at more than \$900m.

*staple: here = standard*

85 Bananas were virtually unheard of during Victorian times. Early attempts to introduce them to northern climates met with failure because by the time they had

been shipped to Britain they had rotted beyond recognition. The development of refrigerated shipping changed everything. Then, as now, bananas were imported in bunches to ripening houses in dockyards where they were stored. At times of war, however, bananas disappeared from Britain. In the first world war this shortage led to the popularity of the music hall song "Yes, we have no bananas", written by Leon Trotsky's nephew.

**Comprehension Questions**

Answer the following questions. Use your own words and don't write in keywords but make whole sentences.

1) What reasons does the article give to explain the current banana boom in Britain? (9 points)

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2) How does the author of the article show that the banana is really important for the British consumer? (2 points)

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3) Why did East Germans sing about bananas? (1 point)

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4) What negative things do banana plantation workers experience? (5 points)

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5) Why are Fairtrade bananas important to farmers? (1 point)

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6) Give two examples of special ways of packaging bananas. (2 points)

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7) Why were early attempts to import bananas a failure? (1 point)

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8) What changed the importation of bananas? (1 point)

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9) When did bananas disappear from Britain? (1 point)

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**Synonyms and Antonyms / Word Formation / Vocabulary Explanation**

*Find synonyms for the following words (5 points):*

1) surprising (line 32)

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2) easy (34)

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3) to start (38)

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4) freedom (53)

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5) annual (84)

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*Find antonyms (opposites) for the following words (5 points):*

1) health (line 10)

---

2) risen (27)

---

3) sterile (64)

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4) sold (72)

---

5) failure (87)

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*Write down the noun that stems from the given verbs and adjectives. Don't just add an -ing or -er ending. (5 points)*

1) commercial (line 21)

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2) perfect (39)

---

3) explains (45)

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4) economic (46)

---

5) skilful (58)

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6) miserable (63)

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7) guaranteed (69)

---

8) calculated (79)

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9) equivalent (82)

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10) introduce (86)

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*Explain the following words or expressions in your own words (3 points):*

1) to go bananas (line 4)

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- 2) addiction (14)
- 3) cunning (58)

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**Section B: Grammar (53 points)**

**Reported Speech (8 points)**

Put the following statements into reported speech. Make all necessary changes to time and place.

- 1) Lyndsay Morgan said: "The banana has everything going for it, so its popularity today should not seem that surprising." (lines 31-32)

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- 2) Morgan added: "It is easy to open and it is packed with energy, fibre and vitamins." (lines 34-35)

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- 3) The East Germans chanted: "Hold our hands and take us to banana land." (lines 47-48)  
The East Germans begged their rulers \_\_\_\_\_

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- 4) Morgan said: "People will eat even more bananas in the future."  
Morgan predicted \_\_\_\_\_

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**Active/Passive (8 points)**

Change the following active sentences into the passive form and transform the passive sentences into active ones.

- 1) The British spend a lot of money on bananas and 95% of households buy them every week. (lines 11-14)

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- 2) Some supermarkets now offer Fairtrade bananas. (67-68)

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- 3) Increasing numbers of these bananas are being specially packaged. (75-76)

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- 4) Bananas were imported in bunches to ripening houses where they were stored. (90-91)

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**Conditionals** (8 points)

Re-formulate the following situations, using a conditional clause.

- 1) Victorians failed with their attempts to import bananas because they didn't have refrigerated shipping.  
If \_\_\_\_\_  
\_\_\_\_\_
  
- 2) The banana plantation workers are poorly paid, badly housed and exposed to dangerous chemicals. That's why many people boycott Chiquita bananas.  
If \_\_\_\_\_  
\_\_\_\_\_
  
- 3) Eating a banana when you have got a hangover makes you feel better.  
If \_\_\_\_\_  
\_\_\_\_\_
  
- 4) You should give me a banana. Otherwise I will starve.  
Unless \_\_\_\_\_  
\_\_\_\_\_

**Irregular Verbs** (12 points, 1 each)

Write down the four verb forms.

| <i>infinitive</i> | <i>present participle (-ing form)</i> | <i>past</i> | <i>past participle</i>              |
|-------------------|---------------------------------------|-------------|-------------------------------------|
| spend (11)        | _____                                 | _____       | gone (4)<br>buy (13)                |
| _____             | _____                                 | _____       | _____                               |
| hold (46)         | seen (21)                             | _____       | _____                               |
| _____             | _____                                 | _____       | _____                               |
| meant (53)        | rose (49)<br>lie (61)                 | _____       | _____                               |
| _____             | _____                                 | _____       | paid (62)<br>left (64)<br>sold (72) |
| _____             | _____                                 | led (94)    | _____                               |
| _____             | _____                                 | _____       | _____                               |

**Mixed Tenses** (17 points)

Put the verbs in brackets into the correct form and tense.

- 1 Edinburgh \_\_\_\_\_ (1. owe) its name to the Celtic fort of Dunedin that later \_\_\_\_\_ (2. become) Edinburgh Castle. This great fortress, still towering above the city, \_\_\_\_\_ (3. be) at the centre
- 5 of Scottish life for nine centuries. It \_\_\_\_\_ (4. be) once a safe residence for Stuart kings, a secure state prison and the principal arsenal of the kingdom. Today it \_\_\_\_\_ (5. be) one of Edinburgh's major tourist attractions.
- Protected by the castle, the town of Edinburgh gradually \_\_\_\_\_ (6. expand) along its narrow
- 10 ridge. Often subject to attack from the "Auld Enemy of England" it \_\_\_\_\_ (7. be) not until the end of the 15<sup>th</sup> century that Edinburgh \_\_\_\_\_ (8. become) established as Scotland's capital. The town \_\_\_\_\_ (9. then, protect) on one side by a wall and on the other by the Nor' Loch, a dirty pond that was later drained to form Princess Street gardens.
- 15 Hemmed in on the castle ridge the Old Town \_\_\_\_\_ (10. be) famous for the height of its buildings. It \_\_\_\_\_ (11. observe) in the early 17<sup>th</sup> century "that in no City in the World do so many People live in so little room as in Edinburgh". To relieve this overcrowding, a New Town \_\_\_\_\_ (12. plan). Built from 1770 onwards it soon \_\_\_\_\_ (13. become) the fashionable place to live and do business. As it \_\_\_\_\_ (14. prosper), so the Old Town \_\_\_\_\_ (15. decline).
- 25 Recent developments \_\_\_\_\_ (16. help) revitalize the Old Town. The opening next year of the new Museum of Scotland and the creation of a Scottish Parliament \_\_\_\_\_ (17. establish) Edinburgh's status as the vibrant capital of Scotland.
- 30

*ridge: a narrow area of high land along the top of a line of hills*

*to drain: to make a liquid flow away*

*to hem in: to surround and restrict*

## Schlüssel Aufnahmeprüfung PHZH 2002 (1: Bananas Text)

*Answers Reading Comprehension: (23 points altogether)*

- 1) The health consciousness of the British people; the country's economic potency; the model of tennis players at Wimbledon eating bananas in breaks of the game; the banana is easy to open and rich in various goodies (vitamins etc.); perfect food for babies; bananas are stimulating; clever marketing and special packaging.
- 2) By saying that they spend more money on bananas than on any other supermarket item apart from petrol and lottery tickets; furthermore, 95% of households buy them every week.
- 3) Because it was a symbol of Western capitalism and freedom
- 4) They experience low pay, poor housing and near-starvation. They are exposed to dangerous chemicals. Their trade union leaders risk being attacked and killed.
- 5) Because they are guaranteed realistic prices for their bananas.
- 6) Kids' packs with smaller bananas. "Eat me—Keep me" packs with bananas at different stages of ripeness.
- 7) Because by the time they had been picked, packaged and shipped to Britain they had already rotted.
- 8) The development of refrigerated shipping.
- 9) At times of war.

*Synonyms:*

- 1) amazing, astounding, staggering, ...
- 2) simple
- 3) to begin
- 4) liberty
- 5) yearly

*Antonyms:*

- 1) sickness / disease / illness
- 2) fallen
- 3) fertile
- 4) bought
- 6) success

*Word Formation:*

- 1) commerce
- 2) perfection
- 3) explanation
- 4) economy
- 5) skill
- 6) misery
- 7) guarantee
- 8) calculation
- 9) equivalence
- 10) introduction

*Explanations::*

- 1) to become angry, mad or silly
- 2) inability to stop taking or using sth as a habit
- 3) clever (at deceiving people); ingenious

*Reported Speech::*

- 1) Lyndsay Morgan said (that) the banana had everything going for it, so its popularity that day should not seem that surprising.
- 2) Morgan added (that) it was easy to open and it was packed with energy, fibre and vitamins.
- 3) The East Germans begged their rulers to hold their hands and (to) take them to banana land.
- 4) Morgan predicted that people would eat even more bananas in the future.

*Active/Passive:*

- 1) A lot of money is spent on bananas (by the British) and they (bananas) are bought by 95% of households every week.
- 2) Fairtrade bananas are now offered by some supermarkets.
- 3) They/People/Supermarkets are specially packaging increasing numbers of these bananas.
- 4) They/The British/The Victorians imported bananas in bunches to ripening houses where they stored them.

*Conditionals:*

- 1) If Victorians had had refrigerated shipping, the Victorians would not have failed with their attempts to import bananas.
- 2) If the banana plantation workers weren't poorly paid, badly housed and exposed to dangerous chemicals, many people would not boycott Chiquita bananas. / If Chiquita paid the banana plantation workers properly, housed them better and did not expose them to dangerous chemicals, many people would not boycott their bananas.
- 3) If you eat a banana when you have got a hangover, you will feel better. / If you have got a hangover, you should eat a banana.
- 4) Unless you give me a banana, I will starve.

*Irregular Verbs:*

| <i>infinitive</i> | <i>present participle<br/>(-ing form)</i> | <i>past</i>   | <i>past participle</i> |
|-------------------|---|---------------|------------------------|
| <b>go</b>         | <b>going</b>                              | <b>went</b>   | gone (4)               |
| spend (11)        | <b>spending</b>                           | <b>spent</b>  | <b>spent</b>           |
| buy (13)          | <b>buying</b>                             | <b>bought</b> | <b>bought</b>          |
| <b>see</b>        | <b>seeing</b>                             | <b>saw</b>    | seen (21)              |
| hold (46)         | <b>holding</b>                            | <b>held</b>   | <b>held</b>            |
| <b>rise</b>       | <b>rising</b>                             | rose (49)     | <b>risen</b>           |
| <b>mean</b>       | <b>meaning</b>                            | meant (53)    | <b>meant</b>           |
| lie (61)          | <b>lying</b>                              | <b>lay</b>    | <b>lain</b>            |
| <b>pay</b>        | <b>paying</b>                             | <b>paid</b>   | paid (62)              |
| <b>leave</b>      | <b>leaving</b>                            | <b>left</b>   | left (64)              |
| <b>sell</b>       | <b>selling</b>                            | <b>sold</b>   | sold (72)              |
| <b>lead</b>       | <b>leading</b>                            | led (94)      | <b>led</b>             |

*Mixed Tenses:*

- |             |                       |                    |
|-------------|-----------------------|--------------------|
| 1) owes     | 7) was                | 13) became         |
| 2) became   | 8) became             | 14) prospered      |
| 3) has been | 9) was then protected | 15) declined       |
| 4) was      | 10) was               | 16) have helped    |
| 5) is       | 11) was observed      | 17) will establish |
| 6) expanded | 12) was planned       |                    |