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ГРАММАТИКА АНГЛИЙСКОГО ЯЗЫКА

ПОДГОТОВКА К ИТОГОВОЙ АТТЕСТАЦИИ

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в качестве учебного пособия
для бакалавров, специалистов и магистрантов
всех направлений и специальностей*

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Состоит из 13 учебных блоков, включающих грамматические разделы, снабженные как справочным, так и практическим материалом, нацеленным на формирование и закрепление основных умений и навыков, необходимых для прохождения итоговой аттестации по английскому языку. Каждый раздел содержит несколько подразделов, охватывающих различные грамматические аспекты английского языка.

Предназначен для бакалавров, специалистов и магистрантов всех направлений и специальностей.

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INTRODUCTION

Данный практикум предназначен для бакалавров, специалистов и магистрантов всех специальностей и направлений технических вузов, изучающих английский язык на уровне Intermediate, для практического использования в бытовой сфере и профессиональной деятельности.

Цели практикума:

1) формирование у студентов навыков использования грамматики английского языка в бытовых ситуациях, профессиональном общении и межкультурной коммуникации;

2) обучение культуре иноязычного устного и письменного общения;

3) развитие общей, лингвистической и коммуникативной компетенций. Практикум направлен на решение следующих задач:

- обеспечить закрепление и активизацию грамматического материала, представленного в соответствующих разделах;

- развить умения и навыки говорения на основе пройденного грамматического материала;

- закрепить навыки письменной речи;

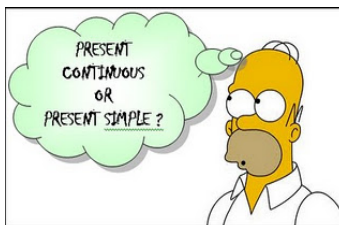
- подготовить к итоговой аттестации.

Данные цели и задачи определяют структуру практикума, который состоит из 13 учебных блоков. Каждая часть включает в себя теоретическую часть с объяснением основных правил грамматики и упражнения для их закрепления и использования в различных видах коммуникативной деятельности (чтении, говорении и письме).

Идея и разработка данного издания принадлежит Н. А. Гуниной (Units 1 – 5), Е. Ю. Воякиной (Units 6 – 9), Л. Ю. Королевой (Units 10 – 13).

Unit 1

PRESENT SIMPLE VS. PRESENT CONTINUOUS



Present Simple



Mark Flanagan is a Royal chef.
He cooks meals for Her Majesty Queen Elizabeth II.
But at the moment he isn't cooking.
He's giving a speech.

(+)

I / we/ you / they	drive /go / work
He / she / it	drives / goes/ works

(?)

Do	I / we/ you / they	Drive / go /
Does	he / she / it	work?

(-)

I / we/ you / they	don't	drive / go /
He / she / it	doesn't	work

Present Continuous



Now Mark is in the kitchen. He's cooking.
This means: He is cooking *now*,
at the time of speaking, the action
is not finished.

(+)

I'm cooking.
He's/she's/it's working
We're/you're/they're playing

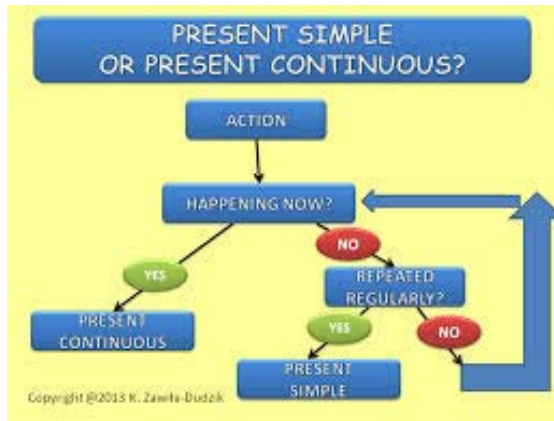
(?)

Am	I	working?
Is	He / she / it	cooking?
Are	We / you / they	playing?

(-)

I'm not cooking
He/she/it isn't working
We/you/they aren't playing

How to use Present Simple and Present Continuous



We use **Present Simple** if:

- 1) things happen repeatedly
What do they usually read at weekends?
Jane does her homework every day.
- 2) things happen in general
Most people learn to swim when they are children.
- 3) the action is a scientific fact
Every day the population of the world increases by 200,000 people.
- 4) the situation is permanent
You work hard most of the time.
I'm living with my friends until I find a place of my own.
- 5) the situation happens according to the programme or timetable
The film begins at 4.30.

We use **Present continuous** for:

- 1) actions happening at the time of speaking:
Please don't switch on the TV.
I'm reading.
- 2) actions not necessarily happening at the time of speaking.
I'm learning to swim. My father is teaching me.
- 3) changing or developing situations (to show the dynamics)
The population of the world is increasing very fast.
- 4) temporary situations
You're working hard today.
- 5) fixed arrangements in the near future
I'm flying to London next Monday.
- 6) situations to express annoyance or criticism (with **always**)
She is always complaining.

Time expressions

Always, usually, often, sometimes, hardly ever, occasionally, from time to time, seldom, rarely, never.

He **often** goes to the theatre. (adverb is placed before the main verb)

He is **often** late. (adverb is placed after the verb to be)

Every day / week / month / year once a year/ twice a week / three times a day

Now, at the moment, at present, currently, these days

I'm working hard **these days**.

Tonight, tomorrow, next week / month / Monday

I'm going to the cinema **tonight**.

Non-continuous Verbs

Mental and Emotional States	believe, dislike, doubt, imagine, know, like, love, hate, prefer, realize, recognize, remember, suppose, understand, want, wish	Examples She dislikes that boy. NOT She is disliking that boy. Jack prefers going out for dinner tonight. NOT Jack is preferring going out for dinner tonight. I recognize you! NOT I'm recognizing you!
Sense	appear, hear, see, seem, smell, sound, taste	Examples It tastes strange. NOT It is tasting strange. Do you hear that? NOT Are you hearing that?
Communication	agree, astonish, deny, disagree, impress, mean, please, promise, satisfy, surprise	Examples You astonish me! NOT You are astonishing me! I'm afraid I disagree with you. NOT I'm afraid I am disagreeing with you.
Other States	be, belong, concern, consist, contain, cost, depend, deserve, fit, include, involve, lack, matter, need, owe, own, possess	Examples It depends on how much it costs. NOT It is depending on how much it is costing. She said it involved a lot of work. NOT She said it was involving a lot of work. It doesn't matter. NOT It isn't mattering.

There are also a number of verbs that don't take the continuous forms in one meaning but DO take the continuous forms in other meanings. Here are some of the most important:

Non-Continuous Meanings	Continuous Meanings
feel = 'have an opinion' He feels he should get a second chance.	feel = 'feel physically' I'm feeling awful this afternoon.
see = 'understand' I see what you mean.	see = 'visit' She's seeing a doctor this morning.
think = 'have an opinion' I think we should leave immediately!	think = 'use the brain' He's thinking hard about the problem.
appear = 'look like' That appears to be stale.	appear = 'be on stage / perform' Jack Daniels is appearing at the Paramount tonight.
look = 'seem' It looks impossible!	look = 'stare at' I'm looking at that strange man.
taste = 'have a taste' That tastes yummy	taste = 'use the mouth' The cook is tasting the sauce!
be = 'auxiliary verb' She is a nurse	Be = behave, act She's being rude these days (It means she is behaving rude at the moment)

Let's Practice

1. Read the paragraph and answer the questions:



Brian is a doctor. He looks after sick people. He usually gets up at 6.00 o'clock. Today he is late, it is 6.30 and he is still in bed.

He usually goes to work by train but today he is driving to work. He arrives at work at 6.30 every morning but it is 7.30 now and he is still driving.



It's 12.00 o'clock now. He always has his lunch at 12.00 but today he isn't having lunch at 12.00, he is looking after his sick patients.

It is half past seven now, Brian is watching TV. He usually watches TV at half past seven because his favourite programme starts at half past seven. Brian has his dinner at 8.30 everyday and he is having dinner now.



It is 12 pm now Brian is going to bed. He always goes to bed at midnight.

1. What does Brian do?
2. What time does he usually get up?
3. How does he usually go to work?
4. Why is he driving to work today?
5. What time does he arrive at work every day?
6. When does he always have his lunch?
7. What is he doing at 12.00 today?
8. Why does he usually watch TV at 7.30?
9. What time does he go to bed?
10. What time is he going to bed now?

2. Some people complain about complexities of normal life. They think that their life isn't exciting enough. Talk about your daily routine. Do you live an action-packed life?

Use the following verbs: *wake up, get up, take a shower, get dressed, make breakfast, have breakfast, leave home, take a bus, drive, have classes, have lunch, go home, get home, watch TV, do homework, read books, surf the Internet, go out with friends, do some housework, go to bed, etc.*

Remember to add the appropriate time expressions: *in the morning, at noon, after lunch, before midnight, at 3 pm, etc.*

3. Complete the sentences with the present simple or present continuous form of the verbs in brackets.

1. She _____ (run) because she's late for her lesson.
2. Our teacher always _____ (give) us lots of homework.
3. We _____ (not want) to go to the concert.
4. What time _____ (you / meet) Pete tomorrow?
5. I _____ (not work) today. I'm on holiday.
6. People _____ (speak) English in Jamaica.

4. Make questions to the answers about ALAN.

Questions:

ALAN

- | | |
|--------------------------------|---|
| 1. What _____ ? | 1. Alan's a lorry driver. |
| 2. How old _____ ? | 2. He's twenty-five years old. |
| 3. How many _____ ? | 3. He works five days a week. |
| 4. What time _____ ? | 4. He gets up at six o'clock every day. |
| 5. What _____ for breakfast? | 5. He eats an enormous breakfast. |
| 6. What _____ ? | 6. He drinks two cups of tea. |
| 7. What _____ after breakfast? | 7. Then he kisses his wife. |

5. Ask questions for the underlined words:

1. George often has a bath.
2. Mike eats corn-flakes for breakfast every morning.
3. The teacher is writing some examples on the board.
4. Tom is watching a film now.
5. My parents never smoke cigarettes.
6. Peter and Rob go to school by service bus.

6. Put the verb in brackets in the correct form (present simple or present continuous).



Next week, my friends and I _____ (go) camping in the woods. I _____ (organize) the food, because I _____ (like) cooking. Dave _____ (have) a big car with a trailer, so he _____ (plan) the transportation. Sam _____ (bring) the tent – he _____ (go) camping every year, so he _____ (have) a great tent and lots of other equipment. My wife _____ (think) we're crazy. She _____ (like) holidays in comfortable hotels, so she _____ (take) a trip to Paris instead.

7. Complete the dialogue:

Jane: Excuse me, _____ you speak English?
Franck: Yes, I _____ .
Jane: Where _____ the museum of art?
Franck: Sorry, I _____ know.
Jane: _____ you American?
Franck: No, I _____ not. I _____ in Europe.
I _____ a tourist, like you!

8. Role-play the conversation in 7.

9. Talk to as many people in the class to find a person who shares similar interests with you.

Use the following ideas to ask questions.

A person who:

likes eating pasta for dinner

enjoys watching horror films / thrillers / comedies / soap operas

doesn't mind sleeping in a tent / doing the dishes

hates spiders / snakes / mice / babies

takes a shower in the morning / in the evening

Unit 2

PRESENT PERFECT VS. PRESENT PERFECT CONTINUOUS

Present Perfect Tense	Present Perfect Continuous Tense
<p>Present Perfect</p> <p>(has / have) + (past participle)</p>	<p>Present Perfect Continuous</p> <p>(has / have) + (been) + (present participle)</p>
<p>(+)</p> <p>I / you / we / they have driven. He / she / it has gone.</p> <p>(-)</p> <p>I / you / we / they haven't driven. He / she / it hasn't gone.</p> <p>(?)</p> <p>Have I / you / we / they driven? Has he / she / it gone?</p>	<p>(+)</p> <p>I / you / we / they have been driving. He / she / it has been going.</p> <p>(-)</p> <p>I / you / we / they haven't been driving. He / she / it hasn't been going.</p> <p>(?)</p> <p>Have I / you / we / they been driving? Has he / she / it been going?</p>

<p>We use Present Perfect if:</p> <p>1) an action happened at an unspecified time before now. The exact time is not important. <i>I think I have met him once before.</i></p> <p>2) you describe your experience. It is like saying, "I have the experience of..." You can also use this tense to say that you have never had a certain experience. The Present Perfect is NOT used to describe a specific event. <i>I have been to France three times.</i> It means that that you have had the experience of being in France.</p> <p>3) we talk about change that has happened over a period of time <i>The government has become more interested in arts education.</i></p> <p>4) we list the accomplishments of individuals and humanity. You cannot mention a specific time. <i>Man has walked on the Moon.</i> <i>Our son has learned how to read.</i></p> <p>5) we talk about several different actions which have occurred in the past at different times. Present Perfect suggests the process is not complete and more actions are possible.</p>	<p>We use Present Perfect Continuous for:</p> <p>1) an activity that has recently stopped or just stopped. There is a connection with now: <i>You're out of breath. Have you been running? (you're out of breath now)</i></p> <p>2) an activity which is still happening <i>How long have you been learning English? (you're still learning English)</i> <i>Tim is still watching television. He's been watching television all day.</i></p> <p>3) actions repeated over a period of time: <i>Debbie is a very good tennis player. She's been playing since she was eight.</i></p> <p style="text-align: center;">State verbs</p> <p>There are some verbs (for example, know/like/believe) that are normally not used in the continuous: I've known about it for a long time. (not 'I've been knowing')</p> <p>For a list of these verbs, see Unit 1</p>
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Time expressions

<p>Just = a short time ago: <i>'Would you like something to eat?'</i> <i>'No, thanks. I've just had lunch.'</i> already = something happened sooner than expected <i>'Don't forget to post the letter, will you?'</i> <i>I've already posted it.'</i> Yet = 'until now' and shows that the speaker is expecting something to happen. Use yet only in questions and negative sentences <i>Has it stopped raining yet?</i> <i>I've written the letter but I haven't posted it yet.</i> Ever, never <i>Have you ever eaten caviar? (in your life)</i> <i>We've never had a car.</i> Recently, lately, so far, up to now, until now / till now We haven't heard from him recently (=lately / of late).</p>	<p>since or ever since with a specific month, year or a period in the past <i>I have been jogging in this park since 2002.</i> <i>He has been staring at the wall ever since he heard the news.</i> for with a number of hours, days, months, years <i>She's been talking on the phone for 3 hours.</i></p>
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Difference in Meaning:

Present Perfect vs. Present Perfect Continuous

Present Perfect	Present Perfect Continuous:
<p style="text-align: center;">Result</p> <p><i>The ceiling was white. Now it is blue. She has painted the ceiling.</i> has painted is the present perfect simple. Here, the important thing is that something has been finished. 'Has painted' is a completed action. We are interested in the result of the activity (the painted ceiling), not in the activity itself.</p>	<p style="text-align: center;">Duration</p> <p><i>Ann's clothes are covered in paint. She has been painting the ceiling.</i> has been painting is the present perfect continuous We are interested in the activity. It does not matter whether something has been finished or not. In this example, the activity (painting the ceiling) has not been finished.</p>

Emphasis on completion <i>I have done my homework.</i> (Meaning: My homework is completed now.)	Duration <i>I have been doing my homework.</i> (Meaning: That's how I have spent my time. It does not matter whether the homework is completed now.)
desired result <i>I have washed the car. (Result: The car is clean now.)</i>	unwanted side effect <i>Why are you so wet? – I have been washing the car. (side effect: I became wet when I was washing the car. It does not matter whether the car is clean now.)</i>
since the last time <i>I haven't played that game for years. (Meaning: It's years ago that I last played that game.)</i>	since the beginning <i>I haven't been playing that game for an hour, only for 10 minutes. (Meaning: It's not even an hour ago that I started to play that game.)</i>
permanent <i>James has lived in this town for 10 years. (Meaning: He is a permanent resident of this town.)</i>	temporary <i>James has been living here for a year. (Meaning: This situation is only temporary. Maybe he is an exchange student and only here for one or two years.)</i>

Have been to / have been in / have gone to

Jim is on holiday. He **has gone to** Spain. (= he is there now or on his way there)

Peter **has been in** Rome for 3 days. (= he is there now, he arrived in Rome 3 days ago)

Jane is back home from holiday now. She **has been to** Italy. (= she has now come back from Italy)

Let's Practice

1. Write positive sentences in present perfect simple

The following people have just completed an action.

Bob / visit / his grandma

Jimmy / play / on the computer

Sue and Walter / wash / their car

Andrew / repair / his bike

Tom and Alice / be / to a restaurant

2. Write negative sentences in present perfect simple.

The weather was wonderful today. So the children were in the park all afternoon and have not done their household chores:

Sarah / not / wash the dishes

Anita / not / clean the kitchen

Maureen and Gavin / not / water the plants

Joey / not / make his bed

Aran and Jack / not / do their homework

3. Write questions in present perfect simple.

you / answer / the question

Jenny / lock / the door

Walter / call / us

you / see / the picture

your parents / get / the letter

4. Read the text about Loch Ness and complete the sentences.

Loch Ness is a lake between the Scottish towns of Inverness and Fort Augustus. The word **loch** is Scottish for **lake**. Loch Ness is about 37 km long and extremely deep, the deepest part is 226 m. Loch Ness is famous for its friendly monster, Nessie. Most people think that this is only a legend, but every year tourists from all over the world come to Loch Ness and hope that they will see the monster.



1. Tourists from all over the world (be) _____ to Loch Ness.
2. Most of them (see / not) _____ Nessie, however.
3. Only very few people say that the Loch Ness Monster (appear) _____ in front of them.
4. Even scientists (come) _____ to Loch Ness to find the monster.
5. And the boss of the Guinness brewery (promise) _____ to pay 500,000 pounds to the person who catches Nessie.

5. What are some of the things have you already accomplished at this time in your life?

Make a list of two or three things you have already done in life. Share what you are most proud of, and talk about some of your peers' greatest achievements. You need to ask follow-up questions to find out the details.

6. Which form is correct: Present Perfect Simple or Present Perfect Continuous?

1. We want to tell how we have spent our time: *We have played football* / *We have been playing football*.
2. The action is completed now: *Charly has sent the letter.* / *Charly has been sending the letter.*
3. I want to tell how I have spent my time: *I have watched TV.* / *I have been watching TV.*
4. I want to emphasise that the door is open now: *Elizabeth has opened the door.* / *Elizabeth has been opening the door.*
5. I want to emphasise that the house is ready now: *My friends have built a house.* / *My friends have been building a house.*

7. Put the verbs into the correct tense: Present Perfect Simple or Present Perfect Continuous

1. I (play) _____ football for five years.
2. My team (win / only) _____ wo matches so far.
3. The others (be / always) _____ better.
4. Are we not there yet? We (walk) _____ for hours.
5. But we (cover / only) _____ an area of five miles so far.

8. Complete the conversation with the appropriate tenses: Present Perfect Simple or Present Perfect Continuous



Robin: I think the waiter (forget) _____ us. We (wait) _____ here for over half an hour and nobody (take) _____ our order yet.

Michele: I think you're right. He (walk) _____ by us at least twenty times. He probably thinks we (order, already) _____.

Robin: Look at that couple over there, they (be, only) _____ here for five or ten minutes and they already have

their food.

Michele: He must realize we (order, not) _____ yet! We (sit) _____ here for over half an hour staring at him.

Robin: I don't know if he (notice, even) _____ us. He (run) from table to table taking orders and serving food.

Michele: That's true, and he (look, not) _____ in our direction once.

9. Act out a similar conversation.

10. Complete the conversation with the appropriate tenses: Present Perfect Simple or Present Perfect Continuous

Mr. Smith: So tell me a little bit about yourself, Mr. Harris. I would like to find out a little bit more about your background.

Mr. Harris: I (work) _____ in the insurance industry for over ten years. I worked for Met Life for six years and World Insurance for four and a half. During that time, I heard many good things about Hollings Life Insurance and that's why I (apply) _____ for the new sales position.



Mr. Smith: Tell me a little about your hobbies and interests.

Mr. Harris: In my spare time, I hike in the mountains outside of town, volunteer at the Sierra Club and play tennis. In fact, I (compete) _____ in a tennis tournament this weekend.

Mr. Smith: Really, how long (you, play) _____ tennis?

Mr. Harris: I (play) _____ since high school. I love the sport.

Mr. Smith: Great! We like dedication here at Hollings Life. You mentioned you volunteer at the Sierra Club. I (work, currently) _____ with them on the sea turtle project. We (try) _____ to create a wildlife sanctuary near the bay.

Mr. Harris: Do you know Frank Harris? He's my brother. He (work, presently) _____ on the same project.

Mr. Smith: I know Frank quite well. Any brother of Frank's would be a welcome addition to Hollings Life. Just one more thing, we (look) _____ for somebody who is fluent in Spanish; many of our clients are from Mexico.

Mr. Harris: No problem. I (study) _____ Spanish since elementary school.

Mr. Smith: Sounds like you are the perfect candidate.

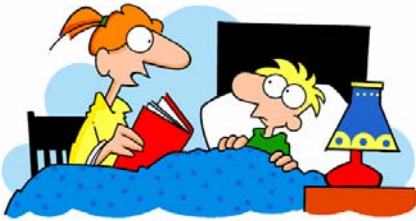
11. Role play. Job interview. Work in groups of 4.

Students A and B: you are parents who want to hire a babysitter for your child. Work out a list of questions (at least 5) that you want to ask prospective babysitters. Your goal is to find out the jobseekers' experience of childcare.

Students C and D: you are seeking a job of a babysitter. Think of 3 questions you want to ask your prospective employers. Your goal is to get a job as a babysitter.

Unit 3

PAST SIMPLE VS. USED TO



"Romeo and Juliet met online in a chat room.
But their relationship ended tragically
when Juliet's hard drive died."

William Shakespeare **was** an English poet, playwright and an actor. He was born and **grew up** in Stratford-upon-Avon. At the age of 18, he **married** Anne Hathaway, with whom he **had** three children. Between 1585 and 1592, he **began** a successful career in London as an actor and a writer. Shakespeare **produced** most of his known work between

1589 and 1613. He died in 1616.

Was / grew up / married / had / began / produced are all past simple

Simple Past

(verb) + (ed) or irregular

X

Past

Present

Future

(+)

I / we / you / they /
he / she / it

drove / went /
worked

(?)

Did

I / we / you /
they / he /
she / it

drive / go /
work?

(-)

I / we / you /
they / He /
she / it

didn't

drive / go /
work

We use **Past Simple**:

1) to express the idea that an action started and finished at a specific time in the past. Sometimes, the speaker may not actually mention the specific time, but they do have one specific time in mind.



Example: I **saw** a movie yesterday.

2) to list a series of completed actions in the past. These actions happen 1st, 2nd, 3rd, 4th, and so on.



Example: I **finished** work, **walked** to the beach, and **found** a nice place to swim.

3) to describe a duration which starts and stops in the past. A duration is a longer action often indicated by expressions such as: for two years, for five minutes, all day, all year, etc.



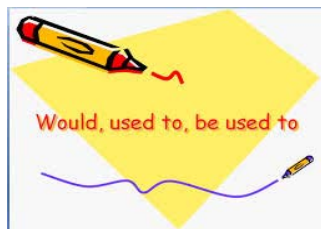
Example: I **lived** in Brazil for two years.

4) to describe a habit which stopped in the past. It can have the same meaning as “used to”. To make it clear that we are talking about a habit, we often add expressions such as: always, often, usually, never, when I was a child, when I was younger, etc.



Examples: I **studied** French when I was a child.

- He **played** the violin.
- He **didn't play** the piano.
- **Did you play** a musical instrument when you were a kid?
- She **worked** at the movie theater after school.
- I **used to go** to the beach every day.
- I **would go** to the beach every day.
- I **am used to going** to the beach every day.



used to do = **would** (past habit)

Be used to doing (present habit)

Habit in the Past



“Used to” expresses the idea that something was an old habit that stopped in the past. It indicates that something was often repeated in the past, but it is not usually done now. “Would” can be used for repetitive actions in the past.

Example: Sam and Mary **used to go** to Mexico in the summer. = Sam and Mary **would go** to Mexico in the summer

Past Facts and Generalizations



«Used to» can also be used to talk about past facts or generalizations which are no longer true.

Example: I **used to live** in Paris.

It is better not to use “used to” in questions or negative forms; however, this is sometimes done in informal spoken English. It is better to ask questions and create negative sentences using Simple Past.

Both Simple Past and “Used to” can be used to describe past habits, past facts and past generalizations; however, “used to” is preferred when emphasizing these forms of past repetition in positive sentences. On the other hand, when asking questions or making negative sentences, Simple Past is preferred.

Example: You **used to play** the piano.

Do not confuse **I used to do** and **I am used to doing**. The structures and meanings are different:

- * I used to live alone. (= I lived alone in the past but I no longer live alone)
- * I am used to living alone. (= I live alone and I don't find it strange or new because I've been living alone for some time)

USED TO:

THE PAST

She used to work in a shop.

He used to watch a lot of TV.

They used to be married.

There used to be a cinema here.

I didn't use to go swimming.

THE PRESENT

Now she works in a bank.

Now he doesn't watch much TV.

Now they are divorced.

Now there is a supermarket here.

Now I go swimming.

BE USED TO:

I am used to hard work.

I am used to working hard.

He is not used to New York.

He isn't used to living in New York.

Are you used to fast food?

Are you used to eating quickly

Present Perfect vs. Past Simple

Present Perfect Simple	Past Simple
Unfinished actions that started in the past and continue to the present: I've known Julie for ten years (and I still know her).	Finished actions: I knew Julie for ten years (but then she moved away and we lost touch).
A finished action in someone's life (when the person is still alive: life experience): My brother has been to Mexico three times.	A finished action in someone's life (when the person is dead): My great-grandmother went to Mexico three times.
A finished action with a result in the present: I've lost my keys! (The result is that I can't get into my house now).	A finished action with no result in the present: I lost my keys yesterday. It was terrible! (Now there is no result. I got new keys yesterday).
With an unfinished time word (this week, this month, today): I've seen John this week.	With a finished time word (last week, last month, yesterday): I saw John last week.

Let's practice

1. Make past simple 'wh' questions:

1. (where / you / go to school?)
2. (when / she / arrive?)
3. (why / he / eat so much?)
4. (what / they / do yesterday?)
5. (who / you / meet at the party?)

2. Put the verbs into the correct form (simple past or present perfect).



My friends (visit) _____ the Grand Canyon National Park last year. I (be / never) _____ to the Grand Canyon National Park. But I (see) _____ lots of wonderful pictures. And yesterday I (buy) _____ a book about the Grand Canyon. I (read) _____ 30 pages already. It's really interesting.

3. Write the verbs in the correct tense (Simple Past or Present Perfect).

My friend (go) _____ to Edinburgh three times. Some years ago he (study) _____ English there. Last month he (visit) _____ some friends in Edinburgh.

Unfortunately, I (can / not) _____ go to Edinburgh with him. This is a pity. They are my friends, too, and I (see / not) _____ them for ages.



4. Work in pairs. In turns talk about the suggested topic for about one minute. Use Present Perfect and Past Simple.

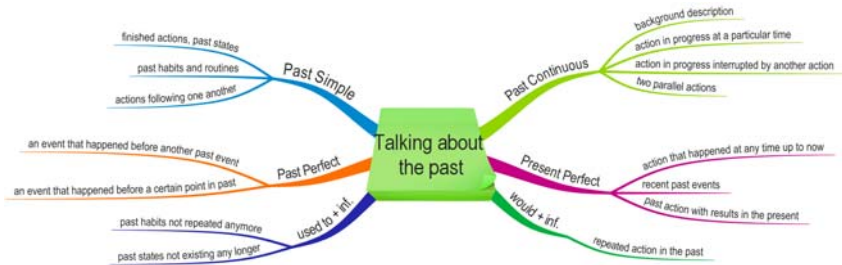
- 1) A beautiful place you have visited
- 2) A film you have enjoyed
- 3) A friend you have known for a long time
- 4) Something you have stopped doing
- 5) Something you have done recently

5. Fill in the blanks with *used to* or a form of *be used to*.

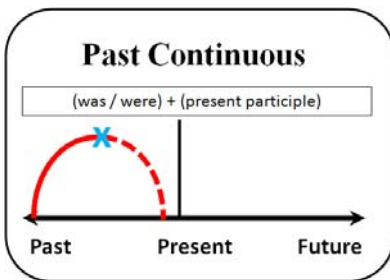
1. My parents _____ (travel) to other countries when they were young, but now they _____ (go) to places that are nearby.
2. This street _____ (be) very dark until the new lights were installed.
3. He doesn't have any problem getting to work at 8:00 in the morning because he _____ (get up) early.
4. Once grandparents, parents and _____ (live) together, but now grandparents _____ (live) by themselves.
5. At one time American mothers _____ (hope) their sons would grow up to become President.
6. Before he became ill, he _____ (play) tennis every morning.

Unit 4

PAST CONTINUOUS / PAST PERFECT / PAST PERFECT CONTINUOUS



Past Continuous



was / were + -ing is the past continuous

(+)

I / he / she / it **was** cooking

We/you/they **were** playing

(?)

Am I working?

Is he / she / it cooking?

Are we / you / they playing?

(-)

I / he / she / it **was not** cooking I / he / she / it wasn't cooking

We / you / they **were not** playing We / you / they weren't playing

We use **Past Continuous**:

1) to indicate that a longer action in the past was interrupted. The interruption is usually a shorter action in the Simple Past. Remember this can be a real interruption or just an interruption in time



Example: I **was watching** TV when she called.

2) to describe an action happening at a specific time



Example: Last night at 6 PM, I **was eating** dinner.

3) to express the idea that both actions were happening at the same time

Example: I **was studying** while he **was making** dinner.

4) with a series of parallel actions to describe the atmosphere at a particular time in the past

Example: When I walked into the office, several people **were** busily **typing**, some **were talking** on the phones, the boss **was yelling** directions, and customers **were waiting** to be helped.

Past Perfect Tense	Past Perfect Continuous Tense
(+) I / we / you / had driven / gone / they / he / she / worked it	(+) I / we / had been driving you / they he / she / it
(?) Had I / we / you / driven / gone / they he / she / it worked?	(?) I / we / you / been driving? Had they / he / she / it
(-) I / we / you / hadn't driven / gone / they / he / she / it worked	(-) I / we / hadn't been driving you / they / he / she / it
<p>We use Past Perfect</p> <p>1) to express the idea that something occurred before another action in the past. It can also show that something happened before a specific time in the past.</p> <p>Example: I had never seen such a beautiful beach before I went to Kauai.</p> <p>2) to show that something started in the past and continued up until another action in the past (non-continuous verbs).</p> <p>Example: We had had that car for ten years before it broke down.</p>	<p>We use Past Perfect Continuous</p> <p>1) to show that something started in the past and continued up until another time in the past.</p> <p>Example: They had been talking for over an hour before Tony arrived.</p> <p>2) to show cause and effect if the action happened before another one.</p> <p>Example: Jason was tired because he had been jogging.</p>

Past Continuous vs. Past Perfect Continuous

Past Continuous emphasizes interrupted actions, whereas Past Perfect Continuous emphasizes a duration of time before something in the past. Study the examples below to understand the difference.

Compare:

1. He was tired because he **was exercising** so hard.

This sentence emphasizes that he was tired because he was exercising at that exact moment.

2. He was tired because he **had been exercising** so hard.

This sentence emphasizes that he was tired because he had been exercising over a period of time. It is possible that he was still exercising at that moment OR that he had just finished.

Let's practice

1. Use Past Continuous to describe actions happening at a specific time in the past.



1. A: What (you, do) _____ when the accident occurred?

B: I (try) _____ to change a light bulb that had burnt out.

2. When I phoned my friends, they (play) _____ monopoly.

3. Yesterday at six I (prepare) _____ dinner.

4. They _____ (not sleep) at five o'clock.

5. Peter _____ (work) when I telephoned.

6. Tim _____ (study) German while they were studying French.

2. Choose the correct time expression used with the past continuous tense.

1. What were you doing (while / during) the meeting?

2. Tim was finishing the report (in / at) five o'clock.

3. They were discussing the problem (when / at) I walked into the room.

4. Jackson wasn't listening (while / during) he was explaining the situation.

5. Was Alice paying attention (while / during) the presentation?

6. They were having a quiet breakfast (this / at) morning when he arrived.

3. My memorable event. The sentences are mixed. Put them in the correct order to make a story.

1 My most memorable event was my trip to Africa with my family last November.

We happily changed into shorts and sandals, ate some dinner, and went to sleep.

While we were driving there, he told us that the reserve is a park with over 100 different kinds of animals. I was taking a photo of the giraffe when a zebra started running toward our truck. Five minutes after we entered the park, we saw a giraffe and two zebras. When we arrived on Monday night, rain was falling, but it was quite hot. On Wednesday, we drove through the Great Rift Valley to another park for a three-day safari. On Tuesday, our guide picked us up in a big truck. At first, we were very frightened, but the guide said, "Don't worry – zebras are not very dangerous!"

After the safari ended, I was happy to return home. He drove us to Kenya's first nature reserve, which opened in 1946. Before we began the safari, some lions were watching our truck.

4. Describe your memorable event. Use Past Simple and Past Continuous.

5. Why were you doing this?

You were sitting on the roof of the school crying.

You were running through the park dressed as a gorilla.

You were at a night club dressed as a member of the opposite sex.

You were chasing a policeman down the street.

You were pushing your boyfriend/girlfriend down the road in a pram.

You were driving your car on the wrong side of the road.

You took your cousin's dog for a walk and came back with a completely different one.

You were climbing through your neighbor's upstairs window.

You were washing your clothes in the local river in the middle of the winter.

You were throwing stones angrily at a large Coca-Cola sign.

You came to school with your face and arms painted blue.

You were in a shopping mall dressed in a clown outfit dancing the funky chicken.

You were standing on your head outside the movies eating a banana.

You were running around in the snow naked with your hands tied up behind your back.

6. Choose the past perfect, or the past simple:

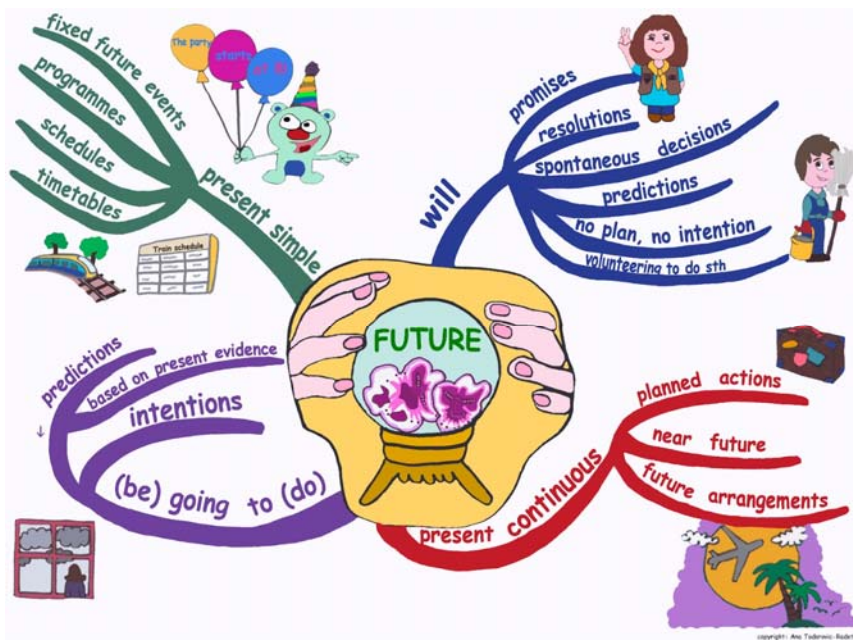
1. We had already eaten when John _____ (come) home.
2. Last year Juan _____ (pass) all his exams.
3. When I _____ (get) to the airport I discovered I had forgotten my passport.
4. I went to the library, then I _____ (buy) some milk and went home.
5. I opened my handbag to find that I _____ (forgot) my credit card.
6. When we _____ (arrive) at the station, the train had already left.

7. Choose the past perfect, or the past perfect continuous

1. When we arrived the film _____ (start).
2. She _____ (work) in that company for twenty years when she was made redundant.
3. I felt ill because I _____ (drink) six cups of coffee.
4. I _____ (study) all day, so I was tired.
5. How long _____ (you / live) in London when your daughter was born?
6. When I arrived at the airport I realised I _____ (forget) my passport.

Unit 5

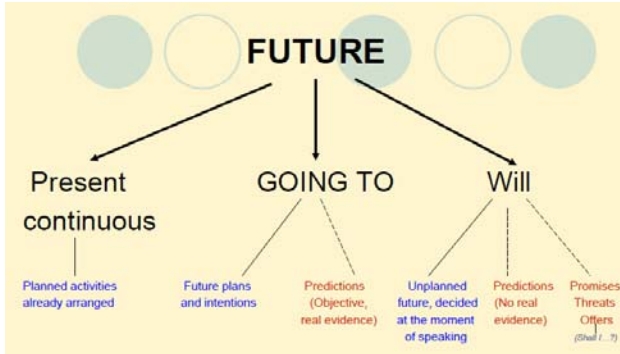
FUTURE FORMS



Present Simple vs Present Continuous

Present Simple	Present Continuous
<p>Timetables and programmes:</p> <p>Examples</p> <ul style="list-style-type: none"> • The film begins at 4. • The train leaves at 5. 	<p>Fixed arrangements for the future:</p> <p>Examples</p> <ul style="list-style-type: none"> • We're flying to New York tomorrow.

Going to vs. Future Simple



Simple Future has two different forms in English: “will” and “be going to.” Although the two forms can sometimes be used interchangeably, they often express two very different meanings. These different meanings might seem too abstract at first, but with time and practice, the differences will become clear. Both “will” and “be going to” refer to a specific time in the future.



Going to

1. to describe an action intended to be performed in the near future



He's going to take a few days off next week.

- We're going to buy a new house next summer

2. to make a prediction based on evidence

Look at the baby! He's going to eat that worm!

Future Simple (will)

1. to express spontaneous decisions



- A: I'm so tired. I'm about to fall asleep.

B: I'll get you some coffee.

2. to express a voluntary action, requests, offers, promises, threats, etc.

- I will send you the information when I get it.

3. to make predictions about the future

- John Smith will be the next President.

Future Continuous / Future Perfect / Future Perfect Continuous

These people are standing in queue to get into the cinema.



now

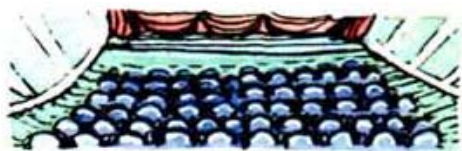
Half an hour from now the cinema will be full. Everybody **will be watching** a film.



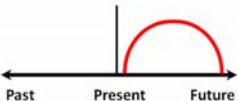
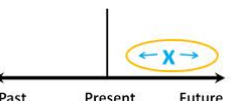
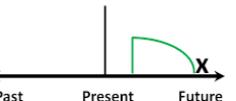
half an hour from now

An hour from now the cinema will be still full. Everybody **will have been watching** a film for half an hour.

Three hours from now the cinema will be empty. The film will have finished. Everybody **has gone** home.



three hours from now

<p>Future Continuous</p> <p>(will) + (be) + (present participle) (am / is / are) + (going to) + (be) + (present participle)</p> 	<p>Future Perfect</p> <p>(will) + (have) + (past participle) (am / is / are) + (going to) + (have) + (past participle)</p> 	<p>Future Perfect Continuous</p> <p>(will) + (have) + (been) + (present participle) (am / is / are) + (going to) + (have) + (been) + (present participle)</p> 
<p>(+) I / we / they / he / she / it will be doing.</p> <p>(?) Will I / we / they / he / she / it be doing?</p> <p>(-) I / we / they / he / she / it won't be doing.</p>	<p>(+) I / we / they / he / she / it will have done.</p> <p>(?) Will I / we / they / he / she / it have done?</p> <p>(-) I / we / they / he / she / it won't have done.</p>	<p>(+) I / we / they / he / she / it will have been doing.</p> <p>(?) Will I / we / they / he / she / it have been doing?</p> <p>(-) I / we / they / he / she / it won't have been doing.</p>
<p>1. Specific time in the future</p> <p>At midnight tonight, we will still be driving through the desert.</p> <p>2. Parallel Actions in the Future</p> <p>Tonight, they will be eating dinner, discussing their plans, and having a good time.</p>	<p>1. Completed Action before Something in the Future</p> <p>By next November, I will have received my promotion.</p> <p>2. Duration before Something in the Future (Non-Continuous Verbs)</p> <p>I will have been in London for six months by the time I leave.</p>	<p>1. Duration before Something in the Future</p> <p>They will have been talking for over an hour by the time Thomas <i>arrives</i>.</p>

No Future in Time Clauses

Like all future forms, the Simple Future cannot be used in clauses beginning with time expressions such as: when, while, before, after, by the time, as soon as, if, unless, etc. Instead of Simple Future, Simple Present is used.

Example: When you **arrive** tonight, we will go out for dinner.

Let's practice

1. Complete the sentences using will ('ll) or going to.

1. A: Why are you turning on the television?
B: I'm going to watch the news. (I/watch)
2. A: Oh, I've just realised. I haven't got any money.
B: Haven't you? Well, don't worry. _____ you some. (I/lend)
3. A: I've got a headache.
B: Have you? Wait there and I _____ an aspirin for you. (I/get)
4. A: Why are you filling that bucket with water?
B: _____ the car. (I/wash)
5. A: I've decided to repaint this room.
B: Oh, have you? What colour _____ it? (you/paint)
6. A: Where are you going? Are you going shopping?
B: Yes, _____ something for dinner. (I/buy)

2. Read the situations and complete the sentences using will ('ll) or going to.

1. The phone rings and you answer. Somebody wants to speak to Jim.
CALLER: Hello. Can I speak to Jim, please?
YOU: Just a moment. _____ him. (I/get)
2. It's a nice day. You've decided to sit in the garden. Before going outside, you tell your friend.
YOU: The weather's too nice to stay indoors. _____ in the garden. (I/sit)
FRIEND: That's a good idea. I think _____ you. (I/join)
3. Your friend is worried because she has lost an important letter.
YOU: Don't worry about the letter. I'm sure _____ it. (you/find)
FRIEND: I hope so.
4. There was a job advertised in the paper recently. At first you were interested but then you decided not to apply.
FRIEND: Have you decided what to do about that job that was advertised?
YOU: Yes, _____ for it. (I/not/apply)
5. You and a friend come home very late. Other people in the house are asleep. Your friend is noisy.
YOU: Shhh! Don't make so much noise. _____ everybody up. (you/wake)
6. John has to go to the airport to catch a plane tomorrow morning.
JOHN: Ann, I need somebody to take me to the airport tomorrow morning.
ANN: That's no problem. _____ you. (I/take) What time is your flight?

JOHN: 10.50.

ANN: OK. _____ at about 9 o'clock then. (we/leave)

Later that day, Joe offers to take John to the airport.

JOE: John, do you want me to take you to the airport?

JOHN: No thanks, Joe. _____ me. (Ann/take)

3. Holiday Plans. Ask and answer questions about travel plans



Example:

Student A: Are you going to go alone?

Student B: No, I think I'll go with friends.

Use the prompts to ask and answer questions:

go with friends? book a hotel?	go alone go with my parents
book a hotel?	take a tent find a hotel when I arrive
travel by plane?	take a credit card change my money when I get there
go to the beach?	travel by train hire a car
take a suitcase?	go sightseeing stay at the swimming pool
take a guidebook?	take a backpack take a bag
stay by the beach?	go trekking travel around the countryside
send me a postcard?	phone you write you an email
come back soon?	travel for a year come back in two weeks

4. Read the dialogues and complete the sentences with Future Simple or Future Perfect.

Margaret: Do you think everything will be finished when I get back from the store?

Jerry: Don't worry. By the time you get back, I (pick) _____ up the living room and (finish) _____ washing the dishes. Everything will be perfect when your parents arrive.

Margaret: I hope so. They (arrive) _____ round 6 o'clock.

Jerry: Everything (be) _____ spotless by the time they get here.



Jane: I can't believe how late we are! By the time we get to the dinner, everyone (finish, already) _____ eating.

Jack: It's your own fault. You took way too long in the bathroom.

Jane: I couldn't get my hair to look right.

Jack: Who cares? By the time we get there, everyone (left) _____. Nobody (see, even) _____ your hair.

5. Future Perfect or Future Perfect Continuous.

1. By the time we get to Chicago this evening, we (drive) _____ more than four hundred miles. We are going to be exhausted.

2. When Sarah goes on vacation next month, she (study) _____ German for over two years. She should be able to communicate fairly well while she is in Austria.

3. I have not traveled much yet; however, I (visit) _____ the Grand Canyon and San Francisco by the time I leave the United States.

4. By the time you finish studying the verb tense tutorial, you (master) _____ all twelve tenses including their passive forms.

5. Drive faster! If you don't hurry up, she (have) _____ the baby by the time we get to the hospital.

6. I came to England six months ago. I started my economics course three months ago. When I return to Australia, I (study) _____ for nine months and I (be) _____ in England for exactly one year.

6. Future Simple or Present Simple.

1. I'll call you when I _____ (arrive) at my hotel.
2. He _____ (text) you as soon as he's on the bus.
3. Let's eat dinner when John _____ (get) here.
4. Julie _____ (be) late tomorrow evening, so I've booked a table at a restaurant for 10 pm.
5. As soon as I _____ (be) able to, I'm going to get a new job.
6. Please wait here until the nurse _____ (call) you.

Unit 6

PASSIVE VOICE (1)

**PASSIVE VS ACTIVE,
PASSIVE IN VARIOUS TENSES,
PREPOSITIONS USED
IN PASSIVE**



Active form:

Joseph draws pictures.



Subject	Verb	Object
Joseph	draws	pictures

The focus is on the subject (the doer) who performs the action expressed in the verb.

Passive form:

The picture was drawn by Joseph.



Object (becomes subject)	Verb	Subject (becomes object or is dropped)
The picture	was drawn	by Joseph

The focus is not on the subject, but on the action or the object which was acted upon.

Form of the Passive:

Subject + to be in the tense of the active verb + Past Participle

When using active sentences in Passive voice, note the following:

- The object of the active sentence becomes the subject of the passive sentence.
- The form of the verb is the appropriate form of to be (the tense of the active voice main verb) + the Past Participle.
- The subject of the active sentence becomes the object of the passive sentence (or is dropped.)

Passive vs Active voice in different tenses:

Tense		Subject	Verb	Object
Simple Present	Active:	Mary	makes	tea
	Passive:	Tea	is made	by Mary
Present continuous	Active:	Mary	is making	tea
	Passive:	Tea	is being made	by Mary
Simple past	Active:	Mary	made	tea
	Passive:	Tea	was made	by Mary
Past continuous	Active:	Mary	was making	tea
	Passive:	Tea	was being made	by Mary
Present perfect	Active:	Mary	has made	tea
	Passive:	Tea	has been made	by Mary
Future simple	Active:	Mary	will make	tea
	Passive:	Tea	will be made	by Mary
With Modals	Active:	Mary	<u>should</u> make	tea
	Passive:	Tea	<u>should be</u> made	by Mary

Passive voice questions:

To form a question, the first auxiliary is placed before the subject.

Affirmative Statement	Question
You were shown the sights.	Were you shown the sights?
She is being shown the sights.	Is she being shown the sights?

How to use Passive Voice



The Passive is used:

1. If the action is more important than the agent.
This theatre was built in 1868. (The important thing is what happened, not who did it.)
2. If the agent is not known.
He was offered a job. (Someone offered him the job.)

Sentences which cannot be changed into passive voice:

A verb can be either transitive or intransitive. A transitive verb needs an object (in sentence) to give complete meaning while intransitive verb does not need an object (in sentence) to give complete meaning. Intransitive verbs cannot be changed into Passive voice. The reason is that there is not any object in such sentences and without object of sentence Passive voice is not possible.

He sent a letter. (Send is a transitive verb and it needs an object i.e. letter to express full meaning.)

Sleep, arrive, go, come, exist, happen, have, live, occur, reach, sit, die are examples of intransitive verbs.

The following tenses can also not be changed into Passive voice:

- Present perfect continuous tense
- Past perfect continuous tense
- Future continuous tense
- Future perfect continuous tense

Prepositions used in Passive voice:

- By** – *This book was written by Shakespeare.*
With – *This letter was written with a pen, not a pencil.*
Of – *What is this made of?*
In – *Made in USA.*

Let's Practice

1. Read the text and put the verbs in brackets into PRESENT SIMPLE PASSIVE.



There is a chimpanzee which is called (call) “Bubbles”. It (own) by Michael Johnson. It(keep) in his home. It (feed) every day by Michael Johnson himself. It (always / dress) in funny clothes. It ... (said) that “Bubbles” is Michael Johnson’s only friend.

2. Put the verbs in brackets into PAST SIMPLE PASSIVE.

Two men were seen (see) breaking into a house in my street last night. The police (call) and they arrived very quickly. One man ... (catch) immediately. The other escaped, but he (find) very soon. Both men (take) to the police station where they (question) separately by a police officer. The two men (charge) with burglary.



3. Choose the best option.

1. The book *was published* / *published* in 2010.
2. My parents *will lend* / *will be lent* me some money to buy a new car.
3. It *is said* / *says* that some sports involve serious risks.
4. Lots of workers *have been made* / *have made* redundant as a result of the crisis.
5. My father *was bought* / *bought* me a CD.

4. Using the PASSIVE, ask questions to which the bold type words are answers.

1. Columbus discovered America. *Who was America discovered by?*
2. We keep money in a safe.
3. A bee stung him.
4. They speak Italian in Italy.
5. They have taken his aunt to hospital.

5. Fill in the PASSIVE in the appropriate tense.

1. (TV / invent / Baird) *TV was invented by Baird.*
2. (Pyramids / build / Egyptians)
3. (milk / produce / cows)
4. (coffee / grow / in Brazil)
5. (chopsticks / use / in China)

6. Complete the text with the correct form of the verbs in brackets.

Use Active or Passive voice.

The Big Texan Steak Ranch
1. _____ (BE) a steakhouse restaurant
and motel located in Amarillo, Texas,
United States which 2. _____ (OPEN)
on U.S. Route 66 in 1960. The building
3. _____ (PAINT) in bright yellow,
with blue trim. A large cow statue
4. _____ (ADVERTISE) their free 72 oz.
steak. The Big Texan 5. _____ (KNOW)



for its 72 ounce (4.5 pounds or 2.04 kg) steak, nicknamed “The Texas King.”
The steak is free to anyone who, in one hour or less, can 6. _____ (EAT) the
entire meal, consisting of the steak itself, plus bread roll with butter, baked
potato, ranch beans, shrimp cocktail, and salad; otherwise, the meal
7. _____ (COST) \$72.00.

Answer these questions.

1. Would you take “the Texas King” challenge? Why? Why not?
2. Are there any similarities between The Big Texas Ranch and Heart Attack Grill?

7. Change the sentences from Active to Passive and vice versa.

1. The gardener has planted some trees. *Some trees have been planted by the gardener.*
2. Doctor Brown will give you some advice.
3. A famous designer will redecorate the hotel.
4. Steven Spielberg directed “E.T.”
5. Someone has broken the crystal vase.

8. Put the verb in bracket in the correct Active / Passive voice and tense.

1. The watch I’ll take it to the watchmaker (break).
2. Someone at you. Do you know him? (look)
3. The stain on my coat (remove).
4. The criminal (catch) yesterday.
5. REM a compilation album (release)

9. Look at the Hotel Information table and write sentences as in the example.

Hotel Information	
Breakfast In Pierrot's Restaurant 7 – 9:30 a. m.	Rooms Maid Service daily
Dinner In Main Restaurant 8 – 10 p. m.	Hot water 24 hours a day
Newspapers – Telephone calls At the Reception Desk	Hotel Cinema Film every night at 10 pm

1. Breakfast / serve – where and when?
Breakfast is served in Pierrot's Restaurant between 7 and 9:30 am.
2. Dinner / serve – where and when?
3. Telephone calls / can make – where?
4. Hot water / supply – when?
5. Newspapers / sell – where?
6. Rooms / clean – who by and how often?
7. Films / show – where and when?

10. Role-play the conversation in 9. Student A – a hotel guest, Student B – a receptionist.

11. Passive Pair work Activity. Read the situation below and make a role-play. Use Present Perfect, Past Simple, Future Passive.



You are a very rich person and you have a new maid who is cleaning your house. You left them a list of jobs to do while you are at work. You phone up at lunch time at 1pm to find out which jobs have been done.

Ask the following questions:

1. Have the beds been made yet? *Your maid will answer*
2. Yes, they have Sir/Madam They were made at 10 o'clock
3. OR no They haven't Sir/Madam But they will be made by 3 o'clock,
I promise

Take it in turns to be the maid. Choose 7 jobs and tick them to show you have done them. The boss must fill in the table.

Job	Done	Time
Make the beds	yes	10 a. m.
Wash the dishes		
Vacuum the floor		
Water the flowers		
Put the rubbish out		
Clean the kitchen		
Wash the car		
Clean the bathroom		
Do the food shopping		
Cut the grass		
Sweep the path		
Polish the silver		
Walk the dog		
Tidy the bedrooms		



Unit 7

PASSIVE VOICE (2)

**DIRECT / INDIRECT OBJECTS, PREPOSITIONS
IN PASSIVE, IT IS SAID THAT ..., HE IS SAID
TO ..., HAVE SOMETHING DONE**

Direct/indirect objects:

When there are two objects in an active sentence, there are two possible active sentences and two possible passive sentences.

possibility 1: The professor gave the students the books.

possibility 2: The professor gave the books to the students.



There are two objects in each of the following sentences:

object 1 = indirect object: the students

object 2 = direct object: the books

An indirect object is very often a person, a direct object a thing. When a direct object is followed by an indirect one, we put to in front of the indirect object.

Study these verbs:

For example, *give*:

* *We gave the police (indirect object) the information (direct object).*
(= We gave the information to the police.)

So it is possible to make two Passive sentences:

* *The police were given the information.* or *The information was given to the police.*

Other verbs which can have two objects are: *ask offer pay show teach tell.*

When we use these verbs in the passive, most often we begin with the person:

* *I was offered the job but I refused it.* (= they offered me the job)

* *You will be given plenty of time to decide.* (= we will give you plenty of time)

* *Have you been shown the new machine?* (= has anybody shown you ...?)

Prepositional verbs in Passive:

When we put an active sentence, where a preposition follows after the verb (e.g. *break into*, *look after*), into Passive – the preposition remains immediately after the verb.

Active sentence	Passive sentence
Someone <i>broke into</i> the pet shop.	The pet shop <i>was broken into</i> .
Everybody <i>talked much</i> about the film.	The film <i>was much talked about</i> .
They <i>laughed at</i> him.	He <i>was laughed at</i> .

It is necessary to remember prepositional verbs that are often used in Passive constructions:

• <i>to account for</i>	• <i>to agree to</i>	• <i>to agree on / upon</i>	• <i>to arrive at a decision</i>
• <i>to call for, at, on</i>	• <i>to comment on</i>	• <i>to count on</i>	• <i>to deal with</i>
• <i>to depend on / upon</i>	• <i>to hear of</i>	• <i>to insist on / upon</i>	• <i>to laugh at</i>
• <i>to listen to</i>	• <i>to look after, at, down, on, up, to, upon, into, over</i>	• <i>to refer to</i>	• <i>to rely on</i>
• <i>to send for</i>	• <i>to speak about / of, to</i>	• <i>to provide for</i>	• <i>to put up with</i>
• <i>to talk about, over, to</i>	• <i>to think of, over</i>	• <i>to write about</i>	

It is said that... He is said to... (be) supposed to...:

Study this example situation:

Henry is very old. Nobody knows exactly how old he is, but:

It is said that he is 108 years old. or He *is said to be* 108 years old.

Both these sentences mean: 'People say that he is 108 years old.'



You can use these structures with a number of other verbs, especially:

thought believed considered reported known expected alleged understood

Compare the two structures:

* *Cathy works very hard.*

It is said that she works 16 hours a day. or *She is said to work 16 hours a day.*

* *The police are looking for a missing boy.*

It is believed that the boy is wearing a white pullover and blue jeans.
or *The boy is believed to be wearing a white pullover and blue jeans.*

These structures are often used in news reports. For example, in a report about an accident:

* *It is reported that two people were injured in the explosion.* or *Two people are reported to have been injured in the explosion.*

(Be) supposed to:

Sometimes it is supposed to ... = it is said to...

* *Let's go and see that film. It's supposed to be very good.* (= it is said to be very good)

But sometimes supposed to has a different meaning. 'Something is supposed to happen' = it is planned, arranged or expected. Often this is different from what really happens:

* *I'd better hurry. It's nearly 8 o'clock and I'm supposed to be meeting Ann at 8.15.* (= I have arranged to meet Ann, I said I would meet her)

'You're not supposed to do something' = it is not allowed or advisable for you to do it:

* *You're not supposed to park your car here. It's private parking only.*

Have something done:



Study this example situation:

The roof of Jill's house was damaged in a storm, so she arranged for somebody to repair it. Yesterday a workman came and did the job.

Jill had the roof repaired yesterday. This means: Jill arranged for somebody else to repair the roof. She didn't repair it herself.

If you 'have something done', you get somebody else to do something for you.

Compare:

* *Jill repaired the roof.* (= she repaired it herself)

Study these sentences:

Did Ann make the dress herself or did she have it made?

'Are you going to repair the car yourself?' 'No, I'm going to have it repaired.'

We can also use 'have something done' in situations where something bad has happened to people or their possessions. This is not something they wanted to happen.

John had all his money stolen from his hotel bedroom.

You can also say 'get something done' instead of 'have something done' (mainly in informal spoken English):

When are you going to get the roof repaired? (= have the roof repaired)

Let's Practice

1. Rephrase the sentences using Passive voice in two ways. Omit unimportant agents.

1. Their mother read them another story.
2. Someone handed the judge a document.
3. He has served us a wonderful meal.
4. They haven't sent me the message.
5. I will give him a birthday present.

2. Write these sentences in another way, beginning in the way shown.

1. They didn't give me the money. I wasn't given the money.
2. They asked me some difficult questions at the interview. I _____
3. Janet's colleagues gave her a present when she retired. Janet _____
4. Nobody told me that George was ill. I wasn't _____
5. How much will they pay you? How much will you _____

3. Paraphrase the sentences using Passive voice. Pay attention to prepositions.

1. The manager accused the cashier of stealing money. The cashier
2. Nobody listens to Paul. Paul
3. Nobody spoke to me. I
4. Somebody is asking for Peter on the phone. Peter
5. They always refer to Alexander the Great as a fine general. I

4. Read each sentence. Then make two new sentences in the PASSIVE.

1. People say Tom Cruise is the richest movie star.
It is said that Tom Cruise is the richest movie star.
Tom Cruise is said to be the richest movie star.

2. Everybody thinks that Hakan is a good football player.
It
Hakan
3. They say that his books are still popular.
It
His books
4. They report that at least 10.000 dolphins are caught in the nets of tuna fishers every year.
It
At least 10.000 dolphins
5. They estimate that 1500 square kilometers of rainforests is cut every year.
It
1500 square kilometers of rainforests

5. Read each sentence. Then make two new sentences in the PASSIVE.

1. People expect that taxes will be reduced soon.
a) It
b) Taxes
2. People say that the monument is over 2000 years old.
a) It
b) The monument
3. People expect that the president will resign.
a) It
b) The president
4. People think the fire started at about 8 o'clock.
a) It
b) The fire
5. Journalists reported that seven people had been injured in the fire.
a) It
b) Seven people

6. REPORT these rumors.

RUMORS



1. People say that the actress Tania Revesky has refused a part in the film *Volcano*.
a) It is said ... b) The actress Tania Revesky ...
2. Her friends have reported that the newsreader Ann Slater is furious at losing her job.
a) It b) The newsreader Ann Slater
3. Lots of people believe that The Prime Minister and his wife are getting divorced.
a) It b) The Prime Minister and his wife
4. Journalists have said that The footballer Gary Johnson earns \$ 1 million a year.
a) It b) The footballer Gary Johnson

7. People say a lot of things about Arthur.

For example:

1. Arthur eats spiders.
2. He is very rich.
3. He writes poetry.
4. He has 12 children.
5. He robbed a bank a long time ago.



Nobody knows for sure whether these things are true or not. Write sentences about Arthur using *(be) supposed to*.

1. Arthur is supposed to eat spiders.
2. He

8. Now you have to use *(be) supposed to* with its other meaning. In each example what happens is different from what is supposed to happen. Use *(be) supposed to* + one of these verbs:

Arrive be block come park phone start

Some of the sentences are negative (like the first example).

1. You are not supposed to park here. It's private parking only.
2. The train _____ at 11.30, but it was an hour late.
3. What are the children doing at home? They _____ at school at this time.
4. We _____ work at 8.15, but we rarely do anything before 8.30.
5. This door is a fire exit. You _____ it.

9. Tick (V) the correct sentence, (a) or (b), for each picture.



1. BOB
 - a) is cutting her hair.
 - b) is having her hair cut.



2. BILL
 - a) is cutting his hair.
 - b) is having his hair cut.



3. JOHN

- a) is eating his dinner.
- b) is having his dinner eaten.

4. MIKE

- a) is taking a photograph.
- b) is having her photograph taken.

**10. Why did you do these things? Answer using 'have something done'.
Use one of these verbs:**

clean

cut

repair

service

- 1. Why did you take your car to the garage? To have it serviced.
- 2. Why did you take your jacket to the cleaner's? To _____
- 3. Why did you take your watch to the jeweller's? _____
- 4. Why did you go to the hairdresser? _____

11. Now you have to use 'have something done' with its second meaning.

- 1. George's nose was broken in a fight.
What happened to George? He had his nose broken in a fight.
- 2. Sarah's bag was stolen on a train.
What happened to Sarah? She _____
- 3. Fred's hat was blown off in the wind.
What happened to Fred? _____
- 4. Diane's passport was taken away from her by the police.
What happened to Diane? _____

12. Discuss the questions with your partner.

- 1. How often do you usually have your hair cut? Where do you get it cut?
- 2. When was the last time you had your eyes tested?
- 3. Have you ever had anything stolen? What did you have stolen last?
- 4. Did you have any part of your body pierced? When did you get it pierced? If not, what would you like to have pierced if you could? Why?
- 5. What is the most frequent thing you get someone to do for yourself?

Unit 8

MODALS (1)

CAN, COULD AND (BE) ABLE TO, MAY, MIGHT



MODAL VERBS are a small group of verbs that are used with other verbs to change their meaning in the sentence in various ways.

MODAL VERBS are used with other verbs (in front of a verb) to express the speaker's opinion at the time of speaking. They express the speaker's attitude towards an event, a situation or the person they are speaking to.

We use MODAL VERBS, not for situations / things that have definitely happened, BUT to talk about things we expect, which are possible, which we think are necessary, which we are not sure about, etc...

Can



He can swim.



He can't swim.

1. Can is used to express the ability to do something.
I can swim very well.
2. It expresses the possibility to do something.
We can go to the seaside at last. Our holidays start next week.
3. We use it to say that something is probable.
It can be John. He has blond hair and he is wearing glasses.
4. It expresses the permission to do something.
Why not? You can marry her. She is a nice girl.

We use can + infinitive (can do/can see etc.):

The negative is can't (= cannot):

I'm afraid I can't come to the party on Friday.

(Be) able to ... is possible instead of can, but can is more usual:

Are you able to speak any foreign languages?



Could is also used in the future (especially to make a suggestion):

Can is also possible in these sentences ('We can go for a walk,' etc.).

Could is less sure than can. You must use **could** (not 'can') when you don't really mean what you say.

May and might

1. **May** is used for permissions.
You may borrow my car. I won't need it.
2. **May** is used to express probability or prediction.
They may call tomorrow. I hope so.

The main difference between **may** and **can** is in style. **May** is more formal than **can**. **Can** is typical of spoken English.



Study this example situation:

You are looking for Bob. Nobody is sure where he is but you get some suggestions.

You: Where's Bob?

He may be in his office. (= perhaps he is in the house)

He might be playing in the yard. (= perhaps he is playing in the yard)

We use **may** or **might** to say that something is a possibility. Usually you can use **may** or **might** you can say:

It may be true. or It might be true. (= perhaps it is true)

Sometimes **could** has a similar meaning to **may** and **might**:

The phone's ringing. It could be Tim. (= it may/might be Tim).

We use **may** and **might** to talk about possible actions or happenings in the future:

I haven't decided yet where to spend my holidays. I may go to Ireland.
(= perhaps I will go to Ireland)

Usually it doesn't matter whether you use **may** or **might**. So you can say:
I may go to Ireland. or I might go to Ireland.

But we use only **might** (**not may**) when the situation is not real:

If I knew them better, I might invite them to dinner. (The situation here is not real because I don't know them very well, so I'm not going to invite them. '**May**' is not possible in this example.)

Let's Practice

1. Fill in the blanks with CAN or CAN'T.

1. She is a small baby. She eat meat, but she drink milk.
2. That dress is not expensive. I buy it.
3. A cat climb up a tree, but a dog
4. I'm very tired today. I clean my room.
5. John is very short. He play basketball very well.

2. Complete the sentences with can/can't/could/couldn't + one of these verbs.

come eat hear run sleep wait

1. I'm afraid I can't come to your party next week.
2. Are you in a hurry?' 'No, I've got plenty of time. I
3. I was feeling sick yesterday. I anything.
4. Can you speak up a bit? I you very well.
5. 'You look tired.' 'Yes, I last night.'

3. Complete the answers to the questions with was/were able to.

1. A: Did everybody escape from the fire?
B: Yes. Although the fire spread quickly, everybody was able to

escape.

2. A: Did you have difficulty finding Ann's house?
B: Not really. Ann had given us good directions and we
3. A: Did you finish your work this afternoon?
B: Yes. There was nobody to disturb me, so
4. A: Did the thief get away?
B: Yes. No one realised what was happening and the thief

4. Answer the questions with a suggestion. Use could.

1. Where shall we go for our holidays? (to Scotland) We could go to Scotland.
2. What shall we have for dinner tonight? (fish)
We
3. What shall I give Ann for her birthday? (a book)
You
4. When shall I phone Angela? (now)
5. When shall we go and see Tom? (on Friday)

5. Write these sentences in a different way using may or might.

1. Perhaps Margaret is in her office. She might be in her office.
2. Perhaps Margaret is busy.
3. Perhaps she is working.
4. Perhaps she wants to be alone.
5. Perhaps she was ill yesterday.

6. Write sentences with may or might.

1. Where are you going for your holidays? (to Ireland???)
I haven't decided yet. I may go to Ireland.
2. What sort of car are you going to buy? (a Mercedes???)
I'm not sure yet. I
3. What are you doing this weekend? (go to London???)
I haven't decided yet.
4. Where are you going to hang that picture? (in the dining room???)
I haven't made up my mind yet.
5. When is Tom coming to see us? (on Saturday???)
I don't know yet.

7. Complete the sentences with can / can't / could / couldn't and one of these verbs. (ability)

COME	EAT	WALK	HEAR	RUN	SLEEP	WAIT	SPEAK
------	-----	------	------	-----	-------	------	-------

1. Laura hurt her leg and CAN'T WALK very well.
2. My grandfather was a very clever man. He five languages.
3. I'm afraid they to your party next week.
4. When Tim was 16, he was a fast runner. He 100 metres in 11 seconds.
5. "Are you in a hurry?" "No, I've got plenty of time. I"

8. Look at the following phrases and write in which write you think it is. Then use one of the modal verbs in brackets to fill the gaps.

WRITE

1. _____ You (may/could) _____ leave now if you wish.
2. _____ (Could/May) _____ you open the window a bit, please?
3. _____ (May/Can) _____ you play the piano?
4. _____ Listen, please. You (may not/could not) _____ speak during this exam.
5. _____ You (can't/might not) _____ smoke on the bus.

9. Imagine it is the year 3012. Describe how things are then.



- What people can / can't do; what they may / might wear.
- What education is like:
- What students have / don't have to do, must / mustn't do, etc.
- What teachers have / don't have to do, what they will be like, etc.
- The aspect of cities.
- Means of transport: cars, trains, planes, new means of transport (e.g. "cars can fly")
 - Jobs (e.g. "workers have to... / don't have to..."; "bosses have to... / don't have to..."). What offices or companies are like.
 - What the weather may / might be like.
 - Things that should be / shouldn't be different.



Unit 9

MODALS (2)

MUST, HAVE TO, NEED, SHOULD

Must and can't

Study this example:

We use **must** to say that we feel sure something is true:

You've been travelling all day. You must be tired. (Travelling is tiring and you've been travelling all day, so you must be tired.)



We use **can't** to say that we feel sure something is not possible:

Peter has just had lunch. He can't be hungry already.

Must and have to

We use **must** and **have to** to say that it is necessary to do something. Sometimes it doesn't matter which you use:

Oh, it's later than I thought. I must go. or I have to go.

But there is a difference between **must** and **have to** and sometimes this is important.

Must is personal. We use **must** when we give our personal feelings.

'You must do something' = 'I (the speaker) say it is necessary':

Have to is impersonal. We use **have to** for facts, not for our personal feelings.

'You have to do something' because of a rule or the situation:

You can't turn right here. You have to turn left. (because of the traffic system).

Mustn't and **don't have to** are completely different:

You mustn't do something = it is necessary that you do not do it (so, don't do it): *You must keep it a secret. You mustn't tell anyone.* (= don't tell anyone)

You don't have to do something = you don't need to do it (but you can if you want): *You can tell me if you want but you don't have to tell me.* (= you don't need to tell me)

You can use **'have got to'** instead of **'have to'**. So you can say:

I've got to work tomorrow. or have to work tomorrow.

Needn't

'You needn't do something' = it is not necessary that you do it, you don't need to do it:

You can come with me if you like but you needn't come if you don't want to. (= it is not necessary for you to come)

Instead of **needn't**, you can use **don't/doesn't need to**: *We needn't hurry.* or *We don't need to hurry.*

Remember that we say **'don't need to do'**, but **'needn't do' (without to)**.

Needn't and **don't need to** are similar to **don't have to**:

We've got plenty of time. We don't have to hurry.

Should

'You should do something' = it is a good thing to do or the right thing to do.

You can use **should** to give advice or to give an opinion:

You look tired. You should go to bed.

We often use **should** with I think/I don't think/Do you think...?:

I think the government should do more to help homeless people.



'You shouldn't do something' = it isn't a good thing to do:

You shouldn't believe everything you read in the newspapers.

Should is not as strong as must: *You should apologise.* (= it would be a good thing to do).

Ought to

You can use **ought to** instead of **should** in the following sentence:

Do you think I ought to apply for this job? (= Do you think I should apply ...?)

Jack ought not to go to bed so late. (= Jack shouldn't go ...)

We use **ought to** to talk about a social, traditional rule. It expresses moral obligation. While **should** indicates a suggestion, an advice, a recommendation.

Let's Practice

1. Fill in **MUST** or **MUSTN'T**.

1. It's cold. You leave without your jacket.
2. You eat fruit and vegetables to stay healthy.
3. I go to the post office. I have a letter to send.
4. You speak rudely to your parents.
5. You park here – it's illegal.
6. We hurry or we'll miss the bus.

2. Fill in the blanks with **CAN / CAN'T** or **MUST / MUSTN'T**.

1. She is ill, so she see the doctor.
2. It's raining heavily. You take your umbrella.
3. We (not / pick) the flowers in the park.
4. Mike is nine months old. He (not / eat) nuts.
5. I am very tall. So I play basketball.
6. I'm sorry but we (not / come) to your party tomorrow.

3. Fill in the blanks using proper *Have To* structure and match the examples with the pictures.

- a) I work in an office. I _____ (send) emails and offers to all our clients.
- b) My employee ____ (prepare) all the delicious dishes for the guest from foreign countries.
- c) She _____ (take care) of children when their parents aren't at home.
- d) Her uncle is always on the move. He _____ (deliver) all the letters on time.
- e) There's a lot of crime on the streets and he _____ (protect) good people from the bad ones.
- f) He _____ (drive) children to school every morning.



Now, write what they have to do:

Doctor Stewardess Lawyer Footballer Singer Teacher

4. Use MUST / MUSTN'T / HAVE TO or (NOT) HAVE TO.

1. I can stay in bed tomorrow morning because I work.
2. Whatever you do, you touch that switch. It's very dangerous.
3. You forget what I told you. It's very important.
4. We leave yet. We've got plenty of time.
5. Ann was feeling ill last night. Sh leave the party early.
6. I go to the bank yesterday to get some money.

5. Fill in the blanks using (NOT) HAVE TO / MUST (NOT) / CAN / COULD:

1. George has traveled a lot. He speak four languages.
2. I can't sing now but I sing very well when I was a child.
3. She will stay in bed till 10 o'clock this morning. Because she ... go to work.
4. Many students in Turkey wear uniform when they go to school.
5. I'm sorry I couldn't come yesterday. I work late.
6. You've been coughing a lot recently. You smoke so much.

6. Put an asterisk (*) for what you MUST, MUSTN'T or NEEDN'T do and then write them down as in the examples.

	MUST	MUSTN'T	NEEDN'T
tidy your room			
cheat on the exams			
do your homework regularly			
listen to the teacher			
visit the teacher			
run in the halls			

1. *I must tidy my room.*
2. *I mustn't cheat on the exams.*

7. Fill in the blanks with MUST (NOT) / CAN (NOT) / (NOT) HAVE TO / NEEDN'T.

1. You park in that street. It is not permitted.
2. Look at George. He is working very well. He be ill.
3. There's someone at the door. I'm expecting Paul. It be Paul.
4. Ali's car is here. He be here.
5. The baby is asleep. You shout.
6. You've got plenty of time. You hurry.

8. Read the situations and write sentences with I think / I don't think ... should ...

1. Peter and Judy are planning to get married. You think it's a bad idea. (get married). I don't think they should get married.
2. You don't like smoking, especially in restaurants. (be banned) I think ...
3. I have a very bad cold but I plan to go out this evening. You don't think this is a good idea. You say to me: (go out)
4. You are fed up with the government. You think they have made too many mistakes. (resign)

9. Complete the sentences using should + one of these verbs.

ask be leave listen say worry

1. It's strange that she should be late. She's usually on time.
2. It's funny that you that. I was going to say the same thing.
3. It's only natural that parents about their children.
4. Isn't it typical of Ron that he without saying goodbye to anybody?
5. I was surprised that he me for advice. What advice could I give him?
6. It's very important that everybody very carefully.

10. Use a suitable present or past MODAL AUXILIARY.

1. I can't find my book. I (leave) it on the bus.
2. They don't answer their phone; they ... (go) away on their vacation.
3. John went to the movies last night, but he (stay) at home and (prepare) his lessons.
4. The lights have gone out. A fuse (blow).
5. She (go) to school. It's Saturday.
6. You were stupid to go skiing here. You (break) your leg.

11. Role-play giving Advice. Use modal verbs.



Student A: a psychologist.

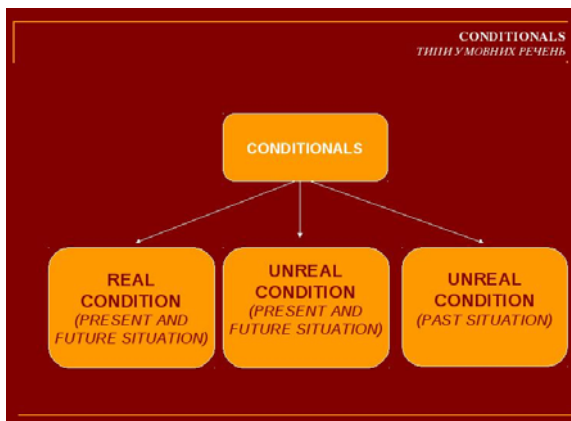
Student B: a client asking for advice

Problems of clients are given below. The 'client' should explain their problem and ask for advice, while the psychologist will try to give some advice.

<p>You are 18 years old. Your boyfriend, who you have been dating for 2 weeks, has proposed to you. You love him, but you are not sure what to do. You ask for advice ...</p>	<p>You've got a chance to move to another country for a permanent residence. You can't decide what to do, because all your relatives live in your home town, you've got a great job in here. You ask for advice.</p>
<p>Your parents have got a new job in another country. You don't want to move, but this is a good opportunity for them. You are not sure that such changes will be good for you.</p>	<p>I am a student and I have not passed any exams at university. How do I tell my father this? I haven't had the courage to tell him yet. He is expecting me to go back next semester, but I know I will not. Also, he hopes I will graduate in one year. I am so embarrassed and I do not know what to do. Do you have any advice?</p>
<p>You've won the beauty contest "Miss World" and you're supposed to travel the whole year doing some charity work all over the world. But during this year you can't work, can't get married, can't have any boyfriend, can't live in your country, etc. Talk about it and decide what to do ...</p>	<p>My best friend wants to go on a dangerous trip with a group. I am so afraid he will never come home. He has always loved sports and outdoor activities and has taken many trips but this trip will be very different, because it will be so dangerous. People have died. What can I do to stop him?</p>
<p>I am 20 years old. My family does not like my new boyfriend. They think he is weird and refuse to have him around. They want me to come alone when I visit them. I do not want to tell him that he is not invited to my family's house because no one likes him. If my family really got to know him they would like him. He comes from a good family, he does not drink, and he is a nice person. When I am with him I feel good about myself. What should I do?</p>	<p>I just joined a great company but I have found one thing that I don't like: a co-worker who works no more than 3 hours in an 8-hour workday. She spends time at lunch, shopping, personal phone calls, and gossiping with other workers. Her behavior makes me think she has no respect for her fellow co-workers. I have to work more because of her. She has been here for two years and I just don't understand how she keeps her job. Should I complain about her to the boss, or should I not say anything?</p>

Unit 10

CONDITIONALS



REAL CONDITION



Situation 1: Sarah has lost her purse. She thinks that it can be at home. She's calling her mother.

Sarah: Mum, I think I've left my purse. Have you seen it?

Mum: No, but I'll look for it. If I **find** it I **will** call you.

In this example Mother considers it to be a **real possibility** so she says: If I **find** it I **will** call you.

This is the example of the **First Conditional**.



Situation 2: Steve, an advertising department chief, is talking to his managers about the role of commercials.

He says: If we **have** more commercials advertising this product

we **can** attract more people and make them buy it.

In this example the situation is also real 'If we **have** more commercials advertising this product' and it can have possible results 'we **can** attract more people and make them buy it'.

This is the example of the **ZERO CONDITIONAL**.

How to form Zero Conditionals

We form the **Zero Conditional** in the following way:

if-clause + main clause

if + Present Simple may / can / might / should etc. + the main verb

If I eat too much in the evening, I can't sleep at night.

How to form First Conditionals

We form the **First Conditional** in the following way:

if-clause + main clause

if + Present Simple will + the main verb

If you study hard, you will pass your exams successfully.

How to use Zero and First Conditionals

Use the **First Conditional** and the **Zero Conditional** to talk about real possibilities.

If they don't come to the party, I will be upset.

We can go on a picnic if the weather is fine.

Don't use *will* in the *if-clause*.

Other conjunctions

Instead of *if* other conjunctions can be used, e.g. **unless**, **when**, **as soon as**.

Unless means the same as *if not*. Don't use a negative structure in the *unless-clause*.

Unless we do our homework, we can have problems. = If we don't do our homework, we can have problems.

We use **when** and **as soon as** when we are certain that something will happen.

When our partners arrive, I will show them this document.

As soon as our partners arrive, I will show them this document.

UNREAL CONDITION (PRESENT AND FUTURE SITUATION)

Situation 1: You are daydreaming:
If I **were** rich, I **would buy** a yacht.

In this example you are not thinking of a real possibility. You are imagining the situation and thinking of your acts.

Situation 2: You are sharing your dreams with your friend: If I **won** 5 million roubles, I **could buy** a flat and a car.

The situation is the same. You are imagining something which is unreal in the present or future.

These are the examples of **SECOND CONDITIONALS**.



How to form Second Conditionals

We form **the Second Conditional** in the following way:

if-clause + main clause

if + Past Simple would / could / might etc. + the main verb

If she were a successful producer, she would be rich.

How to use Second Conditionals

Use **the Second Conditional** to talk about an unreal situation in the present or future. *If they had time, they would do it very well.*

Were and was

We can use both of them in the Second Conditional with no change in meaning.

If we want to give advice, we often use **were**. *If I were you, I would agree to help them.*

Would is not normally used in the *if-clause* **but** if you want to ask somebody to do something you may use it. *I would appreciate very much if you would send me your samples of the product.*

UNREAL CONDITION (PAST SITUATION)



Situation 1: Last month your friends went to Australia on holiday. You didn't know about this but it was your dream to visit Australia. So when you met your friends you said:

If I **had known** you went to Australia, I **would have joined** you.
But this is unreal now.

Situation 2: Your groupmate had some problems last week. But he didn't tell you about them. So you say:

If you **had addressed** me, I **could have helped** you.
These are the examples of **THIRD CONDITIONALS**.

How to form Third Conditionals

We form the **Third Conditional** in the following way:

if-clause + main clause

if + Past Perfect would / could / might etc. + have + past participle

If she hadn't had the chocolate ice-cream, she would have been in a worse mood.

How to use Third Conditionals

Use the **Third Conditional** to talk about an unreal situation in the past.

If they had time, they would do it very well.

We often use the Third Conditional to:

- ◆ talk about regrets

If I had studied harder, I might have got better results.

- ◆ criticise

You wouldn't have had such problems if you had followed my advice.

- ◆ make excuses

If I had known you were in hospital, I would have visited you.

Conditionals with 'wish'

To describe **unreal situations** we can also use **wish**.

If the situation refers to the present we use **Past Simple** after **wish**.

I wish you were here with me. (But you are not with me now)

If the situation refers to the past we use **Past Perfect** after **wish**.

I wish I had visited you when you were in hospital last week. (But I didn't visit you and I regret it)

If the situation refers to the future we use **would** after **wish**.

I wish I would go to Greece next month. (But I can't go to Greece because of financial problems and much work)

Mixed Conditionals

1) When the if-clause refers to the unreal situation in the present and the main clause refers to the unreal situation in the past we use

if + Past Simple would / could / might + have + past participle

If I were you, I would have taken this job offer.

2) When the if-clause refers to the unreal situation in the past and the main clause refers to the unreal situation in the present we use

if + Past Perfect would / could / might + the main verb

If you had done it in time, you wouldn't have such problems now.

Let's practice

1. Choose the correct form of the verb:

1. If I move / I'll move to Boston, I live / I'll live on Main Street.
2. If you call / you'll call your mother, she'll be very happy.
3. If the mechanic fixes our car on time, we drive / we'll drive to Center ville.
4. If it rains / it'll rain today, we won't go to the park.
5. If I'm not in a hurry tonight, I write / I'll write to her.
6. If she isn't / won't be sick, she'll go to school.

2. Match the two halves of the sentences:

Sam is thinking about his camping holiday with Andy.

1. If it's sunny, a) we'll make a fire.
 2. If it rains, b) we'll be able to see the stars.
 3. If the sky is clear, c) we'll go skating.
 4. If the lake freezes, d) we'll sit outside.
 5. If the sea is clean, e) we'll need an umbrella.
 6. If we get cold, f) we'll go swimming.
1. ...d... 2. 3. 4. 5. 6.

3. In groups ask and answer these questions:

What will you do if ...

- a) someone close to you tells you they are going to marry someone you don't approve of?
- b) you get an e-mail from someone you fancy?
- c) there's a power cut tonight?
- d) your mobile phone is stolen?

4. Complete the sentences with these phrases:

- * If I had a motorbike * If I lost all my money * your English would improve
- * If Peter ate less * I'm sure she'd tell me * If I were a famous model
- * my uncle would stop too * my English teacher would be surprised
1. If you practiced more, *your English would improve.*
 2., it would be easier to go and visit my friends.
 3., I would feel miserable.
 4. If I started writing poetry,
 5., he wouldn't be so fat.

5. Complete the sentences. Use the correct form of the verbs in brackets:

Example: I'm not ill, but if I *were* ill, I *wouldn't go* to school. (be / go)

1. The weather report says there will be snow tomorrow. If it ..., I ... at home. (snow / stay)

2. Do you need some money? Let me look in my pockets. If I some, I you some. (have / lend)

3. No, sorry. I haven't got any money with me. But you know I ... it to you if I any. (give / have)

4. I'm sure of it. You ... the test next week if you ... hard. (pass / study)

5. Would you like to go to the cinema? If you... to go, I...with you. (want / come)

6. What would you do in each situation? These are UNREAL PRESENT situations:

* call an ambulance * complain to the manager * run away

* try to catch it * ring the police

* walk to the nearest garage to get some

1. You find a fly in your soup. *If I found a fly in my soup, I would complain to the manager.*

2. You see a burglar breaking into your house.

3. You see a mouse in your kitchen.

4. Your car runs out of petrol.

5. You see an accident.

6. You see a ghost in your room.

7. What would you do if you...

a) found yourself in an earthquake?

b) found out your best friend had lied to you?

c) found some money in the street?

d) had the chance to go swimming with sharks.

8. Complete the following sentences in column A using the correct choice from column B.

A	B
1. Everyone on board the plane would have died.	a) If I had not been to a doctor.
2. If the officials hadn't stopped the poor man.	b) if you had taken him to the fun-fair.
3. If the climbers had found an easy way.	c) if the plane had crashed.
	d) she could have bought some expensive clothes.

A	B
4. I would be in a hospital now.	e) so many people wouldn't have been killed.
5. We would have got wet.	f) he could have built his small house in two days.
6. If he had had enough time last summer.	g) if we hadn't taken our umbrellas.
7. I might have come to your help.	h) they could have reached the top easily.
8. If the driver had not slept.	i) he would have gone on a holiday.
9. The young boy would have been very happy.	j) if I had had time last Sunday.
10. If her father had been rich	

9. Write sentences with “WISH...”:

1. Ayşe isn't here. I wish
2. She lives in İstanbul (and she hates it). She wishes
3. He can't give up smoking. He wishes
4. I'm not lying on a beautiful sunny beach (and that's a pity).
I wish
5. They don't know anything about cars (and their car has just been broken down). They wish

10. You don't like your new house. Write what you WISH:

The house is so old and dirty. You have to paint it. The house doesn't have central heating. The kitchen is small.

I wish the house wasn't so old and dirty

11. Using the bold type in the sentences, write WISHES as in the example:

1. You left the radio on and now the batteries don't work.
You say, “..... *I wish I hadn't left the radio on* .”
2. It's very dark outside and you can't find your torch. You say, “.....”
3. You didn't do your homework and your teacher is angry. You say, “.....”
4. You are looking at a beautiful flower. You don't know what it is called.
You say, “.....”
5. It's raining outside and you want it to stop. You say, “.....”
6. You stayed up late last night and today you're very tired. You say, “.....”
7. You are having a party but nobody has come yet. You say, “.....”

12. Put the verbs in brackets into the correct form. Pay attention to Mixed Conditionals.

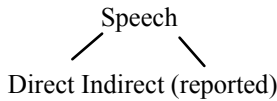
1. If I (be) you, I (go) on a business trip last week.
2. I (visit) this country last year if you (tell) me about your idea.
3. You (pass) the final exams successfully if you (be) more hard-working.
4. If he (listen) to me, he (be) a top executive now.
5. If you (stay) in bed last week, you (feel) better at the present moment.

13. Write a sentence with if for each situation.

1. I wasn't hungry, so I didn't eat anything.
If I'd been hungry, I would have eaten something.
2. The accident happened because the driver in front stopped so suddenly.
3. I didn't know that George had to get up early, so I didn't wake him up.
4. I was able to buy the car only because Jim lent me the money.
5. Margaret wasn't injured in the crash because she was wearing a seat belt.
6. You didn't have any breakfast – that's why you're hungry now.
7. I didn't get a taxi because I didn't have any money on me.

Unit 11

REPORTED SPEECH



Words that are actually spoken
 He says, “*I want to go home*”



To tell someone else of what happened and to report someone's words.

She *said she had gone to the cinema with Mark.*



When we use reported speech the main verb of the sentence is usually past (*she said..., I asked..., we told...etc.*).

How to form and how to use reported speech

When we use reported speech, we usually make changes to the **tense of the verb**, to **pronouns** and to **time adverbs**.

These changes are as follows:

Direct speech	Reported speech
Tenses:	
Present Simple	Past Simple
She said, “ <i><u>I wake up</u></i> at 5 every day”	She said (that) <i><u>she woke up</u></i> at 5 every day.
Present Continuous	Past Continuous
He said, “ <i><u>I am waiting</u></i> for <i><u>you</u></i> ”	He said (that) <i><u>he was waiting</u></i> for <i><u>me</u></i> .
Present Perfect	Past Perfect
They said, “ <i><u>We have</u></i> already <i><u>done</u></i> it”	They said (that) <i><u>they had</u></i> already <i><u>done</u></i> it.
Past Simple	Past Perfect
He said, “ <i><u>I went</u></i> abroad <i><u>last year</u></i> ”	He said (that) <i><u>he had gone</u></i> abroad <i><u>the year before</u></i> .
will	would
She said, “ <i><u>I will</u></i> probably work in <i><u>this</u></i> company”	She said (that) <i><u>she would</u></i> probably work in <i><u>that</u></i> company.

can
They said, "We **can** finish it in time"

must
She said, "I **must** buy a new bicycle"

mustn't
He said, "You **mustn't** tell my uncle"

may
She said, "I **may** be late"

could
They said (that) they **could** finish it in time.

had to
She said (that) she **had to** buy a new bicycle.

was not to (for obligation)
He said (that) I **was not to** tell his uncle.

might
She said (that) she **might** be late.

Pronouns:

I	he / she
we	they
my	his / her
our	their

Time adverbs:

today	then / that day
yesterday	the day before
tomorrow	the next day / the day after
last week	the week before
ago	previously / before
now	then / at the moment
next year	the following year
here	there
this	that
these	those
tonight	that night

We can also change the main verb of the sentence to express the meaning of the direct speech in the reported speech in a better way.


Statements	Commands	Questions
add	tell	ask
agree	advise	ask
She <u>said</u> , "You are right" – She <u>agreed</u>	offer	wonder
(that) I was right.	order	want to know
answer	suggest	
He <u>said</u> , "I don't know" – He <u>answered</u>		
(that) he didn't know.		
explain		
know		
tell		
think		
understand		

Commands

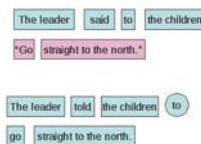
Use the infinitive with to to report a command.

Ordering sb to do sth

- Father said to his son, "Bring me the hammer and some nails!"
- Father told his son to bring him the hammer and some nails.
- *A told B to + 1 pf*



Reported Commands




Questions

General questions

Use if and the direct word order to report a general question.

General Questions

- Harold asked Fred, "Did you leave the lights on?"
- Harold asked Fred if he had left the lights on.
- *A asked B if + back shift (to the past) + word order as in an affirmative sentence*



Special questions

Use the wh-word and the direct word order to report a special question.

He asked her, "What do you know about this country?" – He wondered what she knew about that country.

She asked her colleague, "Why did you travel by sea last year?" – She wanted to know why her colleague had travelled by sea the previous year.

She asked her friend, "Do you like tea?" – She asked her friend if he liked tea.

Let's practice

1. Change the following sentences from DIRECT into REPORTED SPEECH:

He said, "I will be here at noon." – He said that he would be here at noon.

1. Mary said, "The train will probably arrive on time."
2. He said, "I have to finish this report by five o'clock."
3. The doctor said, "Mr. Smith will improve quickly."
4. William said to me, "I am leaving in the morning."
5. The teacher said, "Everyone has to write a composition."
6. John said, "I saw that movie on Wednesday."
7. Helen said, "I have read that book."
8. Mary said to John, "I cannot go to the movie with you."
9. John said, "I have finished studying my lesson."
10. Mary remarked, "John speaks English well."

2. Report the following. Begin each sentence with ‘She said...’:

‘I will see you at the meeting’. – She said she would see me at the meeting.

1. ‘My grandmother can walk to school without worrying about traffic’.
2. ‘You must come to tea sometime!’
3. ‘You are not supposed to talk in here’.
4. ‘You must remember to recycle the rubbish’.
5. ‘You mustn’t smoke in the restaurant’.

3. Use other verbs where possible to convey the meaning of the sentences below:

1. ‘What about going to Crete this year for our holiday?’ Tina said.
2. ‘I will always love you, Daphne!’ Fred said.
3. ‘I’ve made up my mind. – I am going to take the job, but I am not keen!’ Colin said.
4. ‘It can’t be helped. I know you didn’t mean to drop it,’ my mother said.
5. ‘Leave that window shut. We don’t want to catch a cold,’ the old man said.

4. Write sentences about Jane’s trip to Paris:

We’re taking the nine o’clock plane. – Jane told me *they were taking the nine o’clock plane*.

1. ‘I’ll have to get up early’. – She said
2. ‘I don’t really like traveling by air’. – She told me
3. ‘But it’s the easiest way to travel’. – But she decided
4. ‘We’re going to spend a week in Paris’. – She told me
5. ‘I want to go up the Eiffel Tower’. – She said
6. ‘We’ve been to Paris before’. – She told me
7. ‘But we didn’t see everything’. – But she said
8. ‘I’ll send you a postcard’. – She said
9. ‘But I won’t write you a letter’. – But she told me
10. ‘I’m very excited!’. – She said

5. Work in pairs. Tell your partner about the most memorable trip in your life. Then report your partner’s words to other groupmates.

6. Here are some ‘strange’ media quotes. Report them making all necessary changes:

1. ‘We are unable to report the weather this evening, because we depend on weather reports from the airport, which is closed due to the bad weather. We don’t know whether we will be able to give you a weather report tomorrow, it depends on the weather’.

TV weather forecaster

2. 'Traffic is very heavy at the moment, so if you are thinking of leaving now, you should set off a few minutes earlier'.

UK radio traffic report

3. 'Smoking kills – if you are killed you've lost a very important part of your life'.

Anti-smoking campaigner

4. 'For every fatal shooting, there are roughly three non-fatal attacks. Folks, this is unacceptable in America – we are going to do something about it'.

US President speaking about gun crime

5. 'Most cars on our roads who have only one occupant who is usually the driver'.

BBC news reporter

6. 'The streets of Philadelphia are safe, it's only the people that make them unsafe'.

Police Chief of Philadelphia

**7. Do you remember any funny or strange quotes of famous people?
Can you report them?**

8. Report the following general questions:

1. She asked, "Do you live with your family, Helen?"
2. He asked, "Can I borrow your pen, Linda?"
3. He asked me, "Does your uncle live in England?"
4. Mary asked Lucy, "Will you come to my party tomorrow?"
5. Mark asked, "Did you phone me last night, John?"
6. He asked, "Is this yours or mine, David?"
7. She always asked me, "Must you always ask me what I'm doing?"
8. The teacher asked, "Are you listening to me?"
9. Mary asked, "Do you want me to help you, Larry?"
10. The officer asked, "Are you a foreigner? Can you spell your name?"

9. Report the following special questions:

1. He asked, "How long does it take you to have lunch?"
2. He asked me, "What are you doing at the weekend?"
3. She asked, "Why are you late, Tom?"
4. My mother asked me, "Where is your umbrella?"
5. The secretary asked the man, "Who do you want to see, sir?"
6. The students asked, "What time does the bell ring?"
7. He asked Tom, "What kind of films do you like watching?"
8. The teacher asked the girl, "When do you have to be home?"
9. They always asked, "Why don't you let my cat in?"
10. The passengers asked, "When did the last train leave?"

10. Report the following imperative sentences:

1. Woman to the porter: "Carry my suitcases."
2. Policeman to a man: "Describe your car."
3. Mother to the boy: "Don't hurt yourself."
4. The robber to the man: "Give me your money."
5. Teacher to the student: "Give me your book."
6. The man to us: "Don't park here."
7. Woman to her husband: "Don't forget to take your key."
8. Mr. Smith to her son: "Don't put your books on this desk."
9. Young man to the young woman: "Give me one of your photographs."
10. The man to his son: "Hurry up! Don't miss the bus!"

11. Work in pairs. Ask each other to do something. Then tell other groupmates what you've been asked to do.

Example: 'Give me your laptop, please'. – He asked me to give him my laptop.

12. Read the following extract from A. Christie's novel "Sparkling cyanide". Now close your books and try to tell your groupmates what you have read using reported speech and paying attention to the most important facts. If something is missed, they can help you:

'Well, that's excellent from our point of view, Miss Shannon,' said the chief inspector. 'And I can only hope that you will have seen something that may help us solve our problem.'

Christine shook her blonde head. 'I've no idea who bumped the old boy off – no idea at all. He just took a drink of champagne, went purple in the face and sort of collapsed.'

'Do you remember when he had last drunk from his glass before that?'

The girl reflected. 'Why – yes – it was just after the cabaret. The lights went up and he picked up his glass and said something and the others did it too. Seemed to me it was a toast of some kind.'

The chief inspector nodded. 'And then?'

'Then the music began and they all got up and went off to dance, pushing their chairs back and laughing. Seemed to get warmed up for the first time.'

'They all went together – leaving the table empty?'

'Yes'

'And no one touched Mr Barton's glass.'

'No one at all.' Her reply came promptly. 'I'm perfectly certain of that.'

'And no one – no one at all came near the table while they were away.'

'No one – except the waiter, of course.'

'A waiter? Which waiter?'

'One of the half-fledged ones with an apron, round about sixteen. Not the real waiter. He was an obliging little fellow rather like a monkey – Italian I guess he was.'

'And what did he do, this young waiter? He filled up the glasses?'

Christine shook her head.

Unit 12

NOUNS AND ARTICLES

A noun is a name of person, place, things or feelings



What is a noun?

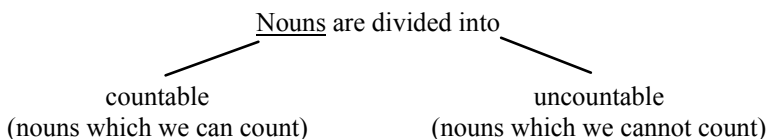
Nouns can be proper nouns and common nouns.

Proper noun is the name of place, person or thing

that is unique and distinct as opposed to many of that kind, e.g. Peter Harrison, London, Mars, Black Sea, etc. All words in a

proper noun are started with capital letters.

Common nouns are the most basic categories naming people, places and things which form a class of things. *Common nouns* are generic in nature, e.g. a man, an apple, a planet, a city etc.



a banana, a ball, a girl etc.

rice, sugar, water etc.

Countable nouns can be singular and plural

Example: an orange – oranges; a dog – dogs; a toy – toys (exceptions: a man – men, a woman – women, a child – children, a foot – feet, a goose – geese, a mouse – mice, an ox – oxen etc.)

Uncountable nouns can be singular but not plural. We can't say *one water, two waters*.

Common uncountable nouns include:

- most substances: *coal, china, flour* etc.
- abstract nouns: *happiness, admiration, freedom, all sports* etc.
- most nouns ending in *-ing* – *shopping, sightseeing* etc.

* Some nouns can be *countable* and *uncountable* with a slight change in meaning, e.g.

She has grey hair. There are hairs on your jumper.

* Some nouns can be *countable* and *uncountable* but completely change their meaning, e.g.

What's the capital of your country?

The company has very little capital to work with.

* Some nouns with a singular form can be treated as singular or plural, depending on whether the noun is seen as a unit or a collection of people, e.g.

The class is/are doing exams at present.

* Some nouns look plural but take a singular verb, e.g.

The news is on at 8.00 p.m.

* Some nouns look singular but take a plural verb, e.g.

The police are involved in trying to catch the thief.

Countable and uncountable nouns are used with different articles.

Countable	Uncountable
-----------	-------------



We can use **a / an** with *singular countable nouns*, e.g. *a book, a monkey, a child, a chair*

We can use **some** and **any** with *plural countable nouns*, e.g.

*They bought **some chairs** yesterday.*

*They don't know **any facts** about that.*

We also use **many, a large number of, several, a few, few, a lot of** with *plural countable nouns*, e.g. *I know **many stories** about his adventures.*

We don't usually use **a / an** with *uncountable nouns*, e.g. *sand, snow, water, juice* **but** *a drop of water, a glass of juice.*

We can use **the** with *uncountable nouns*, e.g. *This is **the milk** I bought in the supermarket.*

We can use **some** and **any** with *uncountable nouns*, e.g. *Give me **some water**, please.*

*They didn't give us **any information**, did they?*

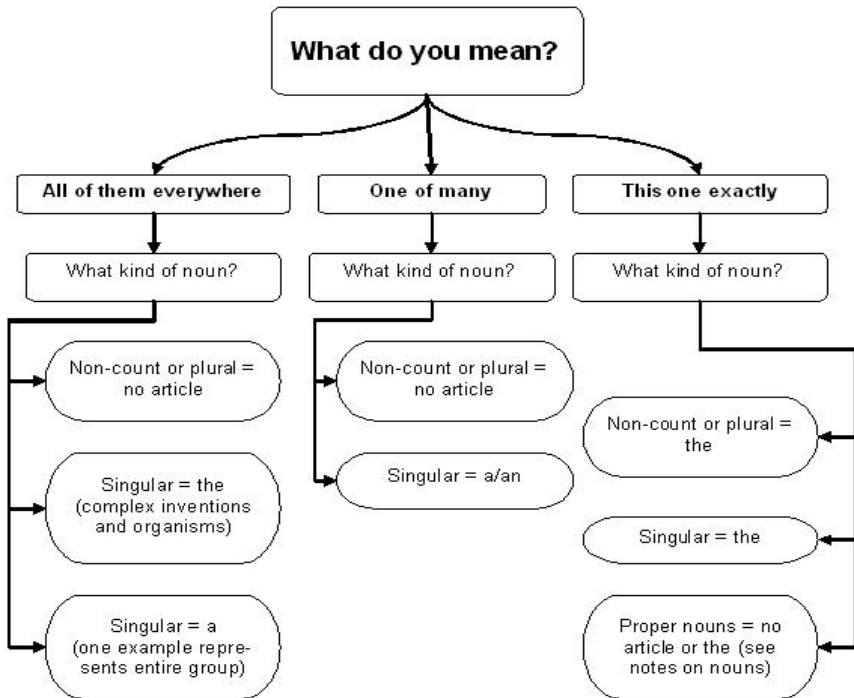
We also use **much, a great deal of, a large amount of, little, a little, a lot of** with *uncountable nouns*, e.g.

*There's **much snow** outside.*

The use of articles proper names

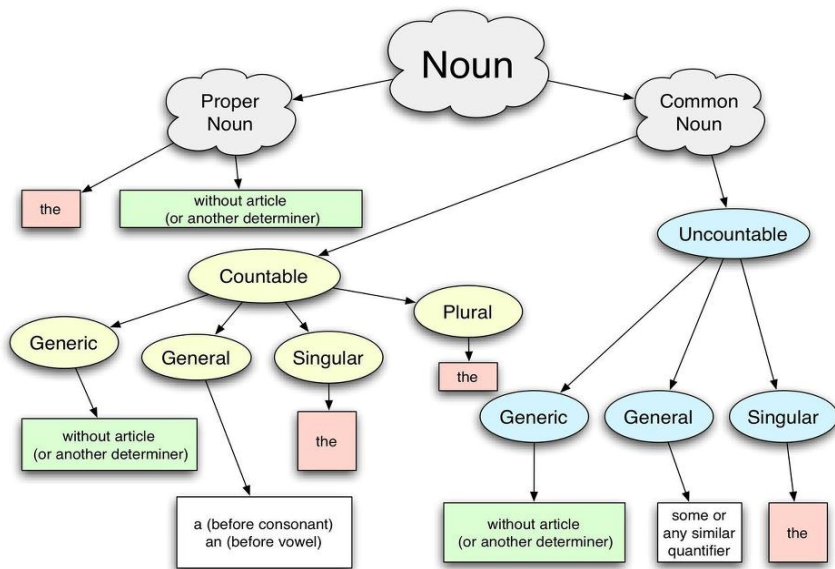
THE	ZERO ARTICLE
organizations, government, committees, clubs, foundations (<i>the United Nations, the British Parliament</i>)	schools, colleges, universities, academies (<i>Ford High school, Boston college</i> but <i>the George Washington University</i> , etc.)

museums, galleries, monuments, memorials, cathedrals, palaces (<i>the National Gallery, the Pyramids but Stonehedge, Westminster Abbey</i>)	companies, corporations, businesses, firms (<i>Procter and Gamble but the Ford Motor Company</i>)
bridges (<i>the Brooklyn Bridge but London Bridge, Tower Bridge</i>)	parks, gardens, squares (<i>Hyde Park but the Cathedral Square</i>)
hotels (<i>the Hilton Hotel</i>)	airports (<i>Heathrow airport but the Sheremetyevo International Airport</i>)
newspapers (<i>the Washington post</i>)	magazines (<i>Reader's Digest</i>)
conferences, documents (<i>the Moscow Summit</i>)	holidays (<i>New Year's Eve but the Cherry Festival</i>)
	languages (<i>English, Italian but the English language etc.</i>)



So how to choose a necessary article, look at the following table. It will help you to do it.

To sum it up look at the following graph.



The possessive Case of nouns

Possession in English can be expressed in three different ways – *using an apostrophe*, *using of* and *using a noun as an adjective*.

* For people and expressions concerning time and distance *an apostrophe* is usually used, e.g.

my uncle's sister

the boy's bike

a year's bonus

* For objects *of* is usually used, e.g.

the back of the room

the cover of the book

* A *noun* is often used as an adjective to indicate kind, use or place, e.g.

a table leg

a night fight

a shop window

Let's practice:

1. Some of the sentences below contain common mistakes connected with countable and uncountable nouns. Correct the sentences which are wrong:

1. Put those scissors in the drawer for me, will you?
2. How many luggage did you bring with you?
3. This lift is for eight persons only.
4. The news this morning were terrible – more price rises and a teachers' strike.

5. Go out and get a paper for me, will you? I need to see what the news are.
6. Marco Polo set off on his travels from Venice.
7. Drivers should watch out for roadworks on the M25 this morning.
8. Equipments for camping can be found on the ground floor of the building.
9. My advice to you is to keep quiet about what is happening in the office.
10. Peoples from all over the world are represented at the Games.

2. Complete the following sentences using *an apostrophe, of, or a noun as an adjective*:

1. (seat, back) Can I sit in the on the way home?
2. (boss, wife) His is in hospital having a baby.
3. (room, corner) The boy was sitting in the
4. (day, pay) When is ?
5. (week, holiday) Mary only had one last year.
6. (wine, glass) Would you prefer a or a tumbler for your drink?
7. (delay, moment) The decision was taken without a
8. (Anne, best friend) has just got a job in Milan.
9. (door, handle) Take care with that – it's loose.
10. (field, sports) The team went out onto the, wearing their new strip.

3. Match the noun with its special word:

a burst of	glass
a pane of	smoke
a stroke of	abuse
a grain of	dust
a gust of	thunder
a speck of	luck
a stream of	emergency
a ray of	wind
a source of	sunshine
an item of	applause
a rumble of	sand
a puff of	amusement
a state of	clothing/news

4. Work in pairs. Tell your partner about some accident which happened to you using some of the expressions from exercise 3.

Example: Once I was wandering in the forest when a strong wind began to blow. It happened so that a gust of wind....

5. Alex and Martina are living together. Read their phone conversation. Fill in the gaps with *some, any* or *a*:

M: Hi, I'm at the supermarket. Have we got bread?

A: Yes, we've got bread, but we haven't got butter.

M: OK, so we need butter. Is there milk?

A: No, there isn't. And we need meat and eggs.

M: Right, have we got fruit?

A: We've got big bag of oranges, but we haven't got apples.

M: OK, I'll get more fruit. And cheese.

A: And can you get big bottle of water too?

M: Yes, OK. See you later. Bye.

6. Imagine the same situation in your family. Work in pairs and decide what you should buy at the supermarket asking your partner questions.

7. Put in A / AN or THE. Sometimes you don't need either word – you leave it blank”:

1. “Is that your wife?” “No, my wife's woman in red dress.”

2. I work with man and two women. man is quite nice, but women are not very friendly.

3. What's in newspaper?

4. Can you show me that book, please?

5. What's name of woman in blue dress?

6. water turns into ice at 0 degree C.

7. I like steak, but I don't like eggs.

8. She lives in nice flat on fifth floor of old house.

9. It's terrible – eggs are \$ 2 dozen.

10. There was boy and girl in the room. boy was Japanese but girl looked foreign. She was wearing fur coat.

8. Put in A / AN or THE. Sometimes you don't need either word – you leave it blank:

1. Have you got camera?

2. You need visa to visit foreign countries, but not all of them.

3. When we reached the city center, shops were still open but most of them were already closed.
4. Jack has got very long legs, so he's fast runner.
5. I'm looking for job. And did Ann get job she applied for?
6. Did police find person who stole your bicycle?
7. We went out for meal last night. restaurant we went to was excellent.
8. It was warm and sunny, so we decided to sit in garden.
9. Jane is teacher. Her parents were teachers too.
10. There's no need to buy any milk. milkman brings it every morning.

9. Some of the blank spaces below need ARTICLES, others do not. Fill in the articles where needed:

1. Tobacco is one of most important products of South.
2. fresh air is needed by all people.
3. cotton which comes from Alabama is better than cotton which comes from Oklahoma.
4. air in this room is fresh.
5. important products which we get from India are tea, cotton, and rice.
6. telephone seldom rings in our home.
7. silver is conductor of electricity.
8. I get on train at same place every day.
9. rain and sun are needed for raising of vegetables.
10. Mary is waving to us from across street.

10. Complete the sentences using one of the following. Use the where necessary:

(the) basketball (the) questions (the) history (the) hotels
 (the) meat (the) lies (the) information (the) patience
 (the) people (the) water (the) grass (the) spiders

1. My favourite sport is ____.
2. ____ we were given wasn't correct.
3. Many people are afraid of ____.
4. A vegetarian is somebody who doesn't eat ____.
5. The test wasn't very difficult. I answered all ____ without difficulty.
6. Do you know ____ who live next door?
7. ____ is the study of the past.

8. George always tells the truth. He never tells ____.
9. We couldn't find anywhere to stay in the town. All ____ were full.
10. ____ in the pool didn't look very clean, so we didn't go for a swim.
11. Don't sit on _____. It's wet after the rain.
12. You need _____ to teach young children.

11. Some of these sentences are correct, but some need the (perhaps more than once). Correct the sentences where necessary. Put 'RIGHT' if the sentence is already correct:

1. Everest was first climbed in 1953.
2. Milan is in north of Italy.
3. Africa is much larger than Europe.
4. Last year I visited Mexico and United States.
5. South of England is warmer than north.
6. Portugal is in western Europe.
7. France and Britain are separated by Channel.
8. Jim has travelled a lot in Middle East.
9. Chicago is on Lake Michigan.
10. The highest mountain in Africa is Kilimanjaro (5,895 meters).

12. Put in the or a/an where necessary. If the sentence is already correct, put 'RIGHT':

1. Sun is star.
2. Tim lives in small village in country.
3. Moon goes round earth every 27 days.
4. What is highest mountain in world?
5. I'm fed up with doing same thing every day.
6. It was very hot day. It was hottest day of year.
7. I don't usually have lunch but I always eat good breakfast.
8. If you live in foreign country, you should try and learn language.
9. We missed our train because we were waiting on wrong platform. We were on Platform 3 instead of Platform 8.



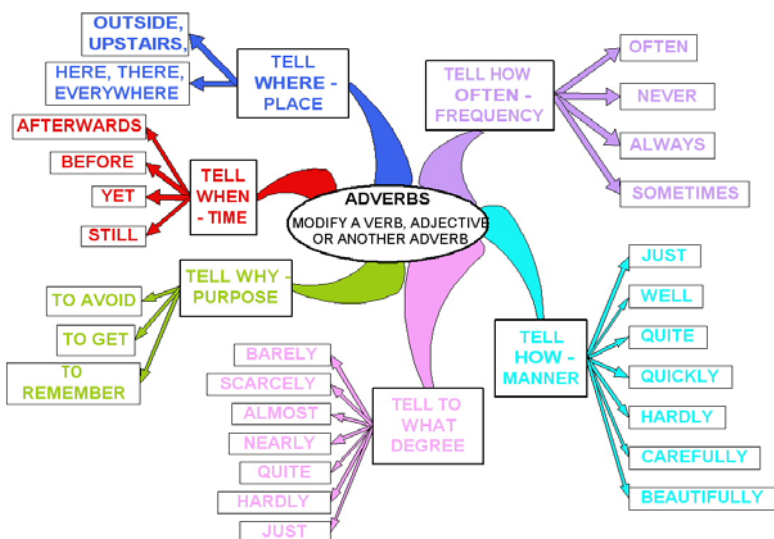
Unit 13

ADJECTIVES AND ADVERBS

Adjective	Adverb
describes a person, a place or a thing and goes before a noun Example: <i>a clever man, a beautiful girl, a naughty child</i>	describes a verb, an adjective or another adverb and answers the questions: How? How often? When? Where? Example: <i>The boy plays the drums loudly.</i>
	1) most adverbs add -ly to the adjective (badly) 2) adjectives ending in y → i (happy – happily) 3) irregular adverbs: good – well fast – fast, hard – hard

Adjectives

<u>gradable</u>		<u>Non-gradable</u>	
can be combined with an adverb like <i>reasonably</i> or <i>extremely</i> etc to quantify that adjective, e.g. <i>fairly happy, rather irritable</i>		can be combined with adverbs like <i>absolutely</i> or <i>totally</i> to add emphasis, e.g. <i>absolutely furious, slightly frustrated</i>	
Adverbs	Gradable adjectives	Adverbs	Non-gradable adjectives
extremely	angry	absolutely	awful
fairly	cheerful	completely	impossible
rather	happy	entirely	terrible
very	hurt	totally	wonderful
pretty, really, quite			



Degrees of comparison of adjectives

Put **more/most** before one syllable adjectives which are past participles, e.g.
tired – more tired – the most tired
lost – more lost – the most lost

Use **less** or **least** before any adjective to make it weaker, e.g.
famous – less famous

Groups of adjectives	Degrees of comparison of adjectives		
	Positive	Comparative	Superlative
One-syllable adjectives, and two-syllable adjectives ending in -y	adjective cheap big happy nice	adjective + er cheaper bigger happier nicer	(the) adjective + est (the) cheapest (the) biggest (the) happiest (the) nicest
Other two-syllable adjectives, and adjectives with more than two syllables	adjective expensive serious correct	more/less + adjective more/less expensive more/less serious more/less correct	(the) most/the least + adjective (the) most/the least expensive (the) most/the least serious (the) most/the least correct

Groups of adjectives	Degrees of comparison of adjectives		
	Positive	Comparative	Superlative
Irregular adjectives and quantifiers	good	better	(the) best
	bad	worse	(the) worst
	many/much	more	(the) most
	little	less	(the) least
	far	farther/further	(the) farthest/(the) furthest
	old	older/elder	(the) oldest/(the) eldest
	late	later/(the) latter	(the) latest/(the) last

(Descending Order of Comparison)
 Delicious Less Delicious Least Delicious



Big Bigger Biggest
 (Ascending Order of Comparison)

To talk about a large difference, use **a lot** or **much**, e.g.

It's a lot more expensive than that one.

To talk about a small difference, use **a little** or **not much**, e.g.

These shoes are a little cheaper than those ones.

To say there is no difference, use **as.....as**, e.g. *This blouse is as tight on me as that one.*

To make the adjective weaker, use **not as.....as**, e.g. *The film is not as good as I expected.*

Adverbs form **degrees of comparison** in the same way as **adjectives**, e.g.

fast – faster – fastest

often – more often – most often

Adverb or adjective

There are three normal positions for adverbs:

- * at the beginning of a sentence – *Last night I saw them in the park.*
- * in the mid-position – *He has already returned from Poland.*
- * at the end – *He did it very carefully.*

If there are several adverbs in a sentence you must put them in the following order: *manner – place – time.*

In some cases there is a difference in the meaning of an adverb which sometimes uses *-ly* and sometimes doesn't. Adverbs that change meaning include: *hard (hardly)*, *direct (directly)*, *short (shortly)*, *wide (widely)*, *late (lately)*, *free (freely)*, *wrong (wrongly)*, *right (rightly)* etc.

Example: *I saw the UFO high over the mountains.*
He thinks highly of Aboriginal beliefs.

Initial position adverbs: * connecting adverbs * adverbs of time * some adverbs of frequency * some adverbs of certainty * negative adverbials with inversion * adverbs of manner (for emphasis)	however, then last night, tomorrow usually, once a year maybe, perhaps seldom, rarely <i>Seldom have I seen him so happy.</i> carefully <i>Carefully he placed the slide under the microscope.</i>
Mid-position adverbs: * adverbs of certainty * adverbs of indefinite frequency * adverbs of manner * adverbs of completeness * adverbs of degree * focus adverbs	definitely, certainly <i>He will definitely win the cup.</i> often, seldom, rarely <i>She often loses her keys.</i> quickly, slowly nearly completely, quite just, even <i>He didn't even apologise for forgetting my birthday.</i>
End-position adverbs: * adverbs of manner * adverbs of place * adverbs of time * adverbs of definite frequency	<i>She crossed the lane slowly.</i> <i>She walked into the park.</i> <i>We saw her only last week.</i> <i>I go to the swimming-pool twice a week.</i>

Let's practice:

1. Write what the underlined word is: adjective or adverb:

1. Fast runners win races. *adjective*
2. Mathematics is difficult.
3. She's a good typist.
4. She behaved rudely to her boss.
5. You've done well in your test.
6. The clowns are very funny.

7. She's a pretty girl.
8. He runs fast.
9. Ann is very sad.
10. She plays the piano beautifully.

2. Use one of the words from the box to complete each sentence below:

hard, hardly, short, shortly, right, rightly, high, highly, late, lately, wrong, wrongly

1. I ever see her nowadays – she's so busy.
2. Sally thought very indeed of the gypsy's fortune-telling powers.
3. The interviewer claimed that the house was haunted.
4. She thought long and about whether to take part in the experiment.
5. Tell Marie I'll see her
6. You've done this calculation
7. They were just saying that they hadn't seen you
8. The car turned round and went back the way it came.
9. The article stopped of accusing anyone of a hoax.

3. Underline the correct item:

1. He left the room quiet / quietly.
2. Jane works hard / hardly.
3. He's a very nice / nicely man.
4. The sun is shining bright / brightly.
5. Smoking is bad / badly for your health.
6. She behaves very good / well.
7. He always dresses smart / smartly.
8. He shouted angry / angrily at me.
9. This chair is comfortable / comfortably.
10. He smiled sad / sadly.

4. Complete these sentences:

1. There was some heavy rain last night.
Yes, it rained very *heavily*
2. Aren't the children quiet! Yes, they're working very
3. James has a loud voice. Yes, he always talks very
4. Isn't the teacher angry! Yes, he's shouting very
5. Angela's very happy today! Yes, she's laughing very
6. The telephone rang in the middle of the night. Nick was very sleepy.
7. He answered it very
8. Kate likes playing slow music. Yes, she's playing this piece very

5. Complete the sentence with the correct word from the brackets:

Example: Mice move *quietly* (quiet / quietly)

1. This exercise is (easy / easily)
2. These people are speaking (quiet / quietly)
3. Mr. Brown can speak English (good / well)
4. Tigers are animals. (brave / bravely)
5. The footballer is (tired / tiredly)
6. Cheetahs run (quick / quickly)
7. She is lifting the weight (easy / easily)
8. The children are playing (happy / happily)
9. Tony is a skier. (good / well)

6. Supply the proper form, ADJECTIVE or ADVERB:

1. He always does his homework (careful).
2. He is a very (careful) student.
3. Come (quick). We need your help.
4. You should drive more (slow) along this road.
5. The old man walks very (slow).
6. Helen is a very (slow) student.
7. Her brother, on the other hand, learns (rapid).
8. Mr. Gonzales has a (permanent) visa.
9. He hopes to remain in this country (permanent).
10. This is an (easy) exercise.

7. Work in pairs. Guess what your partner is good at. Ask each other questions using appropriate adverbs and adjectives.

Example: Are you good at playing volleyball? – Yes, I play volleyball well.

8. Work in group. Decide where to put the adverb or adverbial phrases in the following sentences:

1. I went home. (yesterday, on foot)
2. She walked to where another coach was waiting. (up the hill, briskly, later, luckily)
3. I was in the mood to go swimming. (hardly, last night)
4. He is lying. (of course, still)
5. Stephen spoke to me. (the other day, in a friendly way, in fact)
6. It rained. (non-stop, all day, heavily, strangely enough)
7. People hide things of value. (apparently, in the attic, rarely)
8. She performed the dance. (far, slowly, too)
9. I think you should get out of the house. (to be honest, more often)
10. I saw the comet. (only, in the sky, yesterday)

9. Choose the correct form:

1. I enjoyed the book. It was very interested / interesting.
2. Are you interested / interesting in art?
3. I thought the story was quite amused / amusing.
4. They were shocked / shocking when they heard the news.
5. We were all very worried / worrying when he didn't come home.
6. It was surprised / surprising that she didn't come to the meeting.
7. I usually find football rather bored / boring.
8. Are you frightened / frightening of spiders?

10. Work in pairs. Tell each other about your interests or worries using adjectives from exercise 9.

11. Complete the sentences for each situation. Use the word given + the ending ~ing or ~ed:

1. The film wasn't as good as we had expected. (disappoint-)
 - a. The film was ____.
 - b. We were ____ with the film.
2. Diana teaches young children. It's a very hard job but she enjoys it ____.
(exhaust-)
 - a. She enjoys her job but it's often ____.
 - b. At the end of a day's work, she is often ____.
3. It's been raining all day. I hate this weather. (depress-)
 - a. This weather is ____.
 - b. This weather makes me ____.
 - c. It's silly to get ____ because of the weather.
4. Clare is going to the United States next month. She has never been there before. (excite-)
 - a. It will be an ____ experience for her.
 - b. Going to new places is always ____.
 - c. She is really ____ about going to the United States.

12. Complete the sentences using one of the following words:

amusing / amused confusing / confused exhausting / exhausted
annoying / annoyed disgusting / disgusted interesting / interested
boring / bored exciting / excited surprising / surprised

1. He works very hard. It's not ____ that he's always tired.
2. I've got nothing to do. I'm ____.
3. The teacher's explanation was _____. Most of the students didn't understand it.
4. The kitchen hadn't been cleaned for ages. It was really ____.
5. I seldom visit art galleries. I'm not particularly ____ in art.
6. There's no need to get ____ just because I'm a few minutes late.
7. The lecture was _____. I fell asleep.

8. I asked Emily if she wanted to come out with us but she wasn't ____.
9. I've been working very hard all day and now I'm ____.
10. I'm starting a new job next week. I'm quite ____ about it.
11. Tom is very good at telling funny stories. He can be very ____.
12. Liz is a very ____ person. She knows a lot, she's travelled a lot and she's done lots of different things.

13. Complete the sentences with adverbs. The first letter(s) of each adverb are given:

1. We didn't go out because it was raining _he_.
2. Our team lost the game because we played very ba__.
3. I had little difficulty finding a place to live. I found a flat quite ea__.
4. We had to wait for a long time but we didn't complain. We waited pa__.
5. Nobody knew George was coming to see us. He arrived unex__.
6. Mike keeps fit by playing tennis reg__.

14. Put in good or well:

1. I play tennis but I'm not very _good._
2. Your exam results were very ____.
3. You did very ____ in your exams.
4. The weather was very ____ while we-were on holiday.
5. I didn't sleep very ____ last night.
6. How are you? Are you ____?
7. George speaks German very ____.
8. George's German is very ____.
9. Our new business is going very ____ at the moment.
10. I like your jacket. It looks ____ on you.

15. Fill in the blanks with the adjectives in brackets using degrees of comparison:

1. Tom is his brother. (old)
2. This problem is that problem. (easy)
3. John is boy in our class. (tall)
4. My friend is my sister. (fat)
5. My room is room in our house. (small)
6. Konya is city in Turkey. (large)
7. The Kizilirmak is river in Turkey. (long)
8. Madonna is Sandra. (popular)
9. My English is your English. (good)
10. The weather today is the weather yesterday. (bad)
11. This garden is that garden. (large)
12. Elizabeth is girl in our group. (beautiful)
13. I am girl in the class. (short)
14. What is film on TV today? (funny)
15. Who is girl in your class? (pretty)

16. Work in groups. Tell each other about your most interesting holidays using adjectives and degrees of comparison.

17. Complete the sentences. Each time use the comparative form of one of the words in the list. Use than where necessary.

*big crowded early easily high important interested peaceful
reliable serious simple thin*

1. I was feeling tired last night, so I went to bed earlier than usual.
2. I'd like to have a car. The one I've got keeps breaking down.
3. Unfortunately her illness was we thought at first.
4. You look Have you lost weight?
5. I want a flat. We don't have enough space here.
6. He doesn't study very hard. He's in having a good time.
7. Health and happiness are money.
8. The instructions were very complicated. They could have been .
9. There were a lot of people on the bus. It was usual.
10. I like living in the countryside. It's living in a town.
11. You'll find your way around the town if you have a good map.
12. In some parts of the country, prices are in others.

18. Fill in the blanks as in the example.

I went on holiday last year but it was a disaster! My hotel room was ..
smaller than ... (small) the one in the photograph in the brochure. I think it was
..... (small) room in the hotel. The weather was terrible
too. It was (cold) in England. The beach near
the hotel was very dirty – it was (dirty) all the
beaches on the island. The food was
(expensive) I expected and I didn't have enough money. One day I went
shopping in a big department store and I broke a vase. It was
..... (expensive) vase in the whole shop.
But (bad) thing all was that I lost my passport
and I couldn't go back home. It was
(horrible) holiday all my life.

19. Look at chart. Compare Miss Bennet with her brother and her best friend Tina Robbins:

Age Height Weight

Miss Bennet 21 1.73 57 kg

James Bennet 23 1.82 76 kg

Tina Robbins 20 1.68 61 kg

Example: (Miss Bennet / tall / Tina Robbins)

Miss Bennet is taller than Tina Robbins.

1. (Miss Bennet / short / her brother James)
2. (James / tall / her sister)
3. (Miss Bennet / old / her best friend)
4. (Her best friend / young / Miss Bennet)
5. (Miss Bennet / short / her brother)
6. (Her brother / tall / Miss Bennet)
7. (Miss Bennet / fat / Tina)
8. (Tina / slim / Miss Bennet)
9. (Miss Bennet / slim / her brother)
10. (Her brother / fat / Miss Bennet)

20. Use the words in brackets to complete the sentences. Use much/a bit etc. + a comparative form. Use than where necessary:

1. Her illness was much more serious than we thought at first.
(much/serious)
2. This bag is too small. I need something ___. (much/big)
3. I'm afraid the problem is ___ it seems. (much/complicated)
4. You looked depressed this morning but you look ___ now. (a bit/happy)
5. I enjoyed our visit to the museum. It was ___ I expected.
(far/Interesting)
6. You're driving too fast. Could you drive ___? (a bit/slowly)
7. It's ___ to learn a foreign language in the country where it is spoken. (a lot/easy)
8. I thought she was younger than me but in fact she's ___ (slightly/old)

21. Use “as as” in the blanks:

1. Jack's English is worse than Sonia's. Jack's English isn't
Sonia's.
2. Alper's bag is 3 kg. Ahmet's bag is 5 kg. Alper's bag isn't
Ahmet's bag.
3. An orange is sweeter than a lemon.
A lemon isn't an orange.
4. Terry is 1.70 cm tall. Jason is 1.70 cm tall too. Terry is Jason.
5. Chinese is more difficult than French.
French isn't Chinese.
6. Science fiction films and soap operas are very exciting.
Science fictions are soap operas.
7. Chemistry is more difficult than drawing.
Chemistry isn't drawing.
8. Jane's car is Mercedes, but Sue's car is Opel.
Sue's car isn't Jane's car.
9. July is hotter than May.
May isn't July.

CONCLUSION

Знание иностранного языка является необходимым условием для развития современного человека, включающим общение с людьми из разных стран. Для этого необходимо знание иноязычной культуры, основ общения в устной и письменной формах в типичных ситуациях.

Данный практикум нацелен на развитие основных общекультурных и профессиональных компетенций с учётом аспектов, связанных с историческими, экономическими и социокультурными условиями стран изучаемого языка и родной страны студентов.

Представленный в практикуме грамматический материал способствует формированию коммуникативно-познавательной компетенции обучающихся в наиболее распространённых ситуациях общения во всех видах речевой деятельности (аудирование, говорение, чтение, письмо).

Темы практикума нацелены на:

- закрепление грамматического материала;
- развитие умений устанавливать и поддерживать контакт в устной форме с собеседниками, сообщать, запрашивать, информацию в зависимости от задач общения;
- развитие умений устанавливать и поддерживать контакт в письменной форме;
- формирование умений самостоятельной работы по овладению английским языком.

Каждый блок сопровождается упражнениями, помогающими закрепить усвоенный материал.

Вышесказанное позволяет определить практическую значимость практикума, состоящую в том, что студенты смогут использовать изученный материал на практике в рамках бытового и профессионального общения.

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ПОДГОТОВКА К ИТОГОВОЙ АТТЕСТАЦИИ

Практикум

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