

МЕТОДИЧНІ ВКАЗІВКИ
З ГРАМАТИКИ АНГЛІЙСЬКОЇ МОВИ
ДЛЯ СТУДЕНТІВ ІІ КУРСУ
ТЕХНІЧНИХ СПЕЦІАЛЬНОСТЕЙ

Базою для даної роботи є граматичний та лексичний матеріал базових підручників з англійської мови, що використовуються в процесі вивчення англійської мови студентами ІІ курсів технічних спеціальностей згідно навчальної програми.

Методичні вказівки призначені для роботи як на аудиторних заняттях, так і для самостійного опанування граматичного матеріалу студентами. Під час самостійної роботи студенти мають змогу приділити більше уваги тим граматичним темам, які були недостатньо засвоєні на парі.

Очікується, що чітко сформовані правила, функціональні приклади та вправи, представлені у роботі, допоможуть студентам опанувати відповідні граматичні форми та структури англійської мови на належному рівні.

Методичні вказівки містять 11 розділів, що охоплюють базові теми англійської граматики, а саме:

- часові форми англійської мови;
- базові форми дієслова (дієприкметник, дієприслівник, інфінітив, герундій);
- модальні дієслова;
- активний та пасивний стан дієслів;
- умовні речення;
- пряма та непряма мова тощо.

До кожної теми підібрано 10 вправ різного типу. Остання вправа у розділі консолідує матеріал і вимагає для виконання ґрунтовних знань студентів.

Слід зазначити, що окрім контролю знань, вмінь та навичок студентів, усі завдання можуть використовуватися для повторення та закріплення окремих розділів граматики.

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UNIT I

PRESENT FORMS

A. Present simple

We use the present simple:

a) for permanent states, repeated actions and daily routines.

He works in a bank. (permanent state)

He takes the train to work every morning. (daily routine/ repeated actions)

b) for general truths and laws of nature.

The sun sets in the west.

c) for timetables (planes, trains, etc). and programmes.

The plane from Brussels arrives at 8:30.

d) for sports commentaries, reviews and narration.

a) *Peterson overtakes Williams and wins the race. (sports commentary)*

b) *Mike Dalton plays the part of Macbeth. (review)*

c) *Then the prince gets on his horse and quickly rides away. (narration)*

e) to give instructions or directions (instead of the imperative).

You sprinkle some cheese on the pizza and then you bake it. (Instead of: Sprinkle some cheese on the pizza ..).

The present simple is used with the following time expressions: *usually, often, always, etc., every day/ week/month/year, in the morning/afternoon/ evening, at night, at the weekend, on Mondays, etc.*

B. Present continuous

We use the present continuous:

a) for actions taking place now, at the moment of speaking.

He is giving the baby a bath at the moment.

- b) for temporary actions; that is actions that are going on around now, but not at the actual moment of speaking.**

I'm looking for a new job these days. (He is not looking for a job at the moment of speaking).

- c) with adverbs such as: always, constantly, continually, etc. for action which happen very often, usually to express annoyance, irritation or anger.**

a) I'm always meeting Sara when I go shopping. (action which happens very often)

b) You're constantly interrupting me when I'm talking. (expressing annoyance/irritation)

- d) for actions that we have already arranged to do in the near future, especially when the time and place have been decided.**

They're moving into their new house next week. (The time has been decided).

- e) for changing or developing situations.**

More and more species are becoming extinct.

The present continuous is used with the following time expressions: now, at the moment, at present, these days, still, nowadays, today, tonight, etc.

C. Present perfect

We use the present perfect:

- a) for an action which started in the past and continues up to the present, especially with state verbs such as *be, have, like, know*, etc. In this case, we often use *for* and *since*.**

Rachel has had the dog for three years. (She got the dog three years ago and she still has it).

b) for an action which has recently finished and whose result is visible in the present.

*She has **just washed** her hair. (She has now wrapped her hair in a towel, so the action has finished).*

c) for an action which happened at an unstated time in the past. The emphasis is placed on the action.

*The Taylors **have bought** a sailing boat. (The exact time is unknown or unimportant. What is important is the fact that they now own a sailing boat).*

d) for an action which has happened within a specific time period which is not over at the moment of speaking. We often use words and expressions such as *today, this morning/evening/week/month, etc.*

*She **has taken** fifteen pictures today. (The time period – today – is not over yet. She may take more pictures).*

BUT: *She **took** twenty pictures yesterday. (The time period – yesterday – is over).*

Note: We use the present perfect to announce a piece of news and the past simple or past continuous to give more details about it.

*The police **have finally arrested** Peter Duncan. He **was trying** to leave the country when they **caught** him.*

The present perfect is used with the following time expressions: *for, since, already, yet, always, just, ever, never, so far, today, this week/month, etc., how long, lately, recently, still (in negations), etc.*

D. Present perfect continuous

We use the present perfect continuous:

a) to put emphasis on the duration of an action which started in the past and continues up to the present, especially with time expressions such as *for, since, all morning/day/ year, etc.*

Sam has been talking on the phone for half an hour. (He began talking on the phone half an hour ago and he is still talking).

b) for an action which started in the past and lasted for some time. The action may have finished or may still be going on. The result of the action is visible in the present.

Her feet hurt. She has been walking all morning. (The result of the action is visible in the present - her feet hurt).

c) to express anger, irritation or annoyance.

Somebody has been giving away our plans. (The speaker is irritated).

Note: With the verbs *live, work, teach* and *feel* (= have a particular emotion) we can use the present perfect or present perfect continuous with no difference in meaning.

We have lived/ have been living here for twenty years.

The present perfect continuous is used with the following time expressions: *for, since, how long, lately, recently.*

Note: We use the present perfect to put emphasis on number and the present continuous to put emphasis on duration.

Compare the examples:

e.g. I've typed four reports so far.

I've been typing reports all morning.

E. Adverbs of frequency

•Adverbs of frequency (*always, usually, often, sometimes, seldom/rarely, never, etc*) come before the main verb (*read, work, etc*), but

after the verb to be, auxiliary verbs (*do, have, etc*), or modal verbs (*can, should, etc*). Adverbs of frequency go before the auxiliary verbs in short answers.

e.g. Susan often goes skiing at the weekend.

Kim is sometimes rude to other people.

You can always call me if you need help.

'Do you help your mother with the housework?' 'Yes, I usually do.'

• Expressions such as *every day, once/twice a week/month, etc., most mornings/evenings, etc.* go at the beginning or the end of a sentence. *Usually, often, sometimes, normally* and *occasionally* can go at the beginning or the end of a sentence for more emphasis.

e.g. We go on holiday twice a year.

Usually, I finish work at five.

I feel bored sometimes.

• The adverbs *never, seldom* and *rarely* have a negative meaning and are never used with the word *not*.

e.g. I rarely go to bed late. (NOT: ~~I rarely don't go.~~)

PRACTICE

I. Choose the correct answer.

1 'I met our new boss this morning.'

'I...C... him, too. He's very nice.'

A am meeting **B** have been meeting **C** have met

2 '.....in a hotel?'

'No, but my parents did last summer in Rome.'

A Have you ever stayed **B** Did you ever stay **C** Are you ever staying

3 'Who is in that new film?' 'Well, a young actress.....the leading role.'

A has been playing B plays C has played

4 'Is David at home?' 'Yes, but he.....a shower at the moment.'

A is having B has been having C has

5 'Why are you so upset?' 'I my favourite ring.'

A lose B have been losing C have lost

6 'Have you found a house yet?' 'No. I.....with my aunt at the moment.'

A stay B am staying C have stayed

II. Now you have to use these sentences to make questions. Begin your questions with the word(s) in brackets.

Examples: Tom plays tennis. (How often?) How often does Tom play tennis?

1 Ann watches television. (How often?) How often.....

2 I write to my parents. (How often?)

3 I have dinner in the evening? (What time/usually?).....

4 Tom works. (Where?).....

5 I go to the cinema. (How often?).....

6 People do stupid things. (Why?).....

7 The car breaks down. (How often?).....

III. a) Put the verbs in brackets into the correct tense.

Dear Kathleen,

I 1) ...'m *writing*... (write) to tell you my news. My school 2)
(choose) me to spend six weeks at a school in the USA. I'm very happy about it!

At the moment, I 3) (pack) things for my trip, because I 4).....
(leave) next week. My mother 5) (book) the ticket.

I 6)..... (wait) for this opportunity for ages, so I'm very excited. I
7)..... (finish) reading two books about the USA and I 8)

(borrow) another one from the school library. I 9) (become) more and more nervous every day!

Well, I must go now. I've got a lot of things to do. I'll write to you from the USA.

Love, Tracy

b) Which of the *present forms* in the text above are used to express:

- 1 actions which happened at an unstated time in the past
- 2 actions which started in the past and continue up to the present with emphasis on duration
- 3 actions happening at or around the moment of speaking
- 4 changing and developing situations
- 5 actions that we have arranged to do in the near future

IV. In this exercise you have to decide whether the verbs in these sentences are right or wrong. Correct those which are wrong. The verb is underlined.

Examples: Please don't make so much noise. I study. WRONG – am studying.

- 1 Look! Somebody is climbing up that tree over there.
- 2 Can you hear those people? What do they talk about?
- 3 Are you believing in God?
- 4 Look! That man tries to open the door of your car.
- 5 The moon goes round the earth.
- 6 I'm thinking it would be a good idea to leave early.
- 7 The government is worried because the number of people without jobs is increasing.
- 8 I m usually going to work by car.

V. Now you have to put the verb into the correct form, present continuous (I am doing) or present simple (I do).

Examples: How many languages does Tom speak (Tom/speak)?

This machine doesn't work (not/work). It hasn't worked for years.

1 I (not/belong) to a political party.

2 Hurry! The bus (come). I (not/want) to miss it.

3 The River Nile..... (flow) into the Mediterranean.

4 The river (flow) very fast today – much faster than usual.

5 (it/ever/snow) in India?

6 We usually.....(grow) vegetables in our garden but this year we(not/grow) any.

7 A: Can drive?

B: No, but I (learn). My father (teach) me.

In these sentences think about whether the situation is temporary or permanent.

8 My parent's (live) in Bristol. They were born there and have never lived anywhere else. Where (your parents/live)?

9 She (stay) with her sister at the moment until she finds somewhere to live.

10 A: What (your father/do)?

B: He's a teacher, but he(not/work) at the moment.

VI. Put the adverbs of frequency in the correct position.

1 A: Do you wear sunglasses in the winter?

B: No, I do. (never)

*No, I **never** do.*

2 A: Do you like fishing, Alan?

B: Yes, I go fishing at weekends. (sometimes)

3 A: Do you go to the gym very often?

B: Yes, I go. (once a week)

4 A: How often do you visit your parents?

B: I visit them. (every weekend)

- 5 A: Do you eat in restaurants very often?
B: No, I do. (rarely)
- 6 A: Do you like oysters?
B: I don't know. I have eaten oysters. (never)
- 7 A: How often do you go on holiday?
B: I go on holiday. (once a year)
- 8 A: When do you read your post?
B: I read it on the way to work. (usually)
- 9 A: Shall I lock the door?
B: Of course. You should lock the door when you go out. (always)
- 10 A: You are breaking things! (always)
B: I'm sorry. I don't mean to.

VII. Underline the correct word in bold.

- 1 I **always**/**already** do the housework on Saturday.
- 2 We haven't booked our summer holiday **just**/**yet**.
- 3 My brother has **just**/**ever** joined the football club.
- 4 Linda has **already**/**ever** bought a new dress for the party.
- 5 Have you **so far**/**ever** tasted Japanese/food?
- 6 Joe has been in Paris **since**/**for** two weeks.
- 7 I have **never**/**just** seen this film before.
- 8 The secretary has typed twenty letters **yet**/**so far** this morning.
- 9 I have been working here **since**/**still** July.
- 10 The Taylors have moved house **recently**/**so far**.

F. State verbs

State verbs do not normally have continuous tenses. These include:

a) verbs which express likes and dislikes: like, love, dislike, hate, enjoy, prefer, adore, etc. e.g. I **love** chocolate ice cream.

b) verbs of the senses: see, hear, smell, taste, feel, look, sound.
We often use can or could with these verbs when we refer to what we see, hear, etc. at the moment of speaking. e.g. Jim **must** be at home. I **can** see his car parked outside.

c) verbs of perception: know, believe, understand, realise, remember, forget, notice, recognise, think, seem, see (=understand), expect (=think), etc. e.g. I **expect** they will be late.

d) some other verbs such as be, contain, include, belong, fit, need, matter, cost, mean, own, want, owe, have (=possess), require, weigh, wish, keep (=continue), etc. e.g. My uncle **owns** a hotel.

Study the following examples:

- 1 I **think** he's lying. (= believe)
I'**m thinking** about the plan. (= am considering)
- 2 The food **tastes** delicious. (= has a delicious flavour)
He **is tasting** the food. (= is tasting the flavour of)
- 3 I can **see** some people. (= perceive with my eyes)
I **see** what you mean. (= understand)
I'**m seeing** my doctor tomorrow. (= am meeting)
- 4 It **looks** as if they've finished the job. (= appears)
Mike **is looking** out of the window. (is directing his eyes).
- 5 This perfume **smells** nice. (= has a nice smell)
He **is smelling** the milk. (= is sniffing)
- 6 The baby's hair **feels** like silk. (= has the texture of)

She **is feeling** the baby's forehead. (= is touching)

7 Bob **has** a Porsche. (= possesses)

He's **having a shower** at the moment. (= is taking a shower)

8 The chicken **weighs** 2 kilos. (= has a weight of)

The butcher **is weighing** the meat. (= is measuring how heavy it is)

9 This dress **fits** you perfectly. (- it is the right size)

We **are fitting** new locks. (= are putting in)

10 He **appears** to be nervous. (= seems)

He **is appearing** in a new play. (= is taking part)

11 He **is** a rude person. (= character - permanent state)

He **is being** rude. (= behaviour – temporary situation, usually with adjectives such as *careful, silly, (im)polite, lazy*, etc).

Note: a) The verb *enjoy* can be used in continuous tenses to express specific preference. e.g. I'm *enjoying* this party a lot. (*specific preference*)

BUT: I enjoy going to parties. (I enjoy parties in general).

b) The verbs *look* (when we refer to a person's appearance), *feel* (=experience a particular emotion), *hurt* and *ache* can be used in either the continuous or simple tenses with no difference in meaning.

VIII. Put the verbs in brackets into the *present simple* or the *present continuous*.

1 A: Why ...*are you smelling*... (you/smell) the soap?

B: It (smell) lovely. It's like roses!

2 A: Why (you/taste) the soup?

B: To see if it (taste) good. I think it needs more salt.

3 A: I (feel) very tired.

B: You should go to bed early.

4 A: I (see) Andy this evening.

B: I ...(see). So, you don't want to come to the cinema with me, do you?

- 5 A: How much (the bag of apples/weigh)?
 B: I don't know yet. The man (weigh) the bag now.
- 6 A: I..... (think) about buying a new car soon.
 B: Why? I (think) your car is fine. You don't need a new one.
- 7 A: What (you/look) at?
 B: The sky. It (look) as if it's going to rain.
- 8 A: I really (enjoy) home-made food.
 B: So do I, and I (enjoy) every bit of this meal.
- 9 A: Why (you/feel) the radiator?
 B: It (feel) cold in here. Is the heating on?
- 10 A: That famous opera singer (appear) at the opera house tonight.
 B: Yes. He (appear) to be feeling better after his operation.

G. Have gone (to)/have been (to)

◆ *She **has gone to** the office. (This means she has not come back yet. She is still at the office).*

◆ *He **has been to** Rome twice. (This means that he has visited Rome twice; he is not there now. He has come back).*

Note: In this case *been* is used as the past participle of the verb *to go*

Other examples:

A: Where is Pam?

B: She isn't here. She's **gone to** the supermarket.

A: Where **have you been** Pam?

B: I' **ve been to** the supermarket.

IX. Fill in the gaps with *have I has been (to) or have I has gone (to)*.

1 A: Hello, Jim! Have you seen Mum?

B: Yes. She *..has gone to...* the shops. She'll be back soon.

2 A: Where you today?

B: Ithe cinema.

3 A: Shall we go on a picnic this weekend?

B: Oh, yes! Inot.....on a picnic for ages.

4 A: I'm going to India this year.

B: I never India.

A: Really? I.....there twice before.

5 A: Where are the children?

B: They the park to play football.

A:Dad..... with them?

B: Of course. Don't worry!

X. Revision task

Put the verbs in brackets into the correct *present* form.

1 A: Linda ...*is learning*... (learn) to drive at the moment.

B: I know. She told me last week.

2 A: Has Alan got a job?

B: Oh yes. He.....(be) the manager of a leisure centre.

3 A:Do you want to have a break now?

B: Not yet. I(write) a report for tomorrow's meeting.

4 A: It's ten o'clock. Have you given the manager his letters?

B: Yes, and I (also/type) six reports so far this morning.

5 A: Is Jeff still in the garden?

B: Yes. He(plant) flowers all afternoon.

6 A: That author is very well-known, isn't she?

B: Yes. She(write) twenty novels so far.

7 A: You look very happy today.

B: I am. I(just/hear) some good news.

8 A: What time.....(the play/start) tonight?

B: Seven o'clock, I think.

9 A: Are you new to this company?

B: Not really. In fact, I(work) here for almost two years.

10 A: Are you ready for the concert?

B: Yes. I(practise) for weeks.

UNIT II

PAST FORMS

A. Past simple

We use the past simple:

a) for an action which happened at a definite time in the past. The time is stated, already known or implied.

*They **went** camping by the lake last month. (When did they go camping? Last month. The time is stated).*

b) for actions which happened immediately one after the other in the past.

*First she **paid** the driver, then she **got out** of the taxi.*

c) for past habits or states which are now finished. In such cases we can also use the expression *used to*.

*Kitchens **were/used to be** very different a hundred years ago.*

The past simple is used with the following time expressions: *yesterday, then, when, How long ago ...?, last night/week/month/year/Tuesday, etc., three days I weeks, etc. ago, in 1997, etc.*

B. Past continuous

We use the past continuous:

a) for an action which was in progress at a stated time in the past.

We do not mention when the action started or finished.

*At seven o'clock yesterday evening they **were having** dinner. (We do not know when they started or finished their dinner).*

b) for an action which was in progress when another action interrupted it. We use the past continuous for the action in progress

(longer action) and the past simple for the action which interrupted it (shorter action).

*He was walking down the street when he **ran into** an old friend.*

c) for two or more simultaneous past actions.

*She was talking on her mobile phone while she was **driving** to work.*

d) to describe the atmosphere, setting etc. in the introduction to a story before we describe the main events.

*One beautiful autumn afternoon, Ben was **strolling** down a quiet country lane. The birds were **singing** and the leaves were **rustling** in the breeze.*

The past continuous is used with the following time expressions: *while, when, as, all morning/evening/day/ night, etc.*

C. Past perfect

We use the past perfect:

a) for an action which happened before another past action or before a stated time in the past.

*She **had finished** work when she met her friends for coffee. (She finished work first and then she met her friends).*

b) for an action which finished in the past and whose result was visible in the past.

*He was happy. He **had signed** an important contract (The action finished in the past and its result was visible in the past, too).*

Note: The past perfect is the past equivalent of the present perfect.

e.g. a) *He **had fixed** the old armchair. It **looked** brand new. (The action — had fixed — happened in the past. The result — looked brand new — was also visible in the past).*

b) *He has fixed the old armchair. It looks brand new. (The action —has fixed— happened in the past. The result —looks brand new- is still visible in the present).*

The past perfect is used with the following time expressions: *before, after, already, just, for, since, till/ until, when, by, by the time, never, etc.*

Note: We can use the past perfect or the past simple with *before* or *after* without any difference in meaning.

e.g. They went out after it had stopped/ stopped raining.

D. Past perfect continuous

We use the past perfect continuous:

a) to put emphasis on the duration of an action which started and finished in the past before another past action or a stated time in the past, usually with *since* or *for*.

They had been looking for a house for six months before they found one they liked.

b) for an action which lasted for some time in the past and whose result was visible in the past.

Last Friday Ron had to fly to New York. His flight was delayed.

He was annoyed. He had been waiting at the airport for three hours. (He waited at the airport for three hours and the result of the action was visible in the past too).

Note: The past perfect continuous is the past equivalent of the present perfect continuous.

e.g. a) I had been driving for ten hours, so I felt exhausted. (The action — had been driving— lasted for some time in the past. The result —felt exhausted— was also visible in the past).

b) *I have been driving for ten hours, so I feel exhausted. (The action — have been driving— started in the past. The result —feel exhausted— is still visible in the present).*

The past perfect continuous is used with the following time expressions: *for, since, how long, before, until, etc.*

PRACTICE

I. Put the verb into the correct form, past perfect (*I had done*) or past simple (*I did*).

Examples: ‘Was Tom there when you arrived?’ ‘No, he had gone (go) home.

‘Was Tom there when you arrived?’ ‘Yes, but he went (go) home soon afterwards.’

- 1 The house was very quiet when I got home. Everybody(go) to bed.
- 2 I left very tired when I got home, so I(go) straight to bed.
- 3 Sorry I’m late. The car(break) down on my way here.
- 4 There was a car by the side of the road. It(break) down and the driver was trying to repair it. So we(stop) to see if we could help.

II. In this exercise you have to read a situation and then write a sentence.

Examples: We began playing football. After half an hour there was a terrible storm.

We had been playing for half an hour when there was a terrible storm.

- 1 The orchestra began playing at the concert. After about ten minutes a man in the audience suddenly began shouting.

The orchestra for about ten minutes when

2 I had arranged to meet Tom in a restaurant. I arrived and began waiting. After 20 minutes I realized that I had come to the wrong restaurant.

Iwhen I

3 Mr and Mrs Jenkins went to live in the south of France. Six months later Mr Jenkins died. Theywhen

III. Put the verb into the correct form, past perfect continuous (*I had been going*) or past continuous (*I was doing*).

Examples: Tom was leaning against the wall, out of breath. He *had been running* (run). I tried to catch Tom but I couldn't. He *was running* (run) very fast.

1 Jim was on his hands and knees on the floor. He(look) for his cigarette lighter.

2 We(walk) along the road for about 20 minutes when a car stopped and the driver offered us a lift.

3 When I arrived, everyone was sitting round the table with their mouths full. They(eat).

4 When I arrived, everyone was sitting round the table and talking. Their mouths were empty but their stomachs were full. They(eat).

5 When I arrived, Ann (wait) for me. She was rather annoyed with me because I was late and she(wait) for a very long time.

IV. Put the verbs in brackets into the *past simple* or *past continuous*

The sun 1) ...*was shining*... (shine) and the birds 2).....(sing) as Mike 3) (drive) down the country lane. He 4) (smile) because he 5) (look forward) to the journey ahead. Mike 6) (enjoy) driving, especially when he 7) (go) somewhere new. Then, suddenly, the engine 8) (begin) to make a strange noise and the car 9) (stop) dead in the middle of the road.

Mike 10) (try) to start it, but nothing 11)
(happen). He 12) (sigh), then 13) (get out) of the car. As he
14) (push) the car to the side of the road, Mike 15) (start) to
wish he had stayed at home.

E. Past simple

We use the past simple:

- **for an action which happened at a definite time in the past.**

The time is stated, already known or implied.

*Simon Cook **Painted** his first picture in 1980. (When? In 1980. The time is stated).*

- **for an action which began and finished in the past.**

*Mr Clark **taught** Maths for thirty years. (He is no longer a teacher. He has retired).*

- **for an action which happened in the past and cannot be repeated.**

*e.g. a) Mike **won** more than twenty medals when he was an athlete. (He is no longer an athlete. He cannot win another medal). b) I once **spoke** to Frank Sinatra. (He is no longer alive. I won't speak to him again).*

• **for an action which happened within a specific time period which is over at the moment of speaking.**

*e.g. I **wrote** three letters this morning. (The time period is over. It is evening or night now).*

Present perfect

The present perfect is used for actions which happened in the past and are related to the present. We use the present perfect:

- for an action which happened at an unstated time in the past. *Simon Cook **has painted** a lot of pictures. (When? We do not know. The exact time is not mentioned or implied).*

- for an action which started in the past and continues up to the present. *Mrs Nelson **has taught** French for twenty years. (She started teaching French twenty years ago and she is still teaching French today).*

- for an action which happened in the past and may be repeated. e.g. a) *Ben is an athlete. He **has won** more than ten medals. (He is still an athlete. He may win some more medals).*

- b) *I've **spoken** to Celine Dion. (She is still alive. I may speak to her again).*

- for an action which happened within a specific time period which is not over at the moment of speaking. e.g. *I've **written** two letters this morning. (The time period is not over. It is still morning).*

Note: We use the past simple to talk about actions which were performed by people who are no longer alive, even if the time is not stated.

e.g. Charles Dickens **wrote** 'Oliver Twist'.

V. Put the verbs in brackets into the *past simple* or the *present perfect*.

I. A: I 1) ...'ve *seen*... (see) this film before.

B: Me too, but I love this actor. He 2) (play) a lot of good roles.

A: Tom Cruise? I 3) (meet) him, you know.

B: Really? When?

A: When I 4) (be) in Los Angeles on holiday.

II. A: Who is that man?

B: He's an artist. He 1) (paint) a lot of beautiful pictures.

A: I think Van Gogh 2) (paint) the most beautiful pictures ever. But his life 3) (be) miserable.

III. A: I 1) (just/hear from) an old friend of mine.

B: Oh, really?

A: Yes. Jim 2) (write) to me. I 3) (get) the letter this morning.

B: That's nice. When 4) (you/first/meet) him?

A: He 5) (live) next door to me for three years, but he 6) (move) away last June and I 7) (not/see) him since.

F. Past simple – past continuous – past perfect

The ***past simple*** is used for actions which happened immediately one after the other in the past.

*When Jim came home, they **watched** a film on TV. (Jim came home and then they watched a film together).*

The ***past continuous*** is used for a past action which was in progress when another action interrupted it.

*When Jim came home, Mary **was watching** a film on TV. (She was still watching the film when Jim came home).*

The ***past perfect*** is used for an action which happened before another past action or a specific time in the past.

*When Jim came home, Mary **had already watched** the film on TV. (She watched the film first. Jim came home afterwards).*

We can use the past simple, past continuous or past perfect without any difference in meaning with verbs such as *think, hope, mean, expect, etc.* for things we hoped or wished to do, but didn't. e.g. *I expected/was expecting/had expected him to call me, but he didn't.*

VI. Put the verbs in brackets into the correct tense.

- 1 A: What ...*were you doing*... (you/do) at ten o'clock this morning?
B: I(read) some important documents in my office.
- 2 A: Why are you so disappointed? B: Because I.....(hope) that I would pass the test, but I didn't.
- 3 A: Have you found your bag yet? B: No, but I.....(report) it stolen to the police yesterday.
- 4 A: Did you enjoy the play last night? B: No, even though I.....(read) good reviews of it before I bought the tickets.
- 5 A: Have you written your report yet?
B: I.....(just/start) when you came in, actually.
- 6 A: Sorry I'm late.
B: Where have you been? I(expect) you an hour ago.
- 7 A: We.....(go) to an antique market yesterday.
B:(you/buy) anything?
- 8 A: Were you surprised that the factory closed down?
B: Not really. In fact, I(know) it was going to happen.
- 9 A: Julia did well in the test, didn't she?
B: Yes. She.....(study) very hard for it.

VII. Put the verbs in brackets into the correct tense.

Last weekend, Cathy 1) (hire) a car and 2)(drive) to the seaside. When she 3) (arrive) the wind 4).....(blow) and the sky 5).....(be) cloudy. She 6)(get out) of the car and 7) (take) a walk along the seafront. Then she 8)(decide) to go for fish and chips at a nearby restaurant that she 9) (see) earlier

and liked the look of. By the time she 10) (leave) the restaurant, it
11) (already/grow) dark. As she 12)..... (walk) to her car it
13) (begin) to rain. However, Cathy 14)(not/mind) because
she 15).....(have) a wonderful day.

VIII. Underline the correct tense.

- 1 Lynne was singing/had sung as she was cleaning the windows.
- 2 Mr Todd *was teaching/had been teaching* for thirty years when he retired.
- 3 I phoned Jack because I *wanted/had wanted* to ask him a question.
- 4 They *had walked/had been walking* for hours when they stopped for a rest.
- 5 The shop *had been selling/had sold* the table by the time I got there.
- 6 Joe was happy. He *was winning/had won* first prize in the competition.
- 7 It *was raining/had rained* while they were playing the football match.
- 8 Rob *was opening/opened* the box and looked inside.
- 9 Eve was delighted to hear that she *was getting/had got* the job.
- 10 People *used to work/were working* very long hours in those days.
- 11 I was running when I *slipped/was slipping* on the ice.
- 12 They *were already buying/had already bought* the tickets when they went to the concert.
- 13 Carol *had broken/was breaking* her arm, so she couldn't write for six weeks.
- 14 We *had been staying/stayed* in a hotel by the sea last summer.
- 15 Elvis Presley *sang/had sung* lots of hit songs.

IX. Fill in the gaps with an appropriate *past form*.

a) One fine morning, a man 1) ...*was fishing*... (fish) in a river. The sun
2) (shine) and the man 3) (sit) on the river bank. Everything
was very quiet and peaceful. The man 4).....(wait) patiently for several hours
when suddenly he 5) (feel) something pulling on the fishing line. He

6) (stand up) quickly and 7)(begin) to take in the line. He 8)(just/lift) the huge fish he had caught out of the water when there was a loud splash and it fell back into the river. At first, the man didn't know what 9) (happen). Then, he 10) (look) carefully at his fishing line. It 11) (snap). The poor man was so disappointed that he 12) (pack) away all his things and went home.

b) Which of the *past forms* in the text above are used to express:

- 1 emphasis on the duration of an action which started and finished in the past before another past action or a stated time in the past
- 2 action which happened at a definite time in the past – time stated, known or implied
- 3 actions which happened immediately one after the other in the past
- 4 to describe the atmosphere, the setting, etc. in the introduction to a story
- 5 action which happened before another past action

X. Revision task

Complete the sentences using any appropriate *past forms*.

- 1 While Joanne ...*was washing*... her hair, Carl was cleaning the house.
- 2 I have no idea where I.....my wallet.
- 3 He.....his leg when he fell off his skateboard.
- 4 We..... in the classroom for ten minutes before the teacher arrived.
- 5 She.....to the theatre last night.
- 6 My tooth..... for a week before I went to the dentist's.
- 7 She cried when she her driving test.
- 8 What when the alarm went off?
- 9 They got into the car and away.
- 10 I could tell she the competition because she couldn't stop smiling.
- 11 Wealong the beach when we heard a cry for help.
- 12 Tom.....the piano for years before he became famous.

UNIT III

FUTURE FORMS

A. Future simple

We use the future simple:

a) in predictions about the future usually with the verbs *think*, *believe*,

expect, etc., the expressions *be sure*, *be afraid*, etc., and the adverbs *probably*, *perhaps*, *certainly*, etc.

I'm afraid we won't be on time for the meeting.

b) for on-the-spot decisions.

I'll take this leg of lamb.

c) for promises (usually with the verbs *promise*, *swear*, *guarantee*, etc.), threats, warnings, requests, hopes (usually with the verb *hope*) and offers.

A: I don't understand this exercise. Will you help me with it? (request)

B: Of course! I'll explain it to you. (offer)

d) for actions/events/situations which will definitely happen in the future and which we cannot control.

The temperature will reach 40°C tomorrow.

B. Be going to

We use be going to:

a) for plans, intentions or ambitions we have for the future.

Now that they've won the lottery, they are going to buy a big house. (intention/plan)

I'm going to become a famous violinist one day. (ambition)

b) for actions we have already decided to do in the near future.

They are going to get married in three months. (They have already decided to do it).

***BUT:** They're getting married next month. (They have decided and arranged to do it).*

c) in predictions when there is evidence that something will happen in the near future.

Look at the clouds! It's going to rain.

Note: 1) We normally use *be going to* to talk about something we intend to do and *will* to give details or make comments.

e.g. A: I'm going to have a party next week. I'll invite all my friends.

B: That'll be great.

2) We normally use the *present continuous* rather than *be going to* with verbs which express movement, especially the verbs *go* and *come*.

e.g. Sam is going to the market in a few minutes. Sheila is coming to my house for tea this afternoon.

The future simple and *be going to* are used with the following time expressions: *tomorrow, the day after tomorrow, tonight, soon, next week/month/year, in a week/month/year, in two/three days/weeks, etc.*

C. Future continuous

We use the future continuous:

a) for an action which will be in progress at a stated future time.

This time next week, we'll be cruising round the island.

b) for an action which will definitely happen in the future as the result of a routine or arrangement.

Don't call Julie. I'll be seeing her later, so I'll pass the message on.

c) when we ask politely about someone's plans for the near future (what we want to know is if our wishes fit in with their plans).

A: *Will you be using the photocopier for long?*

B: *No. Why?*

A: *I need to make some photocopies.*

D. Future perfect

We use the future perfect: for an action which will be finished before a stated future time.

She will have delivered all the newspapers by 8 o'clock.

The future perfect is used with the following time expressions: *before, by, by then, by the time, until/till.*

Note: *Until/till* are only used in negative sentences.

a) *She will have finished the report by tomorrow.*

(*NOT: ... until/till tomorrow.*)

b) *She won't have completed the report until/till 5 o'clock.*

E. Future perfect continuous

We use the future perfect continuous to emphasize the duration of an action up to a certain time in the future. e.g.: *By the end of next month, she will have been teaching for twenty years.*

The future perfect continuous is used with: *by... for.*

Note: After the time expressions *by the time, until, before*, we use the present simple because they introduce time clauses. The future perfect and the future perfect continuous may come either before or after the time clause.

Study the following examples:

a) *I won't have finished cleaning the house until you come back.*

b) *By the time they reach York, they will have been travelling for four hours.*

Note: We can use the future simple, future continuous or future perfect to make a prediction about the present or past, that is to say what we believe may be happening or have happened.

Study the following examples:

- e.g. a) *There's somebody on the phone for you.' That'll **be** my mother.'*
b) *Don't call her now - she'll **be** sleeping.*
c) *It's seven o'clock. Dad **will have** left the office by now.*

F. Present simple

We use the present simple for future actions when we refer to programmes, timetables, etc.

e.g. *The bus **arrives** in Liverpool at 7:30.*

G. Present continuous

We use the present continuous for actions we have decided and arranged to do in the near future.

e.g. *I'm **flying** to Lisbon tomorrow morning.*

• We use the present simple or present perfect, and not future forms, after words and expressions such as *while, before, after, until/till, as, unless, when, whenever, if, suppose/supposing, once, as soon as, as long as, by the time, in case, on condition that, etc.*

e.g. *Call me **as soon as** you **get** back.*

(*NOT: ...~~as soon as~~ you ~~will~~ ~~got~~ back).*)

• We use future forms:

a) with *when* when it is used as a question word. When it is used as a time word we use the present simple.

e.g. ***When will** they **get** married?*

*I'm not sure **when they will** visit us.*

BUT: *I will let you know when I decide.*

b) with *if* (= whether) when it is used after expressions which show ignorance, uncertainty, etc. such as / *don't know, I wonder, I doubt, etc.*

e.g. *I don't know if/whether he'll move house.*

I doubt if/whether she'll pass her exams.

BUT: *If you call her, give her my regards.*

PRACTICE

I. Decide which form of the verb is correct (or more natural) in these sentences. Cross out the one which is wrong.

Example: *Tom isn't free on Saturday. He will work/is working.*

- 1 I will go/am going to a party tomorrow night. Would you like to come too?
- 2 According to the weather forecast it will rain/is raining tomorrow.
- 3 I'm sure Tom will get/is getting the job. He has a lot of experience.
- 4 I can't meet you this evening. A friend of mine will come/is coming to see me.
- 5 A: Have you decide where to go for your holidays yet?
B: Yes, we will go/are going to Italy.
- 6 Don't worry about the dog. It won't hurt/isn't hurting you.

II. Answer these questions using the words in brackets.

Example: *When do you think he'll arrive? (expect/tonight) I expect he'll arrive tonight.*

- 1 What do you think she'll say? (probable/nothing)
She.....
- 2 Where do you think she'll go? (expect/London) I
- 3 When do you think she'll leave? (think/tomorrow) I.....
- 4 How do you think she'll go there? (expect/by train) I

5 When do you think she'll be back? (think/quite soon) I

6 Do you think you'll mess her? (I'm sure/very much) Yes,

III. This time you have to agree an promise to do things.

Example: A: Call you clean the windows? B: Sure, *I'll clean them* this afternoon.

A: Do you promise? B: *Yes, I promise I'll clean them this afternoon.*

1 A: Can you phone me later? B: Sure..... tonight.

A: Do you promise? B: Yes,.....

2 A: Can you repair the clock? B: Okay, tomorrow.

A: Do? B:

3 A: Please don't tell anyone. B: All right, I won't tell anyone.

A:? B:

4 A: Please don't hurt me. B: Don't worry,

A:.....? B:

IV. Fill in the *future simple*, the *present simple* or the *present perfect*.

A. My car is being repaired and I don't know when it 1) ...*will be*... (be) ready. I doubt whether I 2)(be able to) collect it before the weekend. I wonder if John 3).....(give) me a lift to the party on Saturday. I'll ask him when he 4).....(come) home.

B. I was calling to ask if you'd like to go out after we 1).....(finish) work tomorrow or if you 2) (want) to watch a video instead. Call me back as soon as you 3) (get) in. I'll wait until I 4).....(hear) from you.

C. Paula is drinking tea as she is waiting for Charles. She wonders if he 1) (be) late as usual. She will wait until the clock 2).....(strike) five and then she will call him in case he 3)(forget).

H. Future simple versus be going to

We use the future simple:

- when we make a prediction based on what we think, believe or imagine. *In the year 2020 people will drive electric cars.*

- for on-the-spot decisions. *I like this ring better than the other. I'll take it.*

We use be going to:

- when we make a prediction based on what we can see (evidence) or what we know. *She is going to cut the sunflowers.*

- for actions we have already decided to do in the future.

A: *Do you like this blouse?*

B: *Yes. Why?*

A: *I'm going to give it to my daughter as a gift.*

V. Now you have to say what you think is going to happen in these situations.

Example: The sky is full of black clouds. (rain) It's going to rain.

1 Terry is doing his examinations tomorrow. He hasn't done any work for them and he is not very intelligent. (fail) He

2 It is 8.30. Tom is leaving his house. He has to be at work at 8.45 but the journey takes 30 minutes. (be late).....

3 There is a hole in the bottom of the boat. It is filling up with water very quickly. (sink) It

4 Ann is driving. There is very little petrol left in the tank. The nearest petrol station is a long way away. (run out of petrol)

VI. Fill in the *future simple* or *be going to*

1 A: Have you finished your essay yet?

B: No, but I'm sure I *..ll finish...* (finish) it on time.

- 2 A: I have decided what to wear for the party.
B: Really? What..... (you/wear), then?
- 3 A: Why do you need hot soapy water?
B: Because I..... (wash) the car.
- 4 A: Did you post those letters?
B: No, I forgot. I.....(post) them this afternoon.
- 5 A: Did you book a table at the restaurant?
B: Yes, but I don't expect it..... (be) busy.
- 6 A: I'm hungry. B: Me too. I(make) us something to eat.
- 7 A: What are you doing this weekend?
B: Oh, I.....(probably/visit) my grandparents.
- 8 A: Look at that dog!
B: Oh yes! It..... (swim) across the river.
- 9 A: Tony is nearly eighteen, isn't he?
B: Yes. He(work) for his father when he leaves school.

VII. Underline the correct tense.

A Next Saturday, Daisy 1) is flying/flies to Paris for a business meeting. Her secretary has already booked the flight. The plane 2) *will leave/leaves* at nine o'clock in the morning and one of her business clients 3) *will have met/will be meeting* her at the airport when the plane lands. She doesn't know how long the meeting will last, but she 4) *will have returned/will have been returning* home by Thursday evening.

B Florence 1) *is going to become/will be becoming* a doctor when she finishes medical school. She thinks she 2) *will probably work/will have probably worked* in a hospital for most of her career. This time next month, she 3) *will have revised/will be revising* hard for her exams. By the time she gets her degree she 4) *will have been studying/will have studied* medicine for five years. Florence hopes she 5) *will have passed/will pass* all the exams with excellent grades.

VIII. A Fill in the gaps with an appropriate tense form.

Next month, Maggie 1) *..is going...* (go) to Australia to visit her sister, who she hasn't seen for fifteen years. The plane 2)(leave) early in the morning and 3) (stop off) at Singapore before flying on to Sydney. It 4).....(be) a very long, tiring journey, but Maggie is very excited because this time next month, she 5).....(begin) her adventure on the other side of the world. She 6).....(stay) in Australia for one month. She has booked her flight, so she 7)(fly) back to Britain on 31st May. She hopes that she 8)..... (visit) lots of fascinating places and seen many interesting things by the time her holidays are over.

B Which of the tense forms in the text above are used to express:

- 1 timetables/programmes
- 2 actions which will have finished before a stated future time
- 3 plans or intentions
- 4 fixed arrangements in the near future
- 5 actions which will be in progress at a stated future time
- 6 predictions based on what we know

IX. Put the verb in brackets into the correct *future form*.

Dear Lionel,

I'm writing to tell you my exciting news. I have won a competition! I think my life 1) *...will change...* (change) a lot now! I 2) (meet) the competition organisers next week to get my prize — a cheque for £50,000.

As soon as I 3) (have) the money, I 4)(buy) a new car, and I 5) (also/redecorate) my house.

Hopefully, I 6) (finish) the whole house by the end of June. Then, on the fifth of July, I 7) (fly) to Tahiti for an

exotic holiday in the sun. I 8) (return) by the end of July and then I 9) (throw) a big party for all my friends. I hope you 10).....(come).

Well, it's almost lunchtime, so I 11).....(say) goodbye for now. I promise I 12).....(send) you a postcard from Tahiti.

Best wishes, Emily

X. Revision task

Put the verb in brackets into the correct *future tense*.

1 A: Your house is very small.

B: I know. I ...'m going to move... (move) to a bigger house next year.

2 A: I have got a new job!

B: Wonderful! I (call) Mum and tell her the good news.

3 A: How old is your daughter?

B: She (be) fourteen next week.

4 A: I must phone Julia.

B: Well, don't phone her now. She(sleep).

5 A: Have you been living here long?

B: Yes. By next month, I (live) here for ten years.

6 A: Are you having a party next weekend?

B: Yes. I hope I..... (finish) decorating the house by then.

7 A: What are your plans for tonight?

B: Well, I..... (meet) Steve at eight o'clock.

8 A: I must buy some bread.

B: You'd better hurry. The shops (close) in half an hour.

9 A: Shall I call you at ten o'clock tomorrow?

B: No. I(leave) for work by then.

10 A: Are you coming to the disco on Friday night?

B: I can't. I (study) for my exam then.

UNIT IV

INFINITIVE – TOO/ENOUGH – THE “ING FORM”

A. The infinitive

The infinitive is the root form of the verb. There are two kinds of infinitive:

- a) the to - infinitive e.g. to stay, to go
- b) the bare infinitive which is the root form of the verb without to.

We use the to-infinitive:

- after verbs such as *advise, agree, decide, expect, hope, manage, offer, promise, refuse, seem, want, etc.*

e.g. *He refused to answer my question.*

- after be + adjective such as *glad, happy, nice, sorry, etc.*

e.g. *It is nice to be back home. Jack will be glad to see you.*

- after some verbs such as *know, learn, remember, ask, want to know, etc.* when there is a question word (who, what, where, how, etc). after them.

Why' is not followed by an infinitive, but by a subject + verb.

e.g. *I don't know how to answer this question.*

but I didn't know why he was crying

- with too and enough.

e.g. *It's too cold to go outside. Joe isn't old enough to vote.*

- to express purpose.

e.g. *I went to the florist's to buy some flowers.*

We use the bare infinitive:

- after modal verbs (can, must, etc)..

e.g. *You can go home now.*

- after the verbs let and make.

e.g. *My parents let me have a party for my birthday last month.*

PRACTICE

I. Write what the following words/phrases are followed by: to - *infinitive* (T.I). or *bare infinitive* (B.I)..

- | | |
|-----------------------|-------------|
| 1 could + <i>B.I.</i> | 9 could + |
| 2 agree + | 10 agree + |
| 3 let + | 11 let + |
| 4 must + | 12 must + |
| 5 want + | 13 want + |
| 6 learn + | 14 learn + |
| 7 decide + | 15 decide + |
| 8 promise + | 16 advise + |

II. In this exercise you have to complete each sentence with a suitable verb.

Example: Don't forget *to post* the letter I gave you.

1. Tom refused me any money.
2. Jill has decided not a car.
3. The thief got into the house because I forgotthe window.
4. There was a lot of traffic but we managedto the airport in time.
5. I've arranged..... tennis tomorrow afternoon.
6. One day I'd like to learn..... an aeroplane.
7. I shouted to him. He pretended not..... me but I'm sure he did.
8. Why hasn't Sue arrive yet? She promised not.....late.
9. Our neighbor threatenedthe police if we didn't stop the noise.
10. Ann offeredafter our children while we were out.
11. The teacher was very strict. Nobody dared..... during his lessons.

B. The subject of the infinitive

When the subject of the main verb and the subject of the infinitive is the same, then the subject of the infinitive is omitted. *e.g. I would like to stay here.* (The subject of the main verb and the infinitive is "I")

• When the subject of the infinitive is different from the subject of the main verb, then the subject of the infinitive is not omitted. The subject of the infinitive can be a name (Mark), a noun (the boys) or an object pronoun (me, you, them, *etc.*) and goes before the infinitive.

Lucy

e.g. I would like the girls to stay here.

her

III. Read each sentence and write a second sentence from the words given.

Example: Jill didn't have any money.

she/want/Ann/lend her some *She wanted Ann to lend her some.*

1. Tom's parents were disappointed when he decided to leave home.

they/want/Tom/stay with them

2. Please don't tell anyone that I'm leaving my job.

I/not/want/anyone/know

3. There's a football match next Saturday between England and Scotland. You/want/Scotland/win?

4. Unfortunately someone had told Sue that I was going to visit her.

I/want/it/be a surprise.....

IV. Read a sentence and write a second sentence with the same meaning.

Examples: 'Don't touch anything', the man said to me.

The man told *me not to touch anything.*

'Don't forget to post the letter', Jack said to me.

Jack reminded

1. She told me that it would be best if I told the police about the accident.

She advised

2. I told you that you shouldn't tell him anything.
I warned
3. I was surprised that it rained. I didn't expect.....
4. 'Would you like to have dinner with me?' Tom said to Ann.
Tom invited.....
5. At first I didn't want to play tennis but John persuaded me.
John persuaded.....
6. The sudden noise caused me to jump. The sudden noise
made.....
7. If you've got a car, you are able to travel around more easily.
Having a car enables.....
8. She wouldn't allow me to read the letter. She wouldn't let.....

V. Put the verbs in brackets into the correct form of the infinitive.

Dear Emma,

I'm writing (1) *...to invite...* (invite) you to my birthday party next Saturday.

As you know, I'll be nineteen, so this is going to be a very special occasion for me. I've invited almost all of my friends and I really hope they'll all be able (2).....(come). Could I (3).....(ask) you (4)..... (help) me with the preparations, though? I would like (5).....(decorate) the house with white and pink flowers, but I'm afraid I won't(6).....(have) time to do everything by myself. I've also decided (7).....(make) my own cake and I'll certainly need your help with that!

Please write back soon and let me (8).....(know) if you can make it.

Best wishes, Sandra

C. Too/ enough

• **Too** goes before adjectives or adverbs. It has a negative meaning and shows that something is more than enough, more than necessary or wanted.

too + adjective, adverb + to - infinitive

*e.g. Sarah is **too young to go** to school. (Sarah is so young that she can't go to school). He speaks **too quickly for me to understand** him. (He speaks so quickly that I can't understand him).*

• **Enough** goes before nouns but after adjectives or adverbs. It has a positive meaning and shows that there is as much of something as is wanted or needed.

Adjective/adverb + enough } + **to - infinitive**
enough + noun }

*e.g. She's **old enough to go out on her own**. (She can go out on her own).
I've got **enough butter to make a cake**. (I can make a cake).*

enough ... + to - infinitive (positive meaning) *e.g. He is **strong enough to lift** the suitcase.*

not enough ... + to - infinitive (negative meaning) *e.g. He is **not strong enough to lift** the suitcase.*

too ... + to - infinitive (negative meaning) *e.g. He is **too weak to lift** the suitcase.*

too ... for somebody/something + to-infinitive (negative meaning)

*e.g. The suitcase is **too heavy for him to lift**.*

VI. Rewrite the sentences using *too* or *enough*.

1 Don't wear a T-shirt. It's cold outside. It's *too cold outside to wear a T-shirt*.

2 It's very hot today. Let's go to the beach. It's

3 We're not going to the party yet. It's early. It's

4 You can't touch the ceiling. You're short. You're not

- 5 You can buy this sweater. It's cheap. This sweater is
- 6 You can walk to school alone. You aren't too young. You're
- 7 They can buy a luxury yacht. They're rich. They're
- 8 You can lift this box. It's light. This box

D. The "-ing form" is the verb form with the -ing suffix.

e.g. Sam likes fishing.

We use the “ing form”:

• **as a noun.** *e.g. Walking is a good form of exercise.*

• **usually after the verbs like, love, dislike, hate, enjoy, prefer.**

e.g. Helen likes watching old films on TV.

• **after the verbs start, begin, stop, finish.**

e.g. He started writing his composition an hour ago.

• **after prepositions.**

e.g. I'm tired of going to work by bus every morning.

• **after the verb go when we talk about activities,** *e.g. We usually go skiing at the weekends.*

• **after the expressions be busy, it's no use, it's no good, it's (not) worth, what's the use of...?, there's no point in.**

e.g. Father is busy repairing the car.

• **after verbs such as avoid, admit, confess, deny, look forward to, mind, regret, risk, spend, suggest, etc.**

e.g. Tony avoided answering my question.

NOTE:

1 We can use the -ing form or the to-infinitive after the verbs start, begin, continue, like, love, prefer and hate. *e.g. He started writing/to write his speech last night.*

2 We use the to-infinitive and not the -ing form after the expressions would love/would like/would prefer, e.g. *I would love to have my own house one day. (NOT: I would love having my own house one day).*

3 We can use the bare infinitive or the -ing form after the verbs see, hear, feel and watch. Note the difference in meaning, however.

*a) I saw Peter **cross** the street. (I saw the whole action - by the time I left, Peter was on the other side of the street).*

*b) I saw Peter **crossing** the street. (I only saw part of the action - I don't know if Peter got to the other side of the street by the time I left).*

VII. Put the verbs in brackets into the correct *infinitive form* or the *-ing form*.

- 1 I would like ...*to go*... (go) out tonight.
- 2 He hates(play) cards.
- 3 She is too excited(sleep).
- 4 You must.....(get up) early in the morning.
- 5 I regret..... (spend) so much money last weekend.
- 6 They go.....(run) every Tuesday evening.
- 7 I saw Helen(wash) the dishes. It took her only ten minutes.
- 8 I started (learn) French two years ago.
- 9 He was very pleased.....(see) her again.
- 10 The dentist advised him.....(stop) eating sweets.

VIII. Now put the verb in the right form: -ing, to + infinitive without to.

Example: Mr Thomas doesn't allow smoking (smoke) in his office.

- 1 Mr Thomas doesn't let anyone(smoke) in his office.
- 2 I don't know Jack but I'd like.....(meet) him.
- 3 Where would you recommend me (go) for my holidays?
- 4 I don't recommend(eat) in that restaurant. The food's awful.
- 5 The film was very sad. It made me.....(cry).
- 6 Jack's parents have always encouraged him(study) hard.

7 We were kept at the police station for an hour and then allowed ...(go).

IX. This time put the verb into the correct form, -ing or to + infinitive.

Examples: I enjoy *being* (be) alone. Would you like *to come* (come) to a party?

1 Do you mind (travel) such a long way to work every day?

2 Ann loves (cook) but she hates(wash) up.

3 I can't stand people (tell) me what to do when I'm driving.

4 I don't like that house. I would hate (live) here.

5 Do you like (drive)?

6 When I have to catch a train, I'm always worried about missing it. So I like (get) to the station in plenty of time.

7 I very much enjoy (listen) to classical music.

8 I would much enjoy ...(come) to your wedding but it just isn't possible.

9 Sometime I'd like (learn) to play the guitar.

X. Revision task

Put the verbs in brackets into the correct *infinitive form* or the *-ing form*.

1 A: Are you busyreading..... (read)?

B: Yes, but I don't mind(help)you. What do you want?

A. Do you know the answer to this question?

B: Yes, Look, I'll show you how (do) it yourself.

2 A: I've decided(get) a part-time job.

B: Really? What kind of job do you want (find)?

A: Well, I really enjoy (look after) animals, so I wouldn't mind (work) in a pet shop.

3 A: The police caught the man who burgled my house last month,

B: Really? How did they manage.....(catch) him?

A: I don't know, but he admitted.....(steal) things in our neighbourhood.

B Well, I'm happy.....(hear) that the thief was caught.

4 A: Let's(go) to the ice-ring at the weekend.

B: You know I hate(ice-skate).

A: But you've only tried it once. Anyway, you love
..... (roller-skate). It's the same thing.

B: That's different.

5 A: Did you know that Scott is going to ask Laura (marry) him?

B: Really? How do you know that?

A: I saw them(look) at engagement rings in a jewellery shop.

B: Oh, that's interesting.

UNIT V

MODALS OF PROBABILITY/POSSIBILITY (MUST, CAN, COULD, SHOULD, MAY, MIGHT)

Modals are verbs which give certain meaning to the main verb.

A. Modals of probability in positive statements

If we are nearly certain of our facts, we use **must**. If we want to indicate that there is a possibility of something happening or being true we use **may, might, can, could or should**.

B. Modals of probability in negative statements

Negative possibility is expressed with **may not, mightn't, can't and couldn't**.

C. Modals of probability in questions

To form questions about the possibility of something we use **can, could(n't) or might(n't)** (which is more formal).

Study these **patterns with modals of possibility**

Sentences without modals of possibility	Pattern	Sentences with modals of possibility	Translation
<ul style="list-style-type: none">• Perhaps he will cook dinner.• It seems to me that there're some money left in my purse.	Modal + present infinitive	<ul style="list-style-type: none">• He may/ might/ could cook dinner.• There should be some money left in my purse.	<ul style="list-style-type: none">• Можливо він приготує вечерю.• В моїй сумочці повинно було залишитись трохи грошей.
It's possible that she is having a party tonight.	Modal + present continuous	She may/ might/ could be having a party tonight.	Можливо в неї сьогодні вечірка.

	infinitive		
It's possible that she had visited a friend.	Modal + perfect infinitive	She may have visited a friend.	Вона могла відвідувати друга.
It's looks like Tom have been rewriting his resume.	Modal + perfect continuous infinitive	Tom might have been rewriting his resume.	Том міг переписувати своє резюме.

Note that we use be/ bare infinitive of the main verb after modal verbs.

Correct	Incorrect
<i>This woman may be Tom's mother.</i>	<i>This woman may is Tom's mother.</i>
<i>He might read your article today.</i>	<i>He might reads your article today.</i>

PRACTICE

I. In which of these sentences is it possible to use can? Write P or N/P.

1. She's probably busy. Yes, you ... be right.
2. Peter ... know her telephone number. Go and ask him.
3. Taking exams for the first time ... be a very stressful experience.
4. I think you ... enjoy studying if you don't take it too seriously.
5. The number of freshmen this year ... be up to 7000.
6. With so many mistakes in the test he ... get a poor mark.
7. During the session period students ... often be seen at classes.
8. Don't touch that wire! You ... get an electric shock.
9. You ... be right about this, but I' not sure.
10. At this time of the day students ... be sleeping already.

II. Write comments with **must** after the following sentences.

e. g. **You've been studying all night. (you/ tired) – *You must be tired.***

1. You haven't eaten anything since the morning. (you/ hungry)
2. She has passed this awful exam. (she/ very clever)
3. He doesn't have any friends. (he/ lonely)
4. Your dad is a very successful businessman. (your dad/ energetic)
5. I haven't seen our boss today. (our boss/ still sleeping)
6. So many years have passed since I saw your children. (your children/ grown-ups already)
7. It's too loud in the nursery room. (the children/ be fighting again)
8. These people can't speak Ukrainian. (they/ foreigners)
9. She always puts on very expensive jewelry. (she/ very rich)
10. Look! These two boys are so alike. (these boys/ twins)

III. Rewrite the sections in bold using **can't**.

e. g. **She doesn't look young. I'm sure she's not a teenager. – *She can't be a teenager.***

1. The technician has already repaired my car. So, I'm sure it's not broken.
The car ...
2. I don't believe Martha. What she says is false. What she says ...
3. It is impossible that he is in France now. He ... now.
4. I've just seen our programmer chattering with his friend. So, it is untrue that he is writing the program at the moment. He ... at the moment.
5. You look so young. I'm sure you don't have grandchildren yet. You ...
6. Our new group mate speaks Ukrainian rather fluently, so I don't believe that his mother tongue is Russian. His mother tongue ...
7. I don't believe that this man is a mechanic. He doesn't even know where the gauge is. This man ...

IV. Which one means the same as the sentence given? Choose a or b.

1. I'm sure that this computer is broken.

- a. This computer must be broken.
 - b. This computer can be broken.
2. It seems like the door is locked.
 - a. The door may not be locked.
 - b. The door may be locked.
3. There's no one in. There is a chance that they are playing in the backyard.
 - a. They could be playing in the backyard.
 - b. They must be playing in the backyard.
4. I don't allow you to take the keys without my permission.
 - a. You may not take the keys without my permission.
 - b. You couldn't take the keys without my permission.
5. I'm sure he's very kind as he always gives money to the poor.
 - a. He must be very kind.
 - b. He could be very kind.
6. How come that you've broken the vase?
 - a. How may you have broken the vase?
 - b. How could you have broken the vase?
7. There's no way that he was at home yesterday as I saw him in the cinema.
 - a. He couldn't have been at home yesterday.
 - b. He mustn't have been at home yesterday.
8. There's a possibility that he's in the conference room right now.
 - a. He might be in the conference room right now.
 - b. He can't be in the conference room right now.
9. It's possible that she won't talk.
 - a. She may refuse to talk.
 - b. She must refuse to talk.
10. I'm sure someone told them about the test.
 - a. Someone must have informed them.
 - b. Someone should have informed them.

V. Translate the sentences into Ukrainian

1. May I go out? 2.He must be very kind if he gives money to the poor. 3.I can't find my wallet; I should have left it in the car. 4.You may not touch my personal belongings! 5.He's so happy, he must have won the first prize. 6.Now that you have written the test, you may be free. 7.How could he have broken the vase? 8.He couldn't have been at home yesterday, as I saw him in the pub. 9.Mightn't all this be just a dream? 10.Could I talk to you for a minute? 11. He might be at the conference right now.12. He's so happy, he should have received the invitation card. 13.Can I have your attention, please? 14.She may refuse to talk to you. 15.Don't interrupt them. They may be conducting the interview. 16.He could have misunderstood you, as he doesn't speak your language. 17.Could you come and help us with the preparations? 18.They must have been informed about the test. 19.Don't be too strict to him. He might be a freshman. 20.She can't be from Paris, she doesn't even speak French.

VI. Read these newspaper cuttings and say what may happen in the future.

Use could/ may/ might.

e. g. 1 – *Ukrainian athletes may/ might win a lot of golden medals.*

1. Ukrainian specialists believe that over-floods in Western Ukraine will happen again next year.
2. If you buy our super tablets, you will quickly loose weight.
3. Journalists keep writing about the possibility of the Mayer elections to take place in Kyiv again.
4. There're 50 laptops waiting for the winners of our lottery. So, don't loose your chance, send the SMS!
5. The Prime-minister, now 70, has been unwell for some time.
6. In his last race, David missed the world 40 km record by only 10 seconds. This year he is taking part in the competition again.
7. The results of the experiment showed that the scientists are close to inventing cure from cancer.

8. NASA is preparing to send a spaceship with humans to the furthest planet.
9. An expedition of Ukrainian archaeologists was sent to Egypt. They have all the chances to find another huge treasury left by the Egyptian civilization.

VII. Read the situation and say what might have happened, using could/might + have and the prompts.

Mike is a second-year student at the “KPI”. Today is his exam in heat-and-mass transfer, but he is already 30 minutes late.

e. g. Forget to set the alarm clock – *He could have forgotten to set the alarm clock.*

decide not to come; forget about the event; stick in a traffic jam; mishear the date of the exam; stick in the elevator; help an old lady to cross the street; to be arrested by the police; decide to revise the material again; receive the mark automatically; fall ill

VIII. Paraphrase the sentences using modals of probability.

e. g. Mike is coughing. I think he is ill. – *Mike may/might/could/can be ill.*

1. It's possible that it will rain today. 2. Look at his thick wallet! I'm sure he is very rich. 3. Is it possible that we forget about my fault? 4. He goes to football matches so often, I'm sure he's a football fanatic! 4. What you tell me doesn't seem to be true. 5. I'm certain that he's not from the royal family. 6. It's impossible that I am wrong. 7. It is likely that Mary and Tom are cousins. 8. Is it true that he was the cleverest in the group? 9. Do you think he will be so kind to lend me a little sum of money till the end of the week? 10. Watch out! The ladder is likely to fall on you.

IX. Translate the sentences into English

1. Як він міг загубити свої рекомендації? 2. Вона могла підслухувати за дверима. 3. У більшості випадків людина може знайти вихід із ситуації. 4. Чи можу я позичити у тебе цей диск? 5. Якщо він знає твою адресу, то

може приїхати до нас. 6. Ти можеш вже ніколи мене не побачити! 7. Для того, щоб отримувати стипендію, середній бал не може бути нижче “4”. 8. Як ти міг втратити таку нагоду? 9. Ти можеш не поспішати, все одно ми вже запізнилися. 10. О, ні! Це не може бути правдою! 11. Якщо ти погано почувася, то певно щось не те з’їв. 12. Мама каже, що тато може і досі бути у майстерні. 13. Мамо, я можу сьогодні не іти до університету? – Ні, синку, ти ж декан! 14. Не панікуй! Бос не може плакати у присутності підлеглих. 15. Ти ніяк не можеш завалити цей екзамен, якщо хочеш отримувати стипендію. 16. Наступного року ти можеш спробувати прийняти участь у програмі обміну. 17. Можна мені іншу ручку? 18. Напевно він дуже відомий у своїй країні. 19. Цей код дуже легко зламати. 20. Чи можу я зайти до тебе після занять?

X. Revision task

Finish the second sentence using modals of probability.

1. He is speaking so enthusiastically. He (tell the truth).
2. They are so romantic! They (be married for a long time).
3. I have bought a lottery ticket. I (win a big sum of money).
4. He is wet. He (swim in the pool).
5. When I phoned, no one answered. They (hold the meeting).
6. I have left my pen at home. ... I use yours?
7. You (be at the theatre) yesterday, as I saw you in the pub.
8. The car is crashed. He (have an accident).
9. The door is open. She (forget to lock it).
10. There are always fresh flowers on the table. The secretary (buy them) every week.

UNIT VI

PASSIVE VOICE

A. Formation

We form the passive with the verb to be and the past participle of the main verb.

	<u>Active</u>	<u>Passive</u>
Present Simple	He delivers the parcels.	The parcels are delivered .
Present Continuous	He is delivering the parcels.	The parcels are being delivered .
Past Simple	He delivered the parcels.	The parcels were delivered .
Past Continuous	He was delivering the parcels.	The parcels were being delivered .
Future Simple	He will deliver the parcels.	The parcels will be delivered .
Present Perfect	He has delivered the parcels.	The parcels have been delivered .
Past Perfect	He had delivered the parcels.	The parcels had been delivered .
Future Perfect	He will have delivered the parcels.	The parcels will have been delivered .
Present Infinitive	He must deliver the parcels.	The parcels must be delivered .
Perfect Infinitive	He must have delivered the parcels.	The parcels must have been delivered .
Simple -ing form	I object to his delivering the parcels.	I object to the parcels being delivered .
Perfect -ing form	Having delivered the parcels,...	The parcels having been delivered ,...
Modals + be + p.p.	He should deliver the parcels.	The parcels should be delivered .

◆ The present perfect continuous, the future continuous, the past perfect continuous and the future perfect continuous are not normally used in the passive.

◆ We can use the verb *to get* instead of the verb *to be* in everyday speech when we talk about things that happen by accident or unexpectedly.

e.g. *Four people got hurt in the car crash. (= Four people were hurt..).*

B. Use

We use the passive:

a) when the person who carries out the action is unknown, unimportant or obvious from the context.

e.g. a) *My flat was broken into last week. (We do not know who broke into the flat).*

b) *Coffee beans are grown in Brazil. (It is not important to know who grows the coffee).*

c) *My car was serviced yesterday. (It is obvious that a mechanic serviced it).*

b) when the action itself is more important than the person who carries it out, as in news headlines, newspaper articles, formal notices, instructions, advertisements, processes, etc.

e.g. a) *The new hospital will be opened by the Queen on May 15th. (formal notice)*

b) *Then, the milk is taken to a factory where it is pasteurized. (process)*

c) when we refer to an unpleasant event and we do not want to say who or what is to blame.

e.g. *A lot of mistakes have been made, (instead of 'You have made a lot of mistakes').*

C. Changing from active into passive

To change a sentence from the active into the passive:

- a) the **object** of the active sentence becomes the **subject** in the passive sentence.
- b) the active verb remains in the same tense, but changes into a passive form.
- c) the subject of the active sentence becomes the **agent**, and is either introduced with the preposition *by* or omitted.

◆ Only transitive verbs (verbs followed by an object) can be changed into the passive.

e.g. **active:** *Grandma knitted my jumper. (transitive verb)*

passive: *My jumper was knitted by Grandma.*

But: *They travelled to Lisbon last summer. (intransitive verb)*

Some transitive verbs such as *have, fit, suit, resemble, etc.* cannot be changed into the passive.

e.g. *I have a shower every morning. (NOT: ~~Shower is had by me.~~)*

◆ **We use *by* + agent to say who or what carries out the action. We use *with* + instrument/material/ingredient to say what the agent used.**

e.g. *The pancakes were made by Claire. They were made with eggs, flour and milk.*

◆ **The agent is often omitted in the passive sentence when the subject of the active sentence is one of the following words: *people, one, someone/somebody, they, he, etc.***

e.g. **active:** *Somebody has rearranged the furniture.*

passive: *The furniture has been rearranged.*

But: The agent is not omitted when it is a specific or important person or when it is essential to the meaning of the sentence.

e.g. a) *The 'Mona Lisa' was painted by Leonardo da Vinci.*

b) *A new law has been passed by the government.*

◆ **Object pronouns (me, you, him, etc). become subject pronouns (I, you, he, etc). in the passive.**

e.g. **active:** *They arrested him.*

passive: *He was arrested.*

◆ **With verbs which take two objects such as *bring, tell, send, show, teach, promise, buy, throw, write, award, hand, sell, owe, grant, allow, feed, pass, post, read, take, offer, give, pay and lend* we can make two different passive sentences.**

Active: Patrick gave Laura some flowers.

Passive:

a) *Laura was given some flowers by Patrick, (more usual)*

b) *Some flowers were given to Laura by Patrick, (less usual)*

◆ **When the verb of the active sentence is followed by a preposition, the preposition is kept in the passive sentence as well.**

e.g. **active:** *They presented him with a medal.*

passive: *He was presented with a medal.*

◆ **When we want to find out who or what did something, then the passive question form is as follows: *Who/What... by?***

e.g. *Who was Australia discovered by?*

What was the fire caused by?

◆ **The verbs *hear, help, see and make* are followed by the bare infinitive in the active but by the to-infinitive in the passive.**

e.g. **active:** *They saw him leave the building.*

passive: *He was seen to leave the building.*

But: hear, see, watch + -ing form (active and passive)

*e.g. active: They saw him **running** down the stairs.*

passive: *He was seen **running** down the stairs.*

D. Personal/Impersonal constructions

The verbs *think, believe, say, report, know, expect, consider, understand*, etc. are used in the following passive patterns in personal and impersonal constructions.

*Active: People **believe** that he lied in court.*

Passive:

a) ***It is believed** (that) he lied in court. (impersonal construction)*

b) ***He is believed to have lied** in court. (personal construction)*

*Active: They **expect** him to arrive soon.*

Passive:

a) ***It is expected** (that) he will arrive soon.*

b) ***He is expected to arrive** soon.*

PRACTICE

I Now you have to read a sentence and write another sentence with the same meaning:

*Example: We can solve the problem. The problem **can be solved**.*

1 People should send their complaints to the head office.

Complaints.....

2 They had to postpone the meeting because of illness.

The meeting

3 Somebody might have stolen your car if you had left the keys in it.

You car

- 4 An electrical fault could have caused the fire. The fire
- 5 They are going to hold next year's congress in San Francisco.
Next year's congress.....
- 6 They shouldn't have played the football match in such bad weather.
The football match.....

II Here again you have to complete a sentence. This time use these verbs:

must ~~should~~ shouldn't might would

Example: Did anyone clean the windows?

No. They *should have been cleaned* but they weren't.

1 A: Did anyone invite Ann to the party?

B: I don't know. She - I'm not sure.

2 A: Did anyone see you?

B: No, but Iif it hadn't been so dark.

3 A: Has someone repaired this machine?

B: Well, it's working again so it

4 A: Did someone throw those old letters away?

B: Yes, but it was a mistake. They

III This time you have to make a passive sentence from the words in brackets.

Examples: That church looks very old. (when/it/build) *When was it built?*

A: Is Margaret popular?

B: Yes. (she/like/by everybody) *She is liked everybody.*

1 This is very popular television programme. (every week it/watch/by millions of people). Every week it

2 What happens to the cars produced in this factory? (most of them/export?)

3 A: Was there any trouble at the demonstration?

B: Yes. (about 20 people/arrest)

4 A: There is no longer military service in Britain.

- B: Really? (when/it/abolish?)
- 5 A: Did anybody call an ambulance to the scene of the accident?
B: Yes. (but nobody/injure/so it/not/need)
- 6 A: Last night someone broke into our house.
B: Oh dear. (anything/take?)
- 7 Mr Kelly can't use his office at the moment. (it/redecorated)
- 8 George didn't have his car yesterday. (it/service/at the garage)
- 9 Where's my bicycle? It's gone! (it/steal)
- 10 The people next door disappeared six months ago. (they/not/see/since then)

IV What happens in Luigi's restaurant before it opens for the evening? Look at the prompts and make sentences using the present simple passive, as in the example.

e. g. the carpets/vacuum – The carpets are vacuumed
the tables/wipe; the places/set; the menu/check; the food/prepare; the ovens/heat; the flowers/arrange/in vases; the cutlery/polish; the salt and pepper pots/fill; the candles/light.

V Put the verbs in brackets into the correct passive tense.

- 1 A: That's a lovely shirt. Is it new?
B: Yes. It ...*was bought*... (buy) for me by my grandmother.
- 2 A: When do you have to have this report ready?
B: Well, it (must/hand in) by Tuesday.
- 3 A: Did you read the newspaper this morning?
B: No. It (not/deliver) by the time I left for work.
- 4 A: Where is your car?
B: At the garage. It..... (repair).
- 5 A: Do you know your exam results yet?
B: No. They..... (not/announce) yet.
- 6 A: Are you going to make dinner tonight?

B: No. It.....(make) by Simon. He promised to do it.

7 A: Have you finished your homework yet?

B: No, but it(finish) by eight o'clock.

8 A: Who waters your plants for you when you're away?

B:They(water) by my neighbour.

VI Put the verbs in brackets into the correct passive tense.

The Academy Awards Presentation 1) *...was first organised...* (first/organise) in 1929 and since then, it 2) (hold) every year. The presentation 3) (attend) by those at the top of the film industry and 4) (watch) on TV by millions of viewers who want to see who 5) (present) with the golden statue which 6) (desire) by everyone in the motion picture world.

The voting for the Academy Awards 7) (conduct) secretly and the results 8) (not/reveal) to anyone until the envelope 9) (open) on stage in front of the audience. Awards 10) (give) for the best individual or collective work and 11) (separate) into different categories. Up to five nominations 12) (make) in each category. The awards, which 13) (know) as Oscars, 14) (consider) to be the highest honour anyone in the film industry can 15) (give).

VII Rewrite the sentences in the passive, where possible.

1 Her mother drives her to school every day.

...She is driven to school by her mother every day.

2 Paul drives to work every day.

...It cannot be changed...

3 I woke up late on Sunday morning.

4 Her mother woke her up at seven o'clock.

5 Sue asked the waiter to bring some water.

- 6 David asked for some help.
- 7 Simon is moving house next month.
- 8 Michael moved the boxes out of the way.
- 9 Sandra walks on the beach regularly.
- 10 The boys walk the dog every day.

VIII Fill in *by* or *with*.

- 1 She was woken up ...*by*... a loud noise.
- 2 The parcel was tied up..... string.
- 3 John was told off.....his mother.
- 4 This picture was painted a famous artist.
- 5 The chair was covered a woolen blanket.
- 6 The walls were decorated posters.
- 7 My car was repaired..... my father.
- 8 This dessert was made fresh cream.

IX Rewrite the sentences in the passive. Omit the agent where possible.

- 1 Do they sell clothes in this shop?
..Are clothes sold in this shop?..
- 2 Someone is cleaning the windows.
- 3 She tapped him on the hand with her pen.
- 4 I don't like people laughing at me.
- 5 People spend a lot of money on food.
- 6 Is Sue washing the car?
- 7 Who made this mess?
- 8 Grandfather is going to tell the children a story.
- 9 They will open the new sports centre soon.
- 10 They made him confess to the robbery.
- 11 Kate showed me some holiday pictures.
- 12 San remembers his friend telling him about the party.

13 They heard him calling for help.

14 Who broke this mug?

15 The jury will have reached a verdict by the morning.

X Revision task

Complete the sentences, as in the example.

1 It is said that this orchestra is the best in the world.

This orchestra ...*is said to be the best in the world.*

2 It is believed that the thieves have left the country. The thieves...

3 The fire is reported to have started by accident. It ...

4 He is known to be making a lot of money. It ...

5 It is expected that they will arrive in time for dinner. They...

6 She is said to know a lot about gardening. It ...

7 It is thought that he will be attending the meeting. He...

8 It is believed that we are able to win the competition. We...

9 The company is thought to be making a big profit. It ...

10 It is reported that the government has reached a decision. The government...

UNIT VII

CONDITIONALS - WISHES

There are four types of conditionals. Each type consists of two parts: the **if - clause (hypothesis)**, which begins with the word **if**, and the **main clause**, which shows the result of the hypothesis.

if – clause	main clause
(hypothesis)	(result)
<i>If you are late,</i>	<i>you will miss the bus.</i>

When the **if-clause** comes before the main clause, it is separated with a comma. When the main clause comes before the **if-clause**, then they are not separated with a comma.

e.g. *Peter has time, he **will** come to visit us.*

Peter will come to visit us if he has time.

Type 0 conditionals (general truth) express something which is always true. We can use *when* (whenever) instead of **if**. They are formed as follows:

If - clause	Main clause
--------------------	--------------------

If + present simple • present simple

If/When it rains, the roads **get** slippery and dangerous.

Type 1 conditionals express a real or very probable situation in the present or future. They are formed as follows:

If - clause	Main clause
--------------------	--------------------

If + present simple

- future simple
- present simple
- imperative
- can/must/may, etc. +

We can use *unless* instead of *if...not* in the *if* - clause. The verb is always in the affirmative after *unless*.

e.g. *If you don't hurry, we'll be late for school.*

Unless you hurry, we'll be late for school.

(NOT: ~~*Unless you don't hurry ..*~~).

◆ **Type 2 conditionals** express an Imaginary or Improbable situation which is unlikely to happen in the present or future. They are formed as follows:

If - clause	Main clause
-------------	-------------

If + present simple

would/could/might +

+bare infinitive

e.g. *If I had the time, I would take up a sport. (I don't have the time now.*

so it is unlikely that I will take up a sport. - improbable situation).

◆ We can use *were* instead of *was* for all persons.

e.g. *If Peter was/were here, he would tell us what to do.*

◆ We use *If I were you ...* when we want to give advice.

e.g. *If I were you. I'd talk to him about my problem.*

Type 3 conditionals express Imaginary situations in the past; that is, they refer to past situations that did not happen. They are formed as follows:

If - clause	Main clause
-------------	-------------

If + past perfect

would/could/might +

have + bare infinitive

e.g. *If she had called earlier, I would have told her about the meeting.*

(She didn't call earlier, so I didn't tell her about the meeting).

◆ We use the verb *wish* and the expression *if only* to express a wish. *If only* is more emphatic than *I wish*.

◆ We use *wish/if only* + past simple for the present when we want to

say that we would like something to be different.

e.g. *I wish/If only I had a lot of money. (But I don't have a lot of money).*

•We use **wish if only + past perfect to express regret that something happened or did not happen in the past.**

e.g. *I wish I had come to your party last night. (But I didn't come to your party).*

If only I had listened to your advice. (But I didn't listen to your advice).

•We use **wish: if only + would for a polite imperative.** e.g. / *wish you would put your things away*, and to express our wish for a change in a situation or someone's behaviour because we are annoyed by it.

e.g. *I wish it would stop raining. (wish for a change in a situation)*

If only Susan would stop playing the music so loud. (wish for a change in someone's behaviour)

Note: a) We can use were instead of was in the first and third person singular after wish or if only. However, were is more often used in formal English.

e.g. *I wish I were taller. (formal English) - I wish I was taller. (everyday English)*

b) After the subject pronouns I and we. we use could Instead of would.

e.g. *I wish I could help you. (NOT: ~~I wish I would help you.~~)*

PRACTICE

I Put the verbs in brackets into the correct tense. Add a comma where necessary.

- 1 If you ...*have*... (have) toothache, go to the dentist.
- 2 If Peter (do) lots of exercise he'll be fit and healthy.
- 3 Please call me if you (need) any help.

- 4 .. Sarah.....(be) angry if we don't go to her party?
- 5 Cathy will be able to go on holiday if she (save) enough money.
- 6 Unless it..... (rain) we'll go for a walk.
- 7 If you (work) hard you may be promoted.
- 8you.....(give) me a call if you have time tomorrow?
- 9 If you don't do your homework I.....(not/let) you watch TV.
- 10 Mary won't go to Australia unless I(pay) for her tickets.

II Put the verbs in brackets into the correct tense.

- 1 A: I'd like a cup of coffee.
B: Well, if you ...*hold*... (hold) the baby for five minutes, I
(make) it for you.
- 2 A: I must go to the bank.
B: If you (leave) now, you (get) there before it
closes.
- 3 A: I can't do everything myself!
B: Well, if you (wash) the dishes, I (cook) the meal.
- 4 A: Are you going on holiday this year?
B: Yes, I (go) to Spain for two weeks if I (have)
some time off work.
- 5 A: I want to cook something special tonight.
B: Great, if I(finish) work early, I (give) you a
hand.
- 6 A: Could I have a chocolate biscuit, please?
B: Yes, if you (look) in the cupboard, you
(find) some cakes as well.

III Read the sentences rewrite them using unless.

Example: Joe can hear only if you shout. *Joe can't hear unless you shout.*

- 1 I'm going to the party only if you go too.
I'm not going to the party.....
- 2 You are allowed into the club only if you are a member.
You're not
- 3 The dog will attack you only if you move.
The dog
- 4 He'll speak to you only if you ask him a question. He

IV Choose one of the prompts from the list to say what you would do in each of the situations below: *order a pizza, complain to the manager, light some candles, go to hospital, call the police, stay in bed*

- 1 You see someone robbing a bank. *If I saw someone robbing a bank, I would call the police.*
- 2 A shop assistant is rude to you.
- 3 You fall over and break your arm.
- 4 You burn your dinner.
- 5 There is a power cut in your house.
- 6 You catch a bad cold.

V Using the verbs in brackets make type 2 conditional sentences.

- 1 If I ...*were*... (be) you, I ...*would study*... (study) for the exams.
- 2 If we..... (have) a car, we(go) for a drive in the country.
- 3 Kim ...(buy) some new clothes if she.....(have) enough money.
- 4 If cameras (not/cost) so much, we.....(buy) one.
- 5 John (lend) you some money if you.....(ask) him.
- 6 He(open) the door if he.....(have) the key.
- 7 We (paint) the house if we.....(have) the time.

- 8 If she(get) good grades, she.....(go) to university.
 9 If I.....(be) rich, I.....(never/ work) again.
 10 Helen (post) the letters if she.....(have) some stamps.

VI *Richard Brooks was very upset yesterday because he missed an important meeting.* Look at the prompts and make sentences, as in the example.

e.g. If the airline hadn't been on strike, his flight wouldn't have been delayed. If his flight hadn't been delayed, ...

- the airline / not be / on strike
- his flight / not be / delayed
- he / arrive / in New York / on time
- he / attend / the meeting
- he / sign / the contract
- his boss / be / pleased with him
- she / give / him / a promotion

VII In this exercise you have to put verb into the correct form.

Examples: If I *had known* (know) that you were ill last week, I'd have gone to see you.

Tom *wouldn't have entered* (not/enter) for the examination if he had know that it would be so difficult.

- 1 Tom got to the station in time. If he(miss) the train, he would have been late for his interview.
- 2 It's good that Ann reminded me about Tom's birthday. I (forget) if she hadn't reminded me.
- 3 We might not have stayed at this hotel if George (not/recommend) it to us.
- 4 I'd have sent you a postcard while I was on holiday if I (have) your address.

VIII Tony has got a bad cold. He has to stay in bed. Read what he says and make sentences, as in the example.

e.g. I wish I didn't have a temperature.

I've got a sore throat; I want to play outside in the snow, but I can't; I have to take medicine; I have to stay in bed; I can't go to my friend's party tonight; none of my friends are here with me.

IX Scott has been on holiday. He had a terrible time. Read what he says and make sentences, as in the example.

e.g. I wish it hadn't rained every day.

it rained every day; the beach was a long way from the hotel; the hotel was dirty; my hotel room was small; I lost my luggage; my wallet was stolen.

X Revision task

Put the verbs in brackets into the correct tense.

- 1 If you ...*had looked*.. (look) both ways before crossing the street, you wouldn't have been knocked down.
- 2 If I(be) you, I would phone my mother tonight.
- 3 If he hadn't stopped the car, he(have) an accident.
- 4 I (give) some money to charity if I won a competition.
- 5 Unless we..... (leave) now, we'll be late.
- 6 Your friend wouldn't have phoned if you.....(not/meet) her in the street.
- 7 If I hadn't woken up early, I.....(be) late for work.
- 8 If I.....(have) more time,I would tidy the garden.
- 9 If John.....(phone), can you take a message?
- 10 If I were you, I(get) someone to help me.

UNIT VIII

NOUN + NOUN CONSTRUCTION

When we want to give more specific information about something or someone we may put a noun before another noun: *petrol station* (what kind of a station?). Even if the first noun has plural meaning, it usually has a singular form: *a book shelf* (= *a shelf for books*, but not ~~*a books shelf*~~). Exceptions include:

- a) Nouns that are only used in the plural, or have a different meaning in singular/plural: *a sports shop, careers information, customs regulations, a clothes rack, a goods train, systems management, a darts match, a glasses case, a communications network, a savings account*
- b) Institutions, departments etc. of some kind, which deal with more than one item or activity: *building materials industry, publications department.*

To make a compound noun plural we usually make the second noun plural: *cricket balls, book shelves, department stores, factory chimneys, money problems, music lovers.*

PRACTICE

I. Make 10 compound nouns using the words from the columns.

Alarm, computer, crime, mother, examination, fire, exchange, grammar, hospital, life
Magazine, alarm, system, date, story, tongue, doctor, insurance, book, student

II. Using the words in the box make 2-3 compound words with each of the given head words.

a) Mail, motor, book, car, head, mind

Air, gardening, way, grammar, English, park, car, phones, set, scooter, snail, teacher, work, theft

b) Motor, phone, road, shop, code, eye

Window, way, sign, side, Morse, card, movement, contact, car, bill, bike, machine, assistant

III. Fill in the words into sentences.

Color screen, sunrise, weekend, war film, summer holiday, rush hour, security cameras, picture gallery, traffic lights, glass vase.

1. Be careful! Don't break the ...
2. It's so romantic to watch the ...
3. What are you going to do at the ...?
4. If you don't look at the ... you may have a car accident.
5. He had been to England at the previous ...
6. I usually go to work earlier, because I don't like ...
7. There are usually a lot of ... in banks.
8. My grandparents didn't have a TV with a ...
9. This ... is very depressing.
10. Why don't we go to the ... someday?

IV. What do you call ...? Give compound nouns.

a movement of your eye; a journey by car; bank of a river; a cup for drinking tea; production of steel; an up-to-date computer; a comfortable piece of furniture for sitting; a place where you can 'catch' a bus; a sweet desert which is usually frozen before eating; a cup made of paper.

V. Try to explain the meaning of the words to your new group-mate from China.

E. g. war film – *a film about war*

- A. Brick wall, bus stop, computer magazine, company policy, milk bottle, lorry driver, the river bank, chess player, businessman, plastic bag;
- B. Coffee table, paper cup, picture gallery, train journey, evening classes, glass vase, handbag, money problems, weekend, the town centre.

VI. Write the plural form of these compound nouns.

- A. Internal disk, color scanner, speech synthesizer, sunrise, wine glass, motorway bridge, evening class, crime story, concrete mixer;
- B. Careers information, brick wall, businessman, water-power, train journey, the town centre, roadside, picture gallery, oil can.

VII. Fill in the gaps with appropriate compound nouns. Pay attention to plural forms.

Airmail, brick house, morning rush, snail mail, sports shop, waste-bin, arrow key, sunrise, water-power, street light, liquid display.

1. ... is faster than snail mail, but e-mail is even faster.
2. Professional sportsmen usually buy equipment in ...
3. Don't throw the wasted paper on the floor! There's a ... behind.
4. If you need to move the cursor on the screen to the left or to the right, you may use ... on the keyboard.
5. The view of ... gives me energy for the whole day.
6. Don't go there alone. There are no ..., so it's very dark in that place.
7. Hydro-power stations use ... to produce energy.
8. ... became more popular than wooden houses.
9. I've forgotten to switch off the iron in the ...
10. I'm going to buy a new up-to-date laptop with a ...

VIII. Circle the correct word.

1. Don't give the glass vase/ paper cup to the child. He may brake it.
2. If you don't understand something, you may ask your English grammar/ English teacher to explain it to you.
3. Do you like that hat in the shop window/ shop assistant?
4. My aunt has got a lot of flowers. I think a professional grammar book/ gardening book will be a good present for her.
5. If you want to be successful at the interview, try to maintain eye movement/ eye contact with the interviewer.
6. This roadside/ road sign shows that you can't park here.
7. You may find all the necessary dictionaries on that bookshelf/ bookcase.
8. I have a friend who knows a car park/ car theft.
9. Programmers don't need to know Morse code/ machine code to get a good job.
10. Mum, why is snail mail/ airmail called so? – Because people have to wait for the letters for a long time.

IX. When Chung Mi can't remember some compound words in English, he tries to describe them. Guess what he is describing in the underlined sections.

1. The man who has stolen my car must be imprisoned.
2. Yesterday I was waiting for my bus at the place where busses should catch people, but it didn't stop.
3. My roommates don't like when I listen to loud music. That's why they've presented me with a special device that allows me to listen to music alone.
4. My girlfriend suggested going to a place where we can see famous paintings.

5. I couldn't decide which MP3 player to buy and a man who works in that shop and specializes in the production helped me.
6. When I need to buy something, I usually go to a big trading centre with a lot of departments.
7. My grandpa was a seaman and he taught me how to send an SOS signal with a specially developed code.
8. I like Friday, Saturday and Sunday, because I can relax.
9. I can't insert disks into the slot for inserting disks on my computer; I think there is something inside.
10. My sister has had an allergy on flower bosom. Now she has to drink special tablets that will give her energy and help to recover.

X. Revision task

Underline noun + noun constructions in the text and explain their meaning.

The Future Life

It's May, 2070, Yorkshire, England.

Ted and Emily Smith wake up in their comfortable cottage house overlooking the sea line and switch on the laptop to watch the latest world news. They used to take *the Times*, but changed to electronic newspapers and computer magazines many years ago.

As they watch the color screen, Ted and Emily take their usual vitamin pills, and order one of the household robots to make coffee. Ted disappears into the study to join a live video conference with his colleagues around the world. He is a computer programmer, working for several companies on a contract basis. This is his third career: he used to be a lorry driver and then a businessman.

Emily has a quick look at the shopping channels - the usual selection of security cameras, alarm systems and cheap travel offers – then she picks up the video phone to talk to a colleague. They are doing research into robots production, which has become a major industry. Both she and Ted used to have an office

desk in London, but in 2014 they decided to move to the seaside and work from home.

Ted and Emily have one child, Louise, who also has her own workstation in the family home. She goes to school only one day a week, mainly to play with other children. Classrooms vanished in 2030 because there was no longer any need for them: interactive communications systems have made it much easier to learn at home. Louise, now thirteen, is studying Chinese, which has become as important as English as a world language. She wants to make a career of a Chinese teacher.

UNIT IX

REPORTED SPEECH

We use Reported speech (RS) when we want to tell what someone else had told.

A. Reporting statements

Here are the most common **introductory verbs to report statements**:
 accuse sb of; admit + gerund; agree +that-clause; agree +to-infinitive; apologize
 for; be afraid; believe; boast of/about; complain to sb of; consider; deny;
 exclaim/ remark; explain; feel; hope; insist on; invite; promise; refuse; remind;
say; tell; think; threaten; warn; wish.

Pronouns and possessive adjectives change according to the context.

Time words and tenses can change depending on the time reference:

<i>1. Time words</i>	
<i>Direct Speech</i>	<i>Reported Speech</i>
this; these	that; those
now	then, at that time, immediately
here	there
today, tonight	that day, that night
yesterday, last night/week/month/year	the day before, the previous day/night/week/month/year
last	the previous
two days/months/years ago	two days/months/years before
tomorrow	the following day, the next day
next week/month/year	the following week/month/year
in two days	two days later

2. Sequence of tenses

<u>Direct Speech</u>		<u>Reported Speech</u>
<i>Present Indefinite</i>	→	<i>Past Indefinite</i>
<i>Present Continuous</i>	→	<i>Past Continuous</i>
<i>Past Indefinite</i>	→	<i>Past Perfect or Past Simple</i>
<i>Past Continuous</i>	→	<i>Past Continuous</i>
<i>Present Perfect</i>	→	<i>Past Perfect</i>
<i>Past Perfect</i>	→	<i>Past Perfect</i>
<i>Future Indefinite</i>	→	<i>Future in the Past</i>

Here are the cases when there are **no tense changes** in the reported statements:

- 1) If the reporting verb is in the Present, Future or Present Perfect;
- 2) If the reported speech is about something that is still true;
- 3) If the direct sentence expresses a general truth; is Conditional Type 2, 3 or a wish.

B. Reporting questions

The most common **introductory verbs for reporting questions** are: ask, wonder, inquire, be interested + if/whether. The word order is direct: subject + verb.

The students were interested if the test was difficult. (Not The students were interested if ~~was the text difficult~~).

C. Reporting commands, requests, suggestions

Here are the most common **introductory verbs for commands, requests, suggestions**: advise +sb+to-infinitive; ask ; beg; command; complain; invite; offer; order; persuade; suggest; tell.

When we want to say that someone told someone not to do something, we usually say not to: *The director ordered **not to start** the meeting without him.*

PRACTICE

I. Fill in say or tell in the correct form.

1. She ... that she would never go to the cinema again.
2. The Judge asked whether I promised to ... the truth, the whole truth and nothing but the truth.
3. Mr. Nikolson ... good morning to his neighbors and left for work.
4. Will you ... me something about the properties of electricity?
5. They complained that it was difficult to ... one thing from another.
6. Who ... you it's my birthday today?
7. He couldn't believe what his boss had just ... to him.
8. The father ... to his son to go and tidy his room.
9. Tom explained that he was late because he stopped to ... the way to the old lady.
10. The mother warned her little daughter not to ... her name to strangers.

II. Choose the appropriate introductory verb and report the sentences. In some sentences more than one variant is possible.

E. g. "Yes, I think so, too. The weather is wonderful." – *warned/ complained/ agreed*. – *She agreed that the weather is/was wonderful.*

1. Kate: "The water is too cold." – explained/ complained/ exclaimed
2. Peter: "Sasha, I promise that I won't tell your secrets the next time." – promised/ insisted on/ considered
3. Mr. Brown: "Should I call my lawyer?" – asked/ threatened / warned
4. Boris: "Mum, please, please, let me go with you." – insisted on/ invited/ begged

5. “No, dad, we did not take your wallet, because we weren’t at home”. – explained/ promised/ denied
6. “Oh, alright. I won’t tell your mum that you were here”, my friend told me. – agreed/ promised/ refused
7. Natasha: “Kelly, don’t forget that you haven’t written thank-you letters to all the guests.” – reminded/ hoped/ ordered
8. Police officer: “Look into my eyes”. – offered/ ordered/ suggested
9. My sister: “What a wonderful day I’ve had today!” – exclaimed/ complained/ agreed
10. Billy: “It was you, Tommy, who told them about the money.” – denied/ considered/ accused

III. Report the sentences. Avoid using say, tell and ask.

1. “Of course I’ll send you the photos”.
2. “You’re right. Your parents are really cool.”
3. “It was he who broke the window.”
4. “I’m sorry I’m late”.
5. “It only works if you plug it in”.
6. “Let’s go for a ride.”
7. “Our teacher forbids us to look into each other’s copy-books”.
8. “What is the number of your bank account?”
9. “He won’t sign this contract without reading it first.”
10. “I’m the cleverest in this group.”

III. You’ve just taken an interview from your University lecturer. Write a newspaper article about him/her in indirect speech.

Interviewer: Why did you decide to become a scientist?

Lecturer: My father advised me to do so. He believed in the power of knowledge and wanted me to make some breakthrough in science.

I: Where did you get your education?

L: Well, I entered NTUU “KPI” when I was 17. But I didn’t take the studying seriously. After the first session I was kicked out. I had to go to the army. I felt sorry for that I disappointed my father. But I’m happy that I was in the army, because there I understood what I really liked. I didn’t enjoy boring subjects at the University, but I liked to experiment. My first invention was in the army. It was a voice recognition device. I was amazed how helpful it was. Once it even stopped a theft. When I came back from the army I entered the University again. I have to admit it wasn’t difficult to study, I just began understanding how things work. I thank my teachers for giving me the second chance.

Sometimes I ask myself, “What if I had never been to the army?” I don’t even want to think about it. My father had died before I became famous. I wish he saw me now. I want to say to all young scientists, if you can imagine something, you will see it in your hands one day.

IV. Match the reports with the actual words used.

e. g. They said they had to go. – “I’m afraid it’s time for us to leave.”

- 1) Mary refused to write the report for Mike.
 - 2) She suggested them decorating the room.
 - 3) She ordered them to decorate the office and send the invitation cards.
 - 4) He invited me to a new picture gallery.
 - 5) Mary asked Mike to write the report for her.
 - 6) He advised me to go to the new picture gallery.
 - 7) He persuaded me to go to the new picture gallery.
-
- a) “Why don’t you write the report for me, Mike?” asked Mary.
 - b) “Why don’t you decorate the room and I will send the invitation cards?”
 - c) “I will not write the report for you, Mike.”
 - d) “Let’s go to the new picture gallery some day.”

- e) "I'm sure you have to go to the new picture gallery as you like art. Besides, the entrance is free."
- f) "You have to decorate the office and send all the invitation cards by 3 p.m. sharp."
- g) "I think you should go to the new picture gallery."

V. Read the statements of famous scientists and second-year students from a Polytechnic University. Turn them from direct speech into Reported speech.

1. "The world is round," insisted Galileo, famous astronomer.
2. "You will have an electric shock when you set your alarm clock," warned Misha, a second-year student.
3. "I can drive a nail in with an old shoe," told Garik, a foreign student, who lived in a hostel.
4. "The atom is indivisible", believed Democratis.
5. "Our night dreams are the reflections of our inner world," thought Z. Freud, the 20th century psychologist.
6. "All liquids start boiling at 100 degrees above zero," explained Dima to his chemistry teacher at the exam.
7. Sasha: "I'm afraid that the Sun eclipse will happen again today."
8. Vova thought: "I needn't know programming languages to write a simple game."
9. "The Sun rises in the west and sits in the east," Kostia assured his friends.
10. "The Sun shines for everyone," claimed an unknown Greek scientist.

VI. Your granny missed her favorite soap opera yesterday. She asks you to retell everything in details. Retell this dialogue in RS.

Barbara comes into the office and notices Sally near her computer.

Barbara: You want to steal my project! How can you? I thought we were friends.

Sally: Yes, we are friends. I just wanted to see your version.

B: I don't believe you. I know that you envy me.

S: No, I don't. Why don't you talk to a psychologist? I hope he will help you.

B: *(speaking to the secretary, Debora)*. Why did you let her in?

D: But I thought that Miss Sally can come to your office as she is your cousin.

B: I forbid you let her in again. And if you do, I will fire you. Do you understand me?

D: I remind you that my husband is the programmer in this company. If you fire me I'll ask him to download some viruses into your computer. And all the data will be lost.

B: Why didn't you tell me about your husband earlier?

D: You never asked me about him.

(While Debora and Barbara are talking, Sally inserts a flash card into the disk drive of Barbara's computer. She pushes some buttons on the mouse and takes the flash card out).

S: Well, it's a pity I can't stay and talk with you, girls. I need to go and show MY project to the boss. See you later.

To be continued.

VII. Read the text in the reported speech and write the exact words of the people. Act out the dialogue.

Bob and Sarah greeted each other. Bob invited Sarah to go roller-skating the following day. Sarah said she wasn't sure and asked where he was thinking of going. He said he knows one beautiful shady park in the centre of the city. Sarah asked if he was talking about the park near the "KPI". Bob agreed and added that they might choose another place if Sarah wanted. Sarah said that the park would be a wonderful place to roller-skate and added that she hadn't been there for ages. Bob asked whether Sarah would be ready by 10 a.m. She answered that it would be too early and offered to meet at 11 at the bus stop. Bob agreed and

asked what she was going to do today in the evening. Sarah said she had been asked to babysit the neighbor's children. Sarah added that she was going to the cinema with them to watch a new cartoon. Bob wondered whether she needed some help with the children and offered to go with her. Sarah said that that was very kind of him and that they would be waiting near the cinema.

B: Hi, Sarah!

S: ...

VIII. Mrs. Brown is a business lady and she's taking part at the international conference in Brussels. Since she'll be away for a week, she has left some instructions to her secretary.

1. Phone the advertisement agent and appoint the meeting on Wednesday.
2. E-mail out Chinese partners and ask them to send the results of the experiment.
3. Inform Mr. Jackson, our accountant, that he'll have a promotion.
4. Remind all the staff to quit smoking.
5. Call my lawyer and ask him to check my taxes.
6. Tell Mr. Jackson, our technician, that he'll have to pay for calling abroad from the office phone.
7. Remember that you may not leave the office for a long time.
8. Don't forget to answer the phone.
9. Call the technician again and ask him to fix our printer.
10. Settle everything for the presentation on Monday.
11. Book 2 tickets for the rock concert on Saturday.
12. Invite Mr. Hike, the director of the conquering company, for the concert with me.
13. Try not to overwork.
14. Don't drink too much coffee.
15. P.S. And don't forget to water the flowers.

Write the complaints of the secretary to her friend. Use different reporting verbs. For example: *Can you imagine this? She ordered me to phone the advertisement agent and ...*

X. Revision task

Turn the following sentences into reported speech. Avoid using the verbs say, ask and tell.

1. "Alice, this is my friend, Clark. Clark, this is my sister Alice," he said.
2. "French fries, 2 cheeseburgers and 2 Colas, please."
3. "Our workers expect a lot of money for very little work," complained Mr. Burns.
4. "Don't press the red button! You may get an electric shock!" warned the electrician.
5. "Please, please, don't tell Lucy I was here," he begged.
6. "I'll do everything for you," he promised.
7. "Yes, I agree that we need to involve more females in staff."
8. "What are your plans for the future?"
9. "I'll take all you gadgets if you don't study well," warned their mother.
10. "Thanks that you sent us the Christmas card," the grandparents said to me.

UNIT X

INDIRECT QUESTIONS

We use **indirect questions** when we want to ask for the information **politely**. Indirect questions begin with the words: **Do you know ...? Can/could you tell me ...? Have you any idea + question word / if/ whether ...?**

The question mark is not used if the question begins with: **I wonder ... , I want to know ... , I'd like to know + question word / if/ whether ...**

The word order in indirect questions is the same as in statements = subject+verb. The auxiliary verb do/does (did) **is not used** in indirect questions.

The main difference between indirect questions and reported questions is that we use indirect questions when WE ask for information and we use reported questions when we report someone else's question.

PRACTICE

I. Finish the indirect questions:

1. How much is the ticket? Could you ...
2. Why were you absent the previous week? I want to know ...
3. What is the temperature now in the Crimea? Do you know ...
4. When will this rain stop? I'd like to know ...
5. What are the prices of petrol these days? Can you tell me ...
6. When is Tom coming? Have you any idea ...
7. Where did he take the money for a new car? I wonder ...
8. Where will the President spend his vacation this year? I want to know ...
9. Is he a student of the "KPI"? Have you any idea ...
10. Why did you refuse to talk to him? I'd like to know ...

II. Write indirect questions to these wh-questions.

1. What subjects do you study?

2. When is the examination date?
3. How much money have you got?
4. Why are you reading this book for the third time?
5. What have you done to this disk?
6. What have you been doing all day long?
7. Who was that journalist?
8. When were you at the workshop last time?
9. When will stop smoking?
10. Where will he work after graduating from the University?

III. Write indirect questions to these yes-or-no questions.

1. Do you watch world news?
2. Does your friend enjoy racing a bicycle?
3. Are you good at physics?
4. Is your father a freelancer?
5. Are you talking on the phone now?
6. Did they carry out the experiment?
7. Will you help me with the party?
8. Can you tell right from wrong?
9. Shall we call the electrician?
10. Have you introduced yourself already?

IV. Write indirect questions to these alternative questions.

1. Do you watch news on TV or read them in newspapers?
2. Does your friend enjoy racing a bicycle or riding a bike?
3. Are you good at physics or at chemistry?
4. Is your father an electrician or a programmer?
5. Are you talking to me or to him?
6. Did you find my resume in the newspaper or in the Internet?
7. Will you invite me or someone else?

8. Are you looking for a permanent or temporary job?
9. Shall we order pizza or Chinese food?
10. Have you been to the USA or to Canada?

V. Write direct and indirect questions to the sentences.

e. g. Yes, I will go to the theatre today. – *Will you go to the theatre today?* – *I wonder if you will go to the theatre today.*

1. My grandfather is 78.
2. My workday finishes at 6 p. m.
3. I go roller-skating once a week.
4. She refused to go with us because she didn't want to see Ted.
5. The mother noticed us when we were climbing the tree.
6. His parents are both engineers.
7. No, I don't agree with you.
8. Yes, we are enjoying the trip.
9. He promised to phone her in the evening.
10. Elton John will come to Ukraine again next year.

VI. You get acquainted with a person from your conquering company. Here is a list of questions you want to know about the company. You don't want him/her to guess who you are, that's why you will ask only "polite" questions.

1. How much money do the workers get?
2. Who is the boss?
3. What is the company's turnover?
4. Who are the main clients?
5. What are the main strategies?
6. What are the plans for the future?
7. Do the workers have social packages?
8. How often do they conduct interviews?

9. Who are the main partners?
10. What car does the boss have?
11. Are the workers happy with the job?

VII. Make the sentences indirect and then reported.

1. "What is your problem?" I asked the furious man.
2. "Do you have any money left?" she inquired.
3. "Have you ever tried banjo jumping?" they asked the boy.
4. "Do you have any diplomas?" asked the interviewer.
5. "Granny, could you tell me about your youth?"
6. Nick: "What time do your classes finish today, Alice?"
7. Bob: "Mum, when shall we go to the park?"
8. "When is the next train to Kyiv?" asked the young man.
9. "Where did the robber go?" asked the police officer.
10. "Did you see the sun eclipse?" she asked me.

VIII. You have applied for a job and have been invited to the interview.

After the interview tell your friend about the questions (indirect) of the interviewer and your answers:

Interviewer: Can you tell what is your name? You:

I: Have you brought the resume?

I: What education do you have?

I: What salary would you like?

I: What kind of job would you like to do?

I: Do you have work experience?

I: Why have you chosen our company?

I: What are your strong qualities?

I: What are your weak points?

I: What are your expectancies of the position?

IX. Freshmen are taking their first exam. When the first student comes out of the room they start asking him a lot of questions. Make them indirect:

1. What mark did you get?
2. Is it possible to cheat?
3. Is he strict?
4. Does he watch at you when you talk?
5. Does he go out?
6. Does he ask to give examples?
7. Does he ask a lot of questions?
8. Does he interrupt?
9. What ... are left?
10. Is he in good mood today?

X. Revision task. Write indirect questions.

1. "What is your last name?"
2. Jane: "Have you ever travelled by plane?"
3. Shop assistant: "What is your size?"
4. "Why have you chosen this specialization?"
5. "What is your favorite movie?"
6. "Where were you last night?"
7. "What do you like more: speaking or listening?"
8. "What is your best dream?"
9. "Do you smoke?"
10. "Are you Ukrainian?"
11. "Who is your favorite actor?"
12. "Can you name 50 famous scientists?"
13. "How would you spend a million dollars if you won it?"
14. "How would you spend a million dollars if you earned it?"
15. "What are your plans for the weekend?"

UNIT XI
PRESENT PARTICIPLE (PARTICIPLE I) AND
PAST PARTICIPLE (PARTICIPLE II)

The Participle is a non-finite form of the verb which has a verbal and an adjectival or an adverbial character.

A. Participle I = infinitive +ing (read-ing**)**

The Grammatical Categories of Participle I

	Indefinite	Perfect
Active	Infinitive +ing ✓ going ✓ taking ✓ stopping	Having + infinitive+ed (V3) ✓ having gone ✓ having taken ✓ having stopped
Passive	Being + infinitive+ed (V3) ✓ being taken ✓ being stopped	Having being + infinitive+ed (V3) ✓ having being taken ✓ having being stopped

Syntactical Functions of Participle I

1. **Attribute:** *Who is that girl making notes in her book?*
2. **Predicative:** *His life-story is touching.*
3. **Parenthesis:** *Frankly speaking, I don't like our boss.*
4. **Adverbial modifier**
 - a. Of time (may be used with when and while)
 - b. Of reason: *Being a good dancer she won the competition easily.*
 - c. Comparison (is used with as if/as though): *They were sitting very quietly as if listening to the old man.*
 - d. Condition: *Being informed about the trip she will be really glad.*

PRACTICE

I. Translate the sentences into Ukrainian (Participle I)

1. The men sitting at the table are our colleagues from Germany.
2. I don't know the girl waiting for you.
3. Being a student you can take part in exchange programs.
4. Being afraid of height, she refused to climb Everest.
5. Having distributed all the responsibilities they went home.
6. The river overflowed, leaving a lot of people without houses.
7. Having learnt some basics of physics he decided to make an experiment.
8. He unwrapped the letter saying: "Congratulations! You are the winner!"
9. Instead of looking for a job, he's wasting time dreaming about it.
10. At that moment Mr. Hike came in carrying a pack of documents.

II. Join 2 sentences together using Participle I

**E. g. She understood she had won the lottery. She began shouting happily. –
Having understood she had won the lottery, she began shouting happily.**

1. He was tired of reading. He closed the book and put it away.
2. She found no letter in the mail-box. She felt anger.
3. They hoped to find gold. They came to Alaska 2 years ago.
4. Mike set his alarm clock. He fell asleep immediately.
5. He realized he had missed the last bus. He called a taxi.
6. I have been told about one modern gadget. I started collecting money for it.
7. I knew all the advantages the position offers. I applied for the job.
8. The driver put on the headphones. He didn't hear what the passengers were saying.
9. He thought he made a mistake in the calculations. He checked everything again.

10. Our neighbors were sleeping. They were frightened by the sound of loud music.
11. One day you will be sitting in your old armchair. You will be telling stories to your grandchildren.
12. She is a celebrity. She's always surrounded by journalists.
13. Marry Currie won the Nobel Prize for physics. She continued her researches.
14. She has been asked to buy new furniture for the office. She thought about the overall look of the office.
15. The lecturer told the students about scams. He realized they know more than him.

III. Put the verbs in brackets into Present Participle.

1. (Provide) access to the last 30 days of news, www.yahoo.com claims to cover more than 7,000 sources.
2. Google has launched a news service (provide) articles on various topics.
3. (To be) popular, tabloid newspapers prefer celebrity gossip to political news.
4. Celebrities are always surrounded by journalists (take) photos and (ask) private questions.
5. Before (broadcast) the news the special committee has to proof-check it.
6. Always (broadcast) the latest news, CNN is the leading news channel.
7. (Surround) the politician, the journalists asked questions about his divorce.
8. Although (print) the news every day this newspaper is not popular.
9. After (provide) the secret information to mass media, the officer quit.
10. (To be) the leading news provider the BBC is watched by millions of viewers.

IV. Complete the sentences with the present participles of the words:

work; leave; promote; work; deliver; arrest; have; brake; lose; look.

1. ... the office, the secretary ran after the client.
2. Although having being ..., he didn't change at all.
3. Being ... by the police, they were really frightened.
4. Having ... the window the boy was crying.
5. I don't like people ... at me like that.
6. ... at this company for 20 years, my father decided to quit.
7. ... the morning newspapers the boy greeted everyone.
8. My neighbor usually sings when ... a shower in the morning.
9. Even when ... the sight, he continued working at the computer.
- 10.... in the night shift, he could only sleep at the daytime.

B. Participle II = Infinitive +ed (for regular verbs)

Participle II = the 3rd form for irregular verbs

Syntactical Functions of Participle II:

1. **Attribute:** *Most of the invited people were strangers to me.*
2. **Predicative:** *This academic year is finished at last!*
3. **Adverbial modifier:**
 - a. Of time (is used with when, till, until): *He will never help anyone until asked.*
 - b. Of cause: *Greatly disappointed with his salary, he decided to quit.*
 - c. Of condition (is used with if or unless): *This boy may be very inventive if encouraged.*
 - d. Of concession (is used with though, although, wherever, whether ...or): *Though written at home, the article didn't seem well-structured.*
 - e. Of comparison (is used with as if/ as though): *He stood silent, as if charmed by her smile.*

Note that interested, bored, excited etc. express how people feel; and interesting, boring, exciting etc describe the people or things that cause the feelings.

PRACTICE

V. Translate the sentences into Ukrainian (Participle II)

1. What shall we tell to the invited guests?
2. You should show the signed contract to the boss.
3. The keyword used to open the program was invalid.
4. Have you unpacked the boxes brought yesterday?
5. Whether finished or not, the papers should be handed in.
6. We need new workers, unspoiled by money.
7. You can't even imagine how tired I am of commands.
8. There was a card attached to the present saying: "Don't worry, be happy!"
9. In the evening Mr. Smith went home pleased with his first working day.
10. They seemed puzzled.

VI. Join 2 sentences together using Participle II

E. g. She was excited with the news. She forgot to ask about her friend. – Excited with the news, she forgot to ask about her friend.

1. He was found by the police. He was in despair.
2. I was greatly surprised by the offer. I didn't know how to thank her.
3. He will never speak to a stranger until somebody introduces him.
4. They are unpacking the boxes with the new software, which were brought yesterday.
5. The celebrities will only come if they are promised a great show.
6. Though the products were delivered on time, they were rotten.

7. Aristotle was taught by the great scientist; he became famous as well.
8. The car went smoothly. It was repaired by the mechanic.
9. Though he was shown how to drive, he refused even to try.
10. They had to pay for the electric wires which were damaged by the cat.

VII. Put the verbs in brackets into Past Participle.

1. There is a free service that can keep you (inform) of the latest news.
2. (Update) throughout the day, news provide the latest information.
3. This news site gives you the option of reading articles (provide) by different sources.
4. This on-line library provides an option for searching all articles (load) since 1974.
5. There are only a few newspapers that offer free access to (archive) web content.
6. Here you can get free access to (select) articles on electrical engineering.
7. This information site provides only (price) service.
8. (Accuse) of providing wrong information about politicians, this news site was closed.
9. (Watch) by millions of people all over the world, CNN news are considered to be a reliable source of information.
10. This story, first (brake) by CNN, can now be seen on all the other channels.

VIII. Complete the sentences with the past participles of the words:

promote; notice; inspire; give; lock; ask; confuse; promise; invite; satisfy.

1. The group has robbed 5 banks ... by anyone.
2. The man tried hard to open the ... door.
3. Greatly ... by the question, she decided not to answer.
4. He will only work if ... higher salary.
5. Though ... to a high position, he wasn't satisfied.

6. When ... about his income, he always lies.
7. If ... to parties, she usually finds a reason not to come.
8. ... by his wife, the painter created a lot of masterpieces.
9. The buyers went home ... with the discounts.
10. He'll start working as soon as ... money.

IX. Choose the correct Participle.

1. Thank you for your interesting/interested offer.
2. You will find the singing/singed credit book on my desk.
3. Do you know the introducing/introduced man?
4. At last I've read the received/receiving letter.
5. Enclosed/enclosing please find my resume.
6. Tidying/tidied up my room I always find lost things.
7. Working/worked as a volunteer she has little time for entertainments.
8. Have you already fixed the damaged/damaging devices?
9. Being/been the monitor of the group, he is a good organizer.
10. The expected/expecting goods were delivered on time.

X. Revision task

Put the verbs in brackets into Present or Past Participle.

1. (Invent) thousand of years ago, wheel is the most important invention in the history of transportation.
2. (Open) the way to affordable motorized transport, the model T-ford is considered to be the father of today's family car.
3. (Produce) in 1901, The Curved Dash Oldsmobile was the first automobile produced in large numbers.
4. (Introduce) the modern method of car production, Henry Ford became famous and rich.
5. (Invent) by a Scottish mechanical engineer, a mechanical television system gave birth to modern TVs.

6. (Adopt) the electronic television technology, the BBC started broadcasting better pictures.
7. (To be) the founder of modern television, John Logie Baird is unknown today.
8. In 1928, a scientist (name) Alexander Fleming, was doing research to find a medicine against bacterial infections.
9. (Publish) in 1929, the Fleming's findings interested many scientists.
10. The experiments with penicillin (carry out) by Fleming didn't let him use its potential as a treatment against infections.

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