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ФГАОУ ВО «Казанский (Приволжский) федеральный университет»

**MASTERING ENGLISH GRAMMAR
FOR EFFECTIVE COMMUNICATION**

Учебно-методическое пособие



Ижевск
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Предлагаемое учебно-методическое пособие разработано на основе коммуникативно-направленного метода обучения грамматике английского языка. Основная цель пособия заключается в содействии развитию у обучающихся активного навыка употребления грамматических форм английского языка, как в устной, так и в письменной речи.

Пособие адресовано студентам 1 и 2 курсов бакалавриата, обучающимся на неязыковых направлениях подготовки.

Минимальные системные требования:

Celeron 1600 Mhz; 128 Мб RAM; WindowsXP/7/8 и выше; разрешение экрана 1024×768 или выше; программа для просмотра pdf

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ОТ АВТОРОВ

Общеизвестно, что коммуникативная функция языка – быть средством человеческого общения – является важнейшей, наряду с гносеологической (или когнитивной, «сакральной») функцией фиксации знаний об окружающем мире. Другими словами, любой человеческий язык выступает, с одной стороны, средством формирования мыслей, с другой – средством обмена мыслями между людьми.

Язык по своей внутренней организации представляет собой сложную совокупность особых знаковых единиц. Их общая функция состоит в формировании и выражении человеческих мыслей в ходе речевого общения. Эта функция, связывающая языковые единицы, позволяет рассматривать язык как некоторую систему с присущими ей функциональными свойствами.

Как и любая система, язык имеет свою структуру, т. е. внутреннее строение, выражающееся в характере связей ее составных частей. В традиционном представлении выделяют три составных аспекта языка: фонетический (или, точнее, фонетико-интонационный) *строй*, *лексический строй* и *грамматический строй*.

Фонетико-интонационный строй служит материальной основой языка. Он определяет физическое представление значимых языковых единиц на каждом языковом уровне. Лексический строй и грамматический строй – это содержательная (значимая) составляющая языкового организма. Лексический строй объединяет все множество непосредственно назывных средств языка, в частности слов и устойчивых сочетаний слов (включая профессионально-терминологическую лексику). Грамматический (морфолого-синтаксический) строй объединяет закономерности построения высказываний из назывных средств языка в процессе производства речи (говорения или письма) как воплощения мыслительной деятельности человека.

Грамматика является самым сложным аспектом в освоении иностранного языка. Лингвисты называют грамматику «душой», «костяком» языка, выделяя ее важнейшую организующую роль.

Согласно замыслу авторов настоящего пособия, отработка приобретаемых языковых компетенций должна реализовываться во всех видах речевой деятельности. Обучающийся должен научиться «слышать» грамматическую структуру, «узнавать» ее в тексте, воспроизводить в устной и письменной речи.

Грамматика, наряду с лексикой, направлена на общение, на коммуникацию. В связи с этим одним из наиболее эффективных подходов к обучению грамматике иностранного языка считается коммуникативный подход.

Однако, как известно, в истории обучения иностранным языкам роль и место грамматики не являлось постоянным. В XIX веке преобладал грамматико-переводной метод, и основной целью обучения было получение полного, «научного» представления о системе грамматики изучаемого языка. Со второй половины XX века начинает господствовать установка на формирование иноязычной коммуникативной компетенции, и задача обучения грамматике меняется: она уже заключается в формировании грамматических навыков как компонентов различных видов речевой деятельности (говорения, аудирования, чтения, письма). Таким образом, в новых условиях основным фактором при отборе материала выступает коммуникативная, или функциональная, грамматика, противопоставленная традиционной, «научной» грамматике и описывающая грамматические явления с учетом их роли (функции) в построении коммуникативных единиц.

Учитывая тот факт, что составной функцией языка является коммуникативная, необходимо отметить, что его грамматика, как и другие аспекты, является коммуникативно значимой.

Коммуникативно-направленное обучение грамматике предполагает свободное общение на иностранном языке, которое будет

приближено к иноязычному, что позволяет повысить мотивацию обучения, а также расширить возможности речи.

Предлагаемые в учебно-методическом пособии упражнения направлены на отработку грамматических структур, употребляющихся в речевой деятельности.

При подборе упражнений авторы исходили из того, что языковая система представляет собой средство осуществления коммуникативной деятельности человека в высшей речевой форме – текстах, а также из постулата о неразрывной связи устройства языка, его функционирования в качестве инструмента общения и мышления, окружающей действительности.

UNIT 1. THE PRESENT SIMPLE TENSE



PRESENT SIMPLE TENSE

+ Affirmative

| | | | | |
|---------------------|---|----------------------|-----|--|
| SUBJECT | + | VERB | ... | + Affirmative: I spea<u>k</u> English. |
| I / you / we / they | | spea<u>k</u> | | + Affirmative: He spea<u>k</u>s Spanish. |
| he / she / it | | spea<u>k</u>s | | + Affirmative: They live in London. |
| | | | | + Affirmative: She live<u>s</u> in Paris. |

↑ Third person verbs need the final "s" in affirmative sentences.

- Negative

| | | | | | | | |
|---------------------|---|------------------|---|---------------------|-----|---|---|
| SUBJECT | + | AUXILIARY | + | VERB | ... | | |
| I / you / we / they | | don't | | spea<u>k</u> | | ⊗ | ⊗ The base form of the infinitive = to go, to need, to speak, to live |
| he / she / it | | doesn't | | need | | ⊗ | Third person verbs lose the final "s" in negative sentences. |
| | | | | like | | ⊗ | |

+ Affirmative: I speak Spanish. + Affirmative: She speaks Italian.
 - Negative: I **don't** speak Spanish. - Negative: She **doesn't** speak Italian.

? Question

| | | | | | | | |
|------------------|---|---------------------|---|---------------------|-----|---|---|
| AUXILIARY | + | SUBJECT | + | VERB | ... | | |
| Do | | I / you / we / they | | spea<u>k</u> | | ? | ⊗ The base form of the infinitive = to go, to need, to speak, to live |
| Does | | he / she / it | | need | | ? | Third person verbs lose the final "s" in questions. |
| | | | | like | | ? | |

+ Affirmative: You speak English. + Affirmative: He speaks German.
 ? Question: **Do** you speak English? ? Question: **Does** he speak German?

www.grammar.cl

www.woodwardenglish.com

www.vocabulary.cl

PRESENT SIMPLE: USES



✓ *General truths and facts*

We use the Present Simple to talk about general facts that are always true and permanent about the world:

Ten times ten makes one hundred. (10 x 10 = 100)

There is always a holiday on the last Monday in August in the UK.

Time passes very quickly when you get older.

We use the Present Simple to talk about general facts that we think are true and permanent at the present time:

I really love my job.

Mrs Clare doesn't teach me but she teaches my sister.

Do you live in Glasgow? My cousin lives there too.
Spiders don't frighten me.
Martha does what she wants. No one tells her what to do.

✓ ***Regular and habitual events***

*We use the Present Simple to talk about regular or habitual events. We often use **always, often, usually, sometimes, never and other frequency adverbs** for regular and habitual events:*

How do you get to work? Do you get the bus?

I read every night before I go to sleep.

We always have a holiday in the summer. We never work in August.

We usually fly to France when we go. Lorea doesn't like the ferry. It makes her feel sick.

✓ ***Instructions and directions***

*We use the Present Simple when we are giving instructions or directions. We often use ordering words, such as **and, first and then** with this use of the present simple:*

[giving directions]

You take the train into the city centre and then you take a number five bus. You don't get off at the museum. You get off at the stop after the museum.

[giving instructions before a test]

So what you do is ... you read the questions first and then you write down your answers in the box. You don't write on the question paper.

✓ ***Stories and commentaries***

We often use the Present Simple to describe a series of actions – one action after another. We see this especially in stories, summaries of stories or reviews:

[talking about the series of events in a novel]

Alex doesn't ring back at midnight ... she waits till the morning to ring, and they get annoyed with Liz when she goes on ... they know she's got plenty of money by their standards ...

The Present Simple is often used by sports commentators to give commentaries or report actions as they are happening:

Mwaruwauri Benjani fouls Cahill. Habsi takes the free kick, Caicedo shoots and volleys. O'Brien blocks.

✓ ***Immediate reactions***

We use the Present Simple, often with verbs of senses and perception, to talk about feelings and reactions at the moment of speaking:

Do you think that meat is ok to eat? It doesn't smell very good.

Where does it hurt?

[talking about the colour of a dress]

I don't like the colour. I think I look terrible.

It seems a bit quiet in here. Where is everyone?

Don't you believe me? It's true, honestly.

✓ ***I promise, I swear, I agree (speech act verbs)***

We use the Present Simple with speech act verbs (verbs which perform the act that they describe):

I will pay you back, I promise, when I get paid.

I agree with everything you say.

✓ ***We also use the present simple in a similar way in formal statements and in business or legal communications:***

I attach the original signed copies for your records.

On behalf of the Society, and particularly those involved in medical work, I write to thank you for your kind gift of £20,000 ... (more formal than I'm writing to thank you ...)

✓ **Timetables and plans**

We use the present simple to talk about events that are part of a future plan or timetable:

The lesson starts at 9.30 tomorrow instead of 10.30.

Lunch is at 12.30. Don't be late.

What time do you land? (talking about a flight at some time in the future)

They don't start back to school until next Monday.

NB: We can also often use will in these sentences, with no change in meaning:

The lesson will start at 9.30 tomorrow instead of 10.30.

✓ **Present simple after when, before, etc.**

*We use the present simple for future reference in subordinate clauses after words like **when, before, as soon as, if and whether**:*

*I'll call you when I **get** there.*

Not: I'll call you when I'll get there.

*Don't forget to ring before you **go**.*

Not: ~~Don't forget to ring before you'll go.~~

*They hope to move in to the new house as soon as they **get** back from Australia next month.*

Not: ... ~~as soon as they'll get back from Australia next month.~~

✓ **Newspaper headlines**

We often see the present simple in news headlines to report past events. It emphasises the drama or immediacy of an event:

Man rescues child from lake.

Taiwanese envoys arrive in China.

PRACTICE MAKES PERFECT!

Exercise 1. Put the following verbs in the following sentences into a) the negative, b) the interrogative.

1. He knows the answer. 2. He usually has breakfast at 8 o'clock. 3. The bell rings at 8.30. 4. The flowers look fresh. 5. He lives beside the sea. 6. She has a cold bath every day. 7. He remembers their address. 8. He plays chess very well. 9. She leaves home at 10 o'clock every day. 10. She agrees with you. 11. They feel very cold. 12. Tom looks well. 13. They pick the apples in October. 14. The last train leaves at midnight. 15. The Earth goes round the Sun.

Exercise 2. Put the verb in brackets into the Present Simple Tense.

1. The Volga, the Dnieper, and the Neva (*be*) famous rivers. 2. Mothers often (*tell*) little children stories before bedtime. 3. Our children (*go*) to school only in the morning. 4. If he (*come*) at 5 o'clock, ask him to wait. 5. My little brother (*collect*) coins and stamps. He (*be*) proud of his collection. 6. My friend (*like*) a lot of milk in his tea and a few lumps of sugar. 7. Anything that she (*say*) (*be*) worth listening to. 8. Our friends (*live*) in a house that (*stand*) on a hill that (*overlook*) the Don valley which (*be*) so beautiful in early summer. 9. Every year we (*spend*) our holidays in the country. 10. What this sentence (*mean*)? 11. I (*live*) in Saint Petersburg, which (*be*) my native city. 12. The nightingale (*sing*) beautifully. 13. We (*work*) forty-two hours a week. 14. Our teacher always (*speak*) English clearly. We can understand all she (*say*). 15. Open the windows, please. The room (*be*) terribly stuffy. 16. What you (*see*) over there? 17. In England the traffic (*keep*) to the left but on the Continent it (*keep*) to the right. 18. Nick (*be*) one of the cleverest boys that we (*have*). 19. I usually (*play*) tennis with my friends on Saturdays. 20. Water (*boil*) at 100 degrees Celsius.

Exercise 3. Practice the third person singular, Present Simple Tense.

Example. I *speak* English, but Peter *speaks* French.

1. I *like* to play chess, but he ... to play basket-ball.
2. Her parents *live* in the country, but she ... in town.
3. They *watch* TV in the evening and their daughter ... it in the afternoon.
4. I *am* a great cinema-goer and so ... he.
5. I *have* my dinner at four o' clock, but he ... it earlier.
6. I *am* a student of Kazan Federal University, but my friend ... a student of the Academy of Arts.
7. I *am* fond of architecture, but he ... fond of painting.
8. I *am* really good at learning foreign languages, but my best friend ... good at math.

Exercise 4. Study the following expressions, which are put at the beginning or at the end of the sentence. Use them in sentences of your own.

1. every day (morning, week-end, month, Friday);
2. once a day, twice a week, three times a month;
3. eight hours a day (a week, a year).

Examples.

I go to the library every Friday.

We work forty-two hours a week.

Exercise 5. Let us play! Seeker of everyday magic. 28 Speaking Cards.

<https://wordwall.net/ru/resource/37725774/seeker-of-everyday-magic-28-speaking-cards>

Reading

A Day in the Life

Robert Stanway works for an advertising company.

Exercise 1. Read about Robert's day, and fill in the table below.



I usually get up very early – at about 6 o'clock. I have breakfast with my wife, and then leave for work at 7:15. I go to work by train, and get to the office just before nine. When I arrive at the office, I always check my email. I get a lot of messages from our overseas offices. Then I usually have a meeting with my team from 11 to 12 o'clock. I have lunch in the office cafeteria at 12. The food isn't very good, but it's cheap. After lunch I sometimes meet clients, or write reports. I usually finish work at about 6 o'clock, although I occasionally work overtime. I get home about an hour later, and have dinner with my family. In the evening, I help my children with their homework, and watch television with my wife.

| | Time | Activity |
|-----------|---------------|-----------------|
| AM | 6:00 | He gets up. |
| | 7:15 | |
| | 11:00 – 12:00 | |

| | | |
|-----------|--------------|--|
| PM | 12:00 | |
| | 6:00 | |
| | 7:00 | |

Exercise 2. Preposition check. Cover the previous exercises, and fill in the blanks.

1. Robert gets up 6:00.
2. He goes work train.
3. He has a meeting 11 12 o'clock.
4. He has dinner his family.
5. He watches television the evening.

Exercise 3. Vocabulary. Choose a verb, and write it in the correct form.

Get; write; have; check; work; meet

1. He breakfast with his wife.
2. He his email. 3) He clients in the afternoon.
3. He sometimes reports.
4. He occasionally overtime.
5. He home at about 7 o'clock.

Exercise 4. Question. Writing Practice.

1. He gets up at about 6 o'clock. *What time does he usually get up?*
2. He has breakfast with his wife. _____?
3. He goes to work by train. _____?
4. He gets to the office just before nine. _____?
5. He has lunch in the office cafeteria. _____?
6. The food isn't very good, but it's cheap. _____?

7. He *meets clients* in the afternoon. _____?

8. He finishes work at about six. _____?

Read the text “A nation tough on grime and tough on the causes of grime”.

A nation tough on grime and tough on the causes of grime
By Sarah Womack



Britons spend more time doing housework than any other Europeans, according to new research that dispels the myth that women have become too posh to polish.

A spotless home is something of a British obsession, the study found, although the more money people earn the more likely they are to live in a mess. And even in the so-called "new man" era, it is still the women who carry out the lion's share of the chores.

According to Mintel, the market research analysts, women cast themselves as domestic goddesses, but are struggling to introduce the delights of hot soapy water and elbow grease to their partners.

Mintel investigated the household cleaning habits of 25,000 Britons as well as 10,000 people in Germany, Spain and France and found that household cleaning was far more widespread in Britain than in other European countries, particularly Germany.

Though television programmes such as Channel 4's *How Clean is Your House?* have highlighted the grimy state of many homes, almost every Briton - 97 per cent - does at least some cleaning with just three per cent doing none whatsoever.

In France, six per cent claim to do no cleaning at all. As many as 20 per cent of Germans admit to not cleaning their homes followed by the Spanish, with 16 per cent failing to dust and polish.

But the report shows that around 10 per cent of German households are prepared to pay for help with the cleaning, making them marginally the most likely to pay for help in Europe.

Mintel says the British are more houseproud than any other nationality with one in five saying they spend "a lot of time" cleaning.

Amanda Lintott, of Mintel, said: "The British seem to have a real hands-on approach towards cleaning. Germans on the other hand appear more reluctant to get their hands dirty, turning more readily to home help."

The report also highlights the different roles that men and women play when it comes to household cleaning. Even though more women work outside the home, 81 per cent of British women still spend a lot or a fair amount of time cleaning the home compared with just 52 per cent of men.

More British women than men, 82 per cent against 75 per cent, say they care about cleanliness in the home; find satisfaction in housework, 70 per cent against 47 per cent; and are ready to try new cleaning products, 31 per cent against 15 per cent.

But the British male is still more houseproud than some of his European counterparts. More than a third of German men do no cleaning at all, while around 40 per cent spend only a little time on the unpopular activity.

French women also shoulder most of the domestic chores, with almost 25 per cent of women doing a lot of cleaning compared with just seven per cent of men.

“The skew to women reflects that, despite the emergence of the 'new man', cleaning remains largely the domain of the European housewife,” said Miss Lintott.

In terms of income, the highest British earners show least concern about the cleanliness of their homes or the state of their floors and are most likely to say that their house is often a mess.

They also have the strongest loathing for housework and gain the least satisfaction from doing it.

Those earning more than £36,000 a year are the most likely to have paid help, with 86 per cent claiming not to have assistance around the home against an average of 94 per cent.

Britons in the lowest income groups care the most about household cleanliness, and in particular about spotless floors. They also gain the most satisfaction from housework, at around 70 per cent compared with 51 per cent of those earning over £36,000.

Mintel says part-time workers and those not working are most likely to gain satisfaction from housework.

The Telegraph 2005

Make these sentences negative:

1. Britons *spend* more time doing housework than any other Europeans.
2. A spotless home *is* something of a British obsession.
3. Women *cast* themselves as domestic goddesses.
4. But the report shows that around 10 per cent of German households *are* prepared to pay for help with the cleaning.
5. The British *are* more houseproud than any other nationality.
6. Germans on the other hand *appear* more reluctant to get their hands dirty.
7. The report *highlights* the different roles that men and women play when it comes to household cleaning.

8. Britons in the lowest income groups *care* the most about household cleanliness.
9. They *gain* the most satisfaction from housework.

Speaking

Exercise 1. Interview your partner about his / her day! Make notes below. Report your findings to the class.

When? Where? What time? Who...with? Why? How? Do you?

UNIT 2. THE PRESENT CONTINUOUS TENSE



PRESENT CONTINUOUS – FORM

test-english.com

| | | |
|-----------------|---|------------|
| POSITIVE | I am I'm You are You're He is He's She is She's It is It's We are We're They are They're | } working. |
| NEGATIVE | I am not I'm not You are not You aren't He is not He isn't She is not She isn't It is not It isn't We are not We aren't They are not They aren't | } working. |

| | | |
|---------------------|---|------------|
| QUESTION | Am I Are you Is he Is she Is it Are we Are they | } working? |
| SHORT ANSWER | Yes, I am No, I am not No, I'm not Yes, you are No, you are not No, you aren't Yes, he is No, he is not No, he isn't Yes, she is No, she is not No, she isn't Yes, it is No, it is not No, it isn't Yes, we are No, we are not No, we aren't Yes, they are No, they are not No, they aren't | |

| | | |
|----------------------|--|---|
| -ING SPELLING | work → working study → studying live → living make → making run → running swim → swimming | GENERAL RULE: add -ing Consonant + -e : delete -e and add -ing Consonant + vowel + consonant (stressed): double the consonant + -ing |
|----------------------|--|---|

test-english.com

PRESENT CONTINUOUS: USES

The Present Continuous is made from the present tense of the verb *be* (*am / is / are* and the *-ing form of a verb*):

We use the Present Continuous to talk about:

✓ *activities at the moment of speaking:*

I am just leaving work. I will be home in an hour.
Please be quiet. The children are sleeping.

✓ *future plans or arrangements:*

Mary is going to a new school next term.
What are you doing next week?

✓ *something which is happening before and after a specific time:*

At eight o'clock we are usually having breakfast.
When I get home the children are doing their homework.

✓ *something which we think is temporary:*

Michael is at university. He is studying history.
I am working in London for the next two weeks.

✓ *something which is new and contrasts with a previous state:*

These days most people are using email instead of writing letters.
What sort of clothes are teenagers wearing nowadays?
What sort of music are they listening to?

✓ *something which is changing, growing or developing:*

The children are growing up quickly.
The climate is changing rapidly.
Your English is improving.

✓ *something which happens again and again:*

It is always raining in London.
They are always arguing.

George is great. He is always laughing.

Note that we normally use **always** with this use.

We can use the Present Continuous to talk about the **past** when we are:

✓ *telling a story:*

The other day I am just walking down the street when suddenly this man comes up to me and asks me to lend him some money. Well, he is carrying a big stick and he looks a bit dangerous, so I am wondering what to do ...

✓ *summarising a book, film or play:*

Harry Potter is a pupil at Hogwarts school. One day when he is playing Quidditch he sees a strange object in the sky. He wonders what is happening ...

Note:

We **do not normally use** the continuous with *stative verbs*. Stative verbs include:

- ✓ *verbs of thinking and feeling*: love, hate, prefer, realize, like, dislike, know, believe, recognize, remember, suppose, think (= believe), understand, want, wish;
- ✓ *verbs of the senses*: appear, feel, look, seem, smell, sound, taste;
- ✓ *others*: agree, be, belong, disagree, need, owe, own, possess.

PRACTICE MAKES PERFECT!

Exercise 1. Put the verbs in brackets into the Present Continuous Tense.

1. Ron is in London at the moment. He (*stay*) at the Park Hotel.
2. He (*teach*) his daughter to ride.
3. Why Sew (*not wear*) her new dress?

4. The airplane (*fly*) at 2,000 metres.
5. What Hough (*do*) now? He (*discuss*) some ambitious project with his partners.
6. The water (*boil*) out. Can you turn it off?
7. – It (*rain*)?
– Yes, it (*rain*) very hard. You can't go out yet.
8. Sonia (*look for*) a place to live. She (*stay*) with her sister until she finds somewhere.
9. – You (*not tell*) the truth.
– How do you know that I (*not tell*) the truth?
10. – Who (*move*) the furniture about upstairs?
– It's Tom. He (*paint*) the front bedroom.
11. – How is your English?
– Not bad. It (*improve*) slowly.
12. – What you (*read*) now?
– I (*read*) Crime and Punishment.
13. – Oh, I have left the lights on again.
– Typical. You always (*leave*) the lights on.
14. – Look! You have made the same mistake again.
– Oh, no! Not again. I always (*make*) this mistake.
15. It is a lovely day. The sun (*shine*) and the birds (*sing*).

Exercise 2. Make questions by putting the words in brackets in the right order. Use the Present Continuous Tense.

Example. / enjoying / your work / you / are /? *Are you enjoying your work?*

1. / you / using / are / mobile / my / why / phone _____?
2. / I / getting better / am / at tennis _____?
3. / your / students / are / working hard _____?
4. / today / fast / he / walking / why / so / is _____?
5. / the / am / tomorrow / seeing / manager / morning / I _____?
6. / why / his / Jonathan / of / car / is / thinking / selling _____?

7. / great / is / today / she /not / looking / _____?

8. / you / on / getting/ how / are _____?

Exercise 3. Make up sentences of your own. Use the Present Continuous Tense.

1. to learn to speak English – at college; now
2. to wear a light jacket – today
3. to wait for – now
4. to look for – now
5. to read a lot – currently

Reading

Read the following text carefully.

It's a rainy Saturday. It's raining a lot and Mary and her family are spending the afternoon at home. Her aunt and uncle are visiting them.

Mary and her father are in the living room. Mary is making a draw and her father, Mr. Harris, is surfing the net. They are also talking.

Mary's older brother, Peter, is in his bedroom playing computer games. He is a computer fanatic and he spends much time playing on the computer. His little brother, Jim is also in the living room. He is playing with his dinosaurs' collection. Sometimes he teases Mary, he is a really naughty boy.

Mary's mother, Mrs. Harris, is in the kitchen preparing a snack for all of them. She is making some tea and talking to Mary's aunt and uncle – Lucy and Tom. They are from the nearest town and stopped by to say hello.

Fluffy, the family col, is sleeping on the kitchen's sofa. We can't see him in the picture, but he is a true fluffy cat.

Exercise 1. Answer the questions about the text.

1. What day of the week is it?
2. Where is Mary?
3. What is she doing?
4. Why are Mary and her family spending the afternoon at home?
5. Is Mrs. Harris preparing a snack in the living room?
6. What is Mr. Harris doing?
7. Mary's father is keeping silence.
8. What is Fluffy, †he cat, doing?

Exercise 2. Are given statements true or false? Correct the false ones. Give the full answer.

1. It's a rainy Sunday.
2. Mary and her father ore in the living room.
3. She is watching her favourite TV show.
4. Mr. Harris is helping his wife in the kitchen.
5. Peter is reading a book.
6. .Jim is in his bedroom.
7. Tom and Lucy are having lunch in the guest room.
8. Fluffy is playing with its ball.

Speaking

Exercise 1. Interview your partner. Make notes below. Report your findings to the class.

1. Are you working on improving any particular skills?
2. What are you currently reading?
3. Are you watching anything good these days?
4. What are you looking forward to these days?
5. Think of a member of your family. Who are you thinking about?
What are they doing at the moment?
6. How is the weather changing these days? (*It is getting...*)

7. Are you working on any projects right now?
8. Are you planning any trips for the near future?
9. What music are you currently listening to?
10. What activities are you doing to relax these days?

Exercise 2. Let us play! Unjumble. Drag and drop words to rearrange each sentence into its correct order. The Present Continuous Tense.

<https://wordwall.net/resource/76062246/%d0%b0%d0%bd%d0%b3%d0%bb%d0%b8%d0%b9%d1%81%d0%ba%d0%b8%d0%b9/present-continuous>

UNIT 3. TO BE GOING TO DO SOMETHING



Going to (Plans & intentions)




Be + going to + (verb)
 am is are

THE
 TIPS

| AFFIRMATIVE | NEGATIVE | INTERROGATIVE | SHORT ANSWERS | |
|------------------------------|---------------------------------|---------------------------------|----------------------|------------------------|
| | | | Affirmative | Negative |
| I am going to eat | I am not going to eat | Am I going to eat ? | Yes, I am | No, I am not |
| You are going to eat | You aren't going to eat | Are you going to eat ? | Yes, you are | No, you aren't |
| He is going to eat | He isn't going to eat | Is he going to eat ? | Yes, he is | No, he isn't |
| She is going to eat | She isn't going to eat | Is she going to eat ? | Yes, she is | No, she isn't |
| It is going to eat | It isn't going to eat | Is it going to eat ? | Yes, it is | No, it isn't |
| We are going to eat | We aren't going to eat | Are we going to we eat ? | Yes, we are | No, we aren't |
| You are going to eat | You aren't going to eat | Are you going to eat ? | Yes, you are | No, you aren't |
| They are going to eat | They aren't going to eat | Are they going to eat ? | Yes, they are | No, they aren't |

TO BE GOING TO DO SOMETHING: USES

There are two situations when we use **Be going to**:

1. To talk about *intentions*.
2. To make *predictions*.

The most common use of **Be going to** is to describe intentions. It refers to a future action that we've already decided to do.

For example:

“What are you going to do on Saturday morning?”

(What's your plan / intention?)

“I'm going to do some housework.”

(I decided before this moment. The action is in the future.)

Here are some other examples:

The visitors are hungry so I'm going to order some lunch for them.

When are the suppliers going to deliver the goods?

Alex is going to meet some new customers this afternoon.

What are we going to do about the orders?

I'm going to buy some new clothes next weekend.

They're not going to come back to the office before their flight.

She's going to buy a new car next month because her old one keeps breaking down.

The second use of **Be going to** is to make predictions based on current evidence.

For example,

The appointment is in 5 minutes but there's a lot of traffic – we're going to be late!

(I see a lot of cars now and the traffic is heavy, so it indicates that we are likely to be late).

PRACTICE MAKES PERFECT!

Exercise 1. Match the sentence halves to make *be going to* statements.

| | |
|------------------------------|--|
| 1. Jose and Sam _____ | a. is going to give us a test next week. |
| 2. My car is dirty, so _____ | b. am going to accept this job offer. |
| 3. The teacher _____ | c. aren't going to play football tonight. They're tired. |
| 4. We _____ | d. are going to buy a new car. |
| 5. I _____ | e. is going to bring us some more fruits. |
| 6. The waiter _____ | f. am going to wash it tomorrow. |
| 7. Jane _____ | g. is not going to enjoy the party. He hates loud music and big companies. |
| 8. My parents _____ | h. is going win the race. She's a very fast runner. |
| 9. Juan _____ | i. is going to rain. Look at those clouds! |
| 10. I think it _____ | j. are going to visit our grandparents this weekend. |

Exercise 2. Complete the text with the verbs from the box and the correct form of *be going to*.

| |
|---|
| <i>catch visit not/go meet stay eat have spend take (2) be not/have buy fly</i> |
|---|



This summer I (1) _____ camping with my family. I (2) _____ my friend Spiro who lives in Athens. Spiro (3) _____ me at the airport. We (4) _____ a plane to Corfu. We (5) _____ with his grandparents. Spiro's grandmother is a great cook, so we (6) _____ lots of nice food. His grandfather has a boat. He (7) _____ us fishing on it. Both Spiro and I love swimming, snorkelling and surfing, so we (8) _____ a lot of time at the beach. After a week in Corfu, we (9) _____ back to Athens, and Spiro (10) _____ me to the Acropolis and to the markets. I (11) _____ some gifts to take home for my family and friends. I (12) _____ in Greece for just two weeks, so I (13) _____ time to visit Rhodes. I am so excited about seeing Spiro again. I know we (14) _____ a wonderful holiday.

Exercise 3. Plan a holiday to a place you would like to visit by answering the questions below using *be going to*. Do not write the name of the place in your sentences.

1. Who are you going to go with?

2. Where are you going to stay?

3. What places are you going to visit?

4. What activities are you going to do?

5. What food are you going to eat?

Exercise 4. Now, ask a partner the same questions about their holiday. Can you guess where they are going on holiday?

Reading

Read the extract and give short answers with ‘is / isn’t’ or ‘are/aren’t’.

- a) Is the spacecraft going to take off now?
- b) Is it going to land soon?
- c) Is it going to stay there very long?

The spacecraft is going to land on the moon in a few seconds. It is not going to stay there very long. It is going to take off again in 24 hours. Are the astronauts going to stay inside the spacecraft? Or are they going to walk on the moon?

Read the text carefully. Are you ready for such an adventure?

Travel Plans



Bruno and André are from Brazil. They’re explorers, and the next week they’re going to start an exciting trip! They’re going to travel around the world in eighty days. They’re going to make the trip that Jules Verne wrote about in his famous book, ‘Around the World in Eighty Days’. They’re not going to travel by plane. They’re going to use transportation from the XIXth century. They’re going

to travel by boat and train. In India, they're going to ride elephants. In the snowy parts of North America, they /re going to travel by sled. They're not going to take a lot of luggage because they're going to carry their bags all the time. They're going to visit lots of different countries. It's going to be an amazing trip!

Are the following statements True or False?

1. Bruno and André are going to travel by spaceship.
2. They're going to ride elephants in North America.
3. They're going to carry their bags all the time.
4. They're going to travel around the world in three months.
5. They're not going to use modern transportation.

UNIT 4. THE PRESENT PERFECT TENSE



PRESENT PERFECT TENSE

Woodward
ENGLISH

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+ Affirmative

| SUBJECT | AUXILIARY | PAST PARTICIPLE |
|---------------------|-----------|-----------------|
| I / you / we / they | have | lived ... |
| he / she / it | has | studied ... |
| | | eaten ... |

- Negative

| SUBJECT | AUXILIARY | PAST PARTICIPLE |
|---------------------|-----------|-----------------|
| I / you / we / they | haven't | lived ... |
| he / she / it | hasn't | studied ... |
| | | eaten ... |

? Question

| AUXILIARY | SUBJECT | PAST PARTICIPLE |
|-----------|---------------------|-----------------|
| Have | I / you / we / they | lived ... ? |
| Has | he / she / it | studied ... ? |
| | | eaten ... ? |

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PRESENT PERFECT: USES

We use the Present Perfect Tense to talk about:

- ✓ *actions or events that started in the past and continue in the present*

We have lived in Canada for a long time.

- ✓ *an action or event that happened at an indefinite time in the past*

He has traveled to Antarctica.

- ✓ *recently completed actions or events*

A tornado has just hit downtown.

We use the Present Perfect to connect the past to the present.

She has taught school for 20 years. Now she wants to write a book.

Note:

- *Already, always, ever, and never* often come **before** the past participle.

The employees have already left work. It's late.

Have you ever been abroad?

- *Yet and so far* are common **at the end of a sentence.**

She hasn't called yet. I expect the call soon.

The speeches have been good so far. There's one more.

Present Perfect with For and Since

Use for or since with actions or events that started in the past and continue to the present.

- *Use for + an amount of time (number of days, months, . . .).*

Jo has worked at this store for six months.

- *Use since + a specific past time (exact date, time, month, . . .).*

He hasn't been a student since May.

- *Use a past time clause with since.*

I've known him since he graduated.

PRACTICE MAKES PERFECT!

Exercise 1. Complete the sentences. Use the Present Perfect form of the verb in parentheses. Then write since or for.

Example:

People in many countries enjoy ice swimming. It became popular several decades ago.

People have enjoyed _____ (enjoy) ice swimming for several decades.

1. The first Canadian Polar Bear Swim was in 1920. It is still an annual event.

The Canadian Polar Bear Swim _____ (be) an annual event _____ 1920.

2. Our town had its first New Year's Day swim in 2010. Our town still has this swim.

Our town _____ (have) a New Year's Day swim _____ many years.

3. I wanted to swim with the Polar Bears when I was 10. I'm 20 and I still want to do it.

I _____ (want) to swim with the Polar Bears _____ ten years.

4. The only sport my brother does is winter swimming. He _____ (not / play) any other sport _____ he was a teenager.

5. My father doesn't participate anymore. His last winter swim was four years ago.

My father _____ (not / participate) _____ four years.

6. My cousin always jumps into the water first. He did this last year and the year before.

My cousin _____ (always / jump) into the water first _____ he joined the Polar Bears.

7. We all love winter swimming. We loved our first experience, and we still love it.

We _____ (love) winter swimming _____ we first tried it.

Exercise 2. Put *for* or *since* into the gaps.

1. She's been In London _____ Friday.
2. She's been In London _____ a week.
3. My aunt has lived in Australia _____ 15 years.
4. Mrs. Harris is in her office. She's been there _____ 7 o'clock.
5. India has been an independent country _____ 1947.
6. Nobody lives in those houses. They have been empty _____ many years.
7. She has driven the same car _____ 1975.
8. We've had wonderful weather _____ the last month.

Exercise 3. Use your own ideas to make questions with *yet* and answers with *just* / *already*. Share your ideas with the class.

Example.

meet the new student

Have you met the new student yet?

Yes, I've just met him.

1. fill in a form
2. reserve accommodation for Mr. Brown
3. go to the Seller's plant
4. finish the talks
5. do the shopping
6. come back from the plant
7. see a performance at the theatre
8. show the sights of Moscow to (her) friends
9. discuss the terms of the contract
10. clean the car

Exercise 4. Circle the correct form of the verb to complete each sentence.

1.
 - a) She *has dreamed* / *dreamed* about going to the North Pole since she was young.

- b) She *has dreamed / dreamed* about going to the North Pole last night.
- 2.
- a) I *have never photographed / never photographed* animals in the wild before.
- b) We *have not photographed / didn't photograph* animals when we were in Alaska.
- 3.
- a) Last year, my grandfather *has gone / went* to Iceland on business twice.
- b) My grandfather *has gone / went* to Iceland on business twice since 2005.
- 4.
- a) They *haven't seen / didn't see* any bears on their trip so far.
- b) They *haven't seen / didn't see* any bears on their trip last month.

Exercise 5. Edit. Read the e-mail. Find and correct nine errors with the present perfect and Simple Past.

Dear Ms. Ramos,

I am writing to apply for the position of staff photographer that I have seen on your website. I believe that my experience has prepared me well for this job.

Photography is my passion. I loved photography ever since I was a child. That is when I have gotten my first camera. The thrill of taking pictures never gone away, but my interests have changed over the years. While I was growing up, I liked to photograph people; however, as an adult, I have took more pictures of nature than people.

I lived in Hawaii since 2013, and I have traveled all over the islands to photograph rare birds and plants. I've learned a lot, and my technique has improved in the last few years. My photos has never

appeared in a magazine or book, but several have been on display at a local gallery since several months. I would be happy to share my portfolio on request.

I have heard a lot about your magazine, and it would be a pleasure to work for you.

I look forward to talking to you about this opportunity.

Sincerely,
Katy Mills

Reading.

Read the magazine article about Helen Thayer. What advice does she have for other people?

Helen Thayer: A Lifelong Adventurer



Helen Thayer has never let age stop her. She and her husband, Bill, fulfilled a lifelong dream for their 40th wedding anniversary. They walked 1600 miles (2575 kilometers) in intense heat across the Gobi Desert. There they met Mongolian nomads¹ and learned about their culture. To celebrate 50 years of marriage, the Thayers walked almost 900 miles (1448 kilometers) across the Sahara Desert to study

the customs of the people who live there. Now in her seventies, Thayer keeps on planning trips for the future.

Thayer, born in New Zealand, has been exploring the outdoors for most of her life. Since childhood, she has traveled widely in harsh climates and across rough lands. She has walked to the North Pole with her dog as her only companion. She has also kayaked 2200 miles (3541 kilometers) down the Amazon, and done several mountain climbs. These trips haven't been easy, but they've been very satisfying.

In recent years, Thayer has been talking to groups around the world. She has continued to travel and bring back stories to share with both children and adults. Thayer hopes to inspire people to follow their passions and fulfill their dreams. What is her advice? Set goals, plan for success, and never give up.

Read the statements. Are they true or false?

1. Helen Thayer and her husband drove across two deserts.
2. As a child, Thayer liked the outdoors.
3. The trips have been in one part of the world.
4. Thayer has traveled down the Amazon River.
5. Thayer has stopped traveling in recent years.

Speaking.

Present Perfect Conversation. Interview your partner and report your findings to the class. Try to explain your answers in more detail.

1. What activities have you always loved to do?
2. Have you visited any interesting places recently?
3. What goals have you achieved recently?
4. Have you met any interesting person recently?
5. What is the strangest food you have eaten?

UNIT 5. THE PRESENT PERFECT CONTINUOUS TENSE



Present Perfect Continuous / Progressive Tense

| Structure | Positive | Negative | Question |
|---|--|--|--|
| | I – You – We – They + have + been + verb (ing) | I – You – We – They + have not / haven't + been + verb (ing) | Have + I – You – We – They + been + verb (ing) |
| He – She – It + has + been + verb (ing) | He – She – It + has not / hasn't + been + verb (ing) | Has + He – She – It + been + verb (ing) | |

| | Positive | Negative | Question | Negative question |
|------|-----------------------------------|---|------------------------------------|---|
| I | I have been playing videogames | I have not / haven't been playing videogames | Have I been playing videogames? | Have I not / haven't I been playing videogames? |
| You | You have been playing videogames | You have not / haven't been playing videogames | Have you been playing videogames? | Have you not / haven't you been playing videogames? |
| He | He has been playing videogames | He has not / hasn't been playing videogames | Has he been playing videogames? | Has he not / hasn't he been playing videogames? |
| She | She has been playing videogames | She has not / hasn't been playing videogames | Has she been playing videogames? | Has she not / hasn't she been playing videogames? |
| It | It has been playing videogames | It has not / hasn't been playing videogames | Has it been playing videogames? | Has it not / hasn't it been playing videogames? |
| We | We have been playing videogames | We have not / haven't been playing videogames | Have we been playing videogames? | Have we not / haven't we been playing videogames? |
| They | They have been playing videogames | They have not / haven't been playing videogames | Have they been playing videogames? | Have they not / haven't they been playing videogames? |

PRACTICE MAKES PERFECT!

Exercise 1. Make the Present Perfect Continuous.

1. She _____ (*work*) here for five years.
2. I _____ (*study*) all day.
3. You _____ (*read*) a lot recently.
4. Hough _____ (*go*) to the cinema every weekend for years.
5. It _____ (*rain*), so the pavement is wet.
6. They _____ (*not / live*) here for very long.
7. We _____ (*not / exercise*) enough.
8. It's nearly two months now that Tom and I (*not / talk*) to each other.
9. How long _____ you (*practice*) law?
10. How long Jane (*do*) her hobby?

Exercise 2. Complete the conversations with the words in parentheses. Use the Present Perfect Continuous.

Sasha: How long _____ (*you / go*) on long-distance hikes?

Gina: Since I was in college. And I'm now in my sixties. _____ (*My husband / hike*) since he was a child.

Sasha: _____ (*it / get*) easier or more difficult for you to hike long distances these days?

Gina: Well, I'd say that lately _____ (*we / work*) harder to keep up with the younger people on the hikes, but I don't think (*we / cause*) any problems or delays!

Jack: _____ (*you / enjoy*) yourselves on the trip so far?

Katya: Oh, yes. _____ (*we / have*) a wonderful time.

Jack: So what _____ (*you / do*) during your stay here in town?

Katya: Well, _____ (*we / visit*) museums and (*take*) tours of the major sights.

Exercise 3. Complete the paragraph with the words in parentheses. Use the Present Perfect or Present Perfect Progressive. Add not where necessary.

Both Hank and Jake _____ (*plan*) a daily menu. _____ (*complete*) the online food science course yet because he was sick for two weeks. The professor is letting him make up the final exam next week. _____ (*already / take*) the course, so _____ (*help*) Jake study for the exam. _____ (*already / turn in*) his food safety paper. _____ (*work*) hard on his food safety paper, but _____ (*finish*) it yet. _____ (*plan*) the food budget and the menu for the holiday meal together for a few weeks. _____ (*serve*) the holiday meal yet, but they plan to serve it next Thursday. Both hope to graduate in December.

Reading

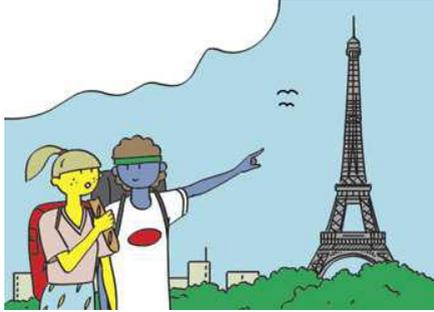
Exercise 1. Read the extract. Ask and answer questions about Peter.

- 1) How long / he / stay / with Tom and Susan
- 2) How long / look for / a job
- 3) He / find / a job?
- 4) Who / he / want / to become?
- 5) He / try / improve / his skills?

Peter came back to England a month ago. He has been staying with Tom and Susan since then. He has been looking for a job for a month but has not found one yet. He has wanted to become a lawyer since childhood. Peter has had five job interviews so far. He has been trying to improve his skills eagerly. "Some employers don't like people with long hair." Tom is telling him. "Perhaps you'd better get a haircut!"

Exercise 2. Read the text carefully.

I've Been Travelling



I have been travelling around Europe for 3 months. I have been to Germany, Denmark, Italy and the Czech Republic. I have been learning to say “hello” in many different languages. Right now I’m in France. I have been backpacking around France for 3 weeks. I have visited Paris, Lyon and Toulouse. I have seen the Eiffel Tower and Montmartre. This week I have been sightseeing in the south of France. I have been eating very well here. The food is so delicious and I love the fresh baguettes. I have been buying a baguette every morning for breakfast. I have been staying in Youth Hostels. They are cheaper than hotels. I have met lots of other backpackers during my travels. In Toulouse I met an Australian girl and a Japanese guy in the youth hostel and we have been travelling together ever since. We have been travelling by train. Soon I will head off to Spain on my own. I have been thinking about going surfing in the ocean.

Answer the following questions.

1. How long have I been travelling around Europe?
2. Which countries have I visited?
3. What have I been learning?
4. Where have I been travelling for the last three weeks?

5. Have I been eating well in France?
6. What have I been buying every morning for breakfast?
7. Where have I been staying?
8. Who have I been travelling with?
9. How have we been travelling (by what means of transportation)?
10. Why do I want to go to Spain?

Speaking

Exercise 1. Present Perfect Continuous Conversation. Interview your partner and report your findings to the class. Try to explain your answer in more detail.

1. What have you been thinking about a lot?
2. What have you been dreaming about lately?
3. What have you been putting your energy into recently?
4. Who / what has been motivating you recently?
5. Which color have you been wearing a lot lately?

UNIT 6. PRESENT TENSES. REVIEW



Exercise 1. Write the correct form of the verb in brackets to complete the dialogue. Use Present Simple or Present Continuous.

Sarah: Welcome to the programme. This afternoon I (*to stand*) in the middle of the northern Black Forest. Germany, with Rainer Sanger, from friends of the Forest.

Rainer: Good afternoon, Sarah.

Sarah: Rainer, you're very concerned about this area of the forest, aren't you? Can you tell us why?

Rainer: Yes. Much of the forest was wiped out in the hurricane last winter, as you can see. Many of the trees are dead, and more (*to die*) because of the irreversible damage. We at friends of the Forest (*to believe*) that the authorities (*not / to do*) enough right now to restore this beautiful forest to its former state.

Sarah: But they (*to clear*) the dead trees away, aren't they? I saw some men on the way here...

Rainer: Of course, but they (*do*) it every year. It's the normal procedure. We need more trees now, but they (*not / to plant*) any new trees to replace those that died.

Sarah: I see. But you have approached the authorities about this, I (*to understand*)?

Rainer: We have tried, but each time they (*to say*) that they haven't got enough money to restore the forest as quickly as we'd

like. They always (*to use*) money as the excuse. It's getting really frustrating!

Sarah: But it's not just an excuse, is it? They clearly (*not / to have*) enough money for everything and the hurricane was an unforeseen occurrence.

Rainer: Of course, we appreciate that, and the point is, that actually, we (*not / to ask*) for much money. We would just like their guidance – we can provide volunteers to work in the forest.

Sarah: Oh, I see. Well, that's somewhat different. Thank you, Rainer, for discussing such a significant issue.

Rainer: You are welcome. Good bye.

Sarah: Good bye.

Exercise 2. Complete the sentences using the words in parentheses.

- A: Where are the children
B: In the living room.
A: What (*they, do*)? (*They watch*) TV?
B: No, (*they, play*) a game.
- A: Shhh. I (*hear*) a noise. (*You, hear*) it, too?
B: Yes, I wonder what it is.
- A: Johnny, (*you, listen*) to me?
B: Of course I (*be*), mom. You (*want*) me to take out the garbage. Right?
A: Right! And right now.
- A: What (*you, think*) about every night before you fall asleep?
B: I (*think*) about all the pleasant things that happened during the day. I (*think, not*) about my problems.
- A: A penny for your thoughts!
B: Huh?
A: What (*you, think*) about right now
B: I (*think*) about English grammar. I (*think, not*) about anything else right now.

- A: I (*believe, not*) you
 B: But it's true!
6. A: (*You, see*) that man over there?
 B: Which man? That man in the brown jacket?
 A: No, I (*talk*) about the man who (*wear*) the blue shirt.
7. A: (*Believe, you*) in flying saucers?
 B: What (*talk, you*) about?
 A: You know, spaceships from outer space with alien creatures aboard.
 B: In my opinion, flying saucers (*exist*) only in people's imagination.
8. (*Rain, it*) in Southern California?
9. Look out of the window, will you? (*Rain, it*)? Should I take my umbrella?
10. A: Which colour (*prefer, you*), red or blue?
 B: I (*like*) blue better than red. Why?
 A: According to the magazine article I (*read*) right now, people who (*prefer*) blue to red (*be*) calm and (*value*) honesty and loyalty in their friends. Preference for the color red (*mean*) that a person (*be*) aggressive, (*love*) excitement.
 B: Oh, that (*sound*) like a bunch of nonsense to me.

Exercise 3. In about half of the lines of the following text there is an error in the use of the present forms. Find the errors and write the correct form.



Every year more and more tourists are visiting the Ionian islands, and most are enchanted by these lush green islands in a turquoise sea. Many now think about the possibility of owning property in this warm, unspoilt corner of Europe. Appeals this idea to you? If so, read on!

Imagine yourself standing on a wide terrace high on a cliff above the clear Ionian Sea, the Island of Zakynthos in the distance. The sun is beating down and you are hearing the cicadas and the sounds of waves lapping gently against the golden sand below. You can smell the heady scent of jasmine. You walk down a steep, stony path to the beach and there is lying the turquoise sea, right in front of you. We're inviting you to share this experience with us.

We currently develop a complex of luxury apartments just outside Lourdas, in the South of Cephalonia. Cephalonia is the largest and the most varied of Ionian islands, and Lourdas is a traditional Greek village with a variety of shops and tavernas. Behind the village the mountains are rising steeply and goats roam freely. From the village a road winds down to Lourdas Bay. The wide sweep of the Bay shelter a along sandy beach which is almost totally uncommercialised, although local developers build a range of bars and tavernas on a strip of land behind the beach.

We have completed our show apartment and we now show prospective purchasers the apartment, either at person at the site, or at our London office, on video. To take part in this once-in-a-lifetime offer, phone us now and talk to one of our sales representatives.

Exercise 4. Put *for* or *since* into the gaps.

1. She's been In London _____ Monday.
2. She's been In London _____ four days.
3. He has been looking for a job _____ a month.
4. My aunt has lived in Australia _____ 15 years.

5. Nobody lives in those houses. They have been empty _____ many years.
6. Mrs Harris is in her office. She's been there _____ 7 o'clock.
7. India has been an independent country _____ 1947.
8. The bus is late. We've been waiting _____ 20 minutes.
9. They've been living in France _____ 1970.
10. That man has been standing there _____ eight o'clock.
11. She has driven the same car _____ 1975.
12. We've been waiting _____ half an hour.
13. I have known him _____ three years.
14. I've been trying to open this door _____ forty-five minutes.
15. We've had wonderful weather _____ the last month.

Exercise 5. Translate the given sentences from Russian into English.

1. Чтобы чего-то добиться, нужно очень много трудиться.
2. – Что ты переводишь?
– Я перевожу статью из «Дейли Ньюз». Мы часто переводим статьи из этой газеты.
3. – Послушай, кто-то поет вдалеке.
– Это девушка. Она часто здесь поет.
4. Здесь пахнет кофе. Я люблю этот запах.
5. Дети сами выбирают себе друзей.
6. После занятий студенты обычно занимаются в библиотеке.
7. Он редко ездит в командировки.
8. Он обычно так быстро говорит, что я его не понимаю.
9. Почему Вы так быстро идете сегодня? Обычно вы ходите медленнее.
10. Джейн сейчас шьет себе платье. Она всю одежду шьет себе сама.
11. Вы понимаете, что говорит лектор?
12. Есть люди, которые знают 10 иностранных языков.

13. Он работает над этим проектом весь день?
14. Я живу в этом городе с 1995 года.
15. Мы знаем друг друга уже 15 лет.
16. Он там никогда не работал.
17. Ученые нашли минерал, который тверже алмаза.
18. Ты когда-нибудь бывал в Букингемском дворце?
19. Они путешествуют по Европе уже месяц и посетили уже 5 стран.
20. В истории России было много сильных лидеров.

Reading

Read the text “Distance learning opens up a whole world of choice”. Identify the Present forms used in the article.

Distance learning opens up a whole world of choice



Susan Gidmait, Senior International Adviser with the University of London's External Programmes Department, looks at the distance learning options available to students seeking further qualification.⁴

World-wide, more and more students are opting for distance learning as a preferred alternative to conventional study.

This is not surprising given its many attractions. Included, among these, is the fact that distance learning programmes tend to be highly flexible. They allow students control over their own. study

schedule, allowing them to fit their study around whatever else is going on in their lives.

Students with work and family commitments find this freedom particularly attractive.

“I have chosen to pursue a degree through the University of London because their external programme ideally meets the needs of mid-career professionals who are not in a position to leave their jobs for a couple of years” says Sabine Schuerholz-Lehr, an MBA student living in Canada.

For many, distance learning opens up a whole new world of choice - quite literally. It is no longer necessary to have to settle for one of the courses offered by a local educational institution. It is possible to choose from a range of qualifications offered by institutions all over the world.

One further attraction for students is that places on distance learning courses are far less likely to be limited. Many providers are widening access and have flexible entrance policies and, coupled with the greater availability of places, students have a higher chance of being accepted.

Courses may be credit bearing or not and an increasing number of providers offer students opportunities to take sections of their course as an “internal” student of the university and sections as distance learners.

Most recently, developments in distance learning have been driven by investment in educational technology. Universities, especially in Europe and North America, have been producing study materials specifically suited to online learning.

Many university courses no longer require their on-campus students to attend lectures and seminars. Instead, they access materials placed on the internet. Consequently, differences between the two methods of study are becoming less clear.

As more people gain access to personal computers, distance learning is forecast to become even more popular.

Points to consider when choosing a course

Although studying at a distance is usually cheaper than attending university, students must make sure they choose a programme that offers value for money.

Institutions offering degrees or professional qualification must meet stringent quality standards set by educational funding councils and/or professional bodies.

The reputation of an educational institution is an important factor. It gives a good indication of the quality of the course, materials and final qualification you can expect to receive. It may also influence the recognition that your qualification receives from governments, professional bodies and other educational institutions.

When choosing a course, cost and convenience will be important factors, but the most important questions should be about the quality of the teaching and learning. You would be well advised to find out the answers to the following questions:

- What qualification will I receive?
- Is this recognised by relevant employers or professional associations?
- What are the admission requirements?
- What are the main aims of the course?
- How is it taught; and who are the teachers?
- What course materials are provided?
- What support is available from the institution and/or locally?
- How is it assessed?
- Who is responsible for setting and marking the exams?
- How long will it take?
- How much will it cost?

Any competent course provider should offer clear answers to these questions.

Academic support

The academic support given to a distance learning student varies from programme to programme and from institution to institution. However, the focus is on self-study.

In its simplest form, students may receive basic academic guidance through specially written study guides and past examination papers and reports. However, many programmes provide an extensive range of materials including videos, computer disks, audio tapes and annotated texts. Some institutions have introduced programmes of study which can be delivered to a student's home by internet.

Direct tutor support may not always be available, but, if it is, it may be given through seminars given by visiting academics and email/fax responses to assignments returned to the home institution, residential summer schools and/or revision weekends. Some universities and colleges have local partners who provide on the spot advice and support.

Factors for success

If there is one quality that successful distance learning students have in common, it is self discipline.

John Chetcuti (who studied undergraduate economics) spread his studies "evenly throughout the week, putting in around thirty hours reading and researching".

He allocated his "weekday evenings to reading and research and Sundays to complete assignments".

Without the support of family, colleagues and friends studying for a qualification for an external student would be a great deal harder.

John Chetcuti says: "My wife's support throughout all these years has been instrumental. Had it not been for her support when I was down in the dumps I probably would not have persevered to the end."

The challenge and the reward

Distance learning is not an easy option: it demands hard work, dedication and sacrifice. But the results can be well worth the effort.

The final word goes to John Chetcuti: "I cannot explain the joy and satisfaction I experienced on receiving the results. I was simply euphoric... I am chronically ill with the study bug."

The Telegraph 06/12/2005

Choose appropriate adjective. Compare your choice with the text "Distance learning opens up a whole world of choice". Give examples with the adjectives which are not used in the text.

1. If there is one quality that ... distance learning students have in common, it is self discipline.
 - a) successful;
 - b) useful;
 - c) happy.
2. Students have a ... chance of being accepted.
 - a) top;
 - b) higher;
 - c) upper.
3. Institutions offering degrees or professional qualification must meet ... quality standards set by educational funding councils and/or professional bodies.
 - a) stringent;
 - b) accurate;
 - c) severe.
4. The ... support given to a distance learning student varies from programme to programme and from institution to institution.
 - a) training;
 - b) academic;
 - c) educational.

5. Distance learning programmes tend to be highly ...
 - a) elastic;
 - b) easy;
 - c) flexible.
6. It demands ... work, dedication and sacrifice.
 - a) difficult;
 - b) strong;
 - c) hard.
7. When choosing a course, cost and convenience will be ... factors.
 - a) important;
 - b) big;
 - c) vital.
8. Is this recognised by ... employers or professional associations?
 - a) apt;
 - b) relevant;
 - c) pertinent.
9. Distance learning is not ... option.
 - a) an easy;
 - b) a comfortable;
 - c) a light.

Speaking

Exercise 1. Life in the pictures. With the help of the following pictures, make up a story using both Present Simple and Present Continuous.





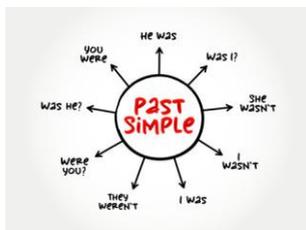
Possible questions to answer:

1. What is the weather like in the picture?
2. What is the person in the blue jacket doing?
3. With whom do you think she is talking?
4. What do you think they are talking about?
5. Do you think they always come to this park? Explain your choice.

Exercise 2. Let us play! Replace the infinitives by the Present Simple, the Present Continuous, the Present Perfect or the Present Perfect Continuous.

<https://wordwall.net/resource/30746316/english/present-tenses>

UNIT 7. THE PAST SIMPLE TENSE



ENGLISH GRAMMAR

PAST SIMPLE TENSE



© Woodward Education

+ Affirmative

| | | | | |
|---|---|---|-----|--|
| <div style="background-color: #ffe0b2; padding: 5px; border-radius: 10px; text-align: center; font-weight: bold; color: #c0392b;">SUBJECT</div> I / you / we / they <hr style="width: 50%; margin: 0 auto;"/> he / she / it | + | <div style="background-color: #c8e6c9; padding: 5px; border-radius: 10px; text-align: center; font-weight: bold; color: #2e7d32;">VERB</div> <div style="background-color: #c8e6c9; padding: 5px; border-radius: 10px; text-align: center; font-weight: bold; color: #2e7d32;">lived</div> | ... | + Affirmative: I lived in London. + Affirmative: She lived in Paris. + Affirmative: He watched a movie. + Affirmative: They wanted a holiday. |
|---|---|---|-----|--|

Past tense regular verbs end in -ed. ↑ There is only one form of each verb in the past simple tense.*

*The exception is TO BE which has two forms: was and were.

- Negative

| | | | | | |
|---|---|---|---|---|---|
| <div style="background-color: #ffe0b2; padding: 5px; border-radius: 10px; text-align: center; font-weight: bold; color: #c0392b;">SUBJECT</div> I / you / we / they <hr style="width: 50%; margin: 0 auto;"/> he / she / it | + | <div style="background-color: #ffcdd2; padding: 5px; border-radius: 10px; text-align: center; font-weight: bold; color: #c0392b;">AUXILIARY</div> <div style="background-color: #ffcdd2; padding: 5px; border-radius: 10px; text-align: center; font-weight: bold; color: #c0392b;">didn't</div> | + | <div style="background-color: #c8e6c9; padding: 5px; border-radius: 10px; text-align: center; font-weight: bold; color: #2e7d32;">VERB</div> speak need live | + Affirmative: I lived in Spain. + Affirmative: He watched a movie. - Negative: I didn't live in Spain. - Negative: He didn't watch a movie. |
|---|---|---|---|---|---|

* The base form of the infinitive = to go, to need, to speak, to live. The verb is not in the past tense in negative sentences. "Didn't" tells us it is a past tense sentence.

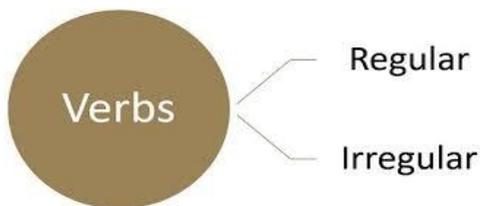
? Question

| | | | | | |
|--|---|---|---|---|---|
| <div style="background-color: #bbdefb; padding: 5px; border-radius: 10px; text-align: center; font-weight: bold; color: #0d47a1;">AUXILIARY</div> <div style="background-color: #bbdefb; padding: 5px; border-radius: 10px; text-align: center; font-weight: bold; color: #0d47a1;">Did</div> | + | <div style="background-color: #ffe0b2; padding: 5px; border-radius: 10px; text-align: center; font-weight: bold; color: #c0392b;">SUBJECT</div> I / you / we / they <hr style="width: 50%; margin: 0 auto;"/> he / she / it | + | <div style="background-color: #c8e6c9; padding: 5px; border-radius: 10px; text-align: center; font-weight: bold; color: #2e7d32;">VERB</div> speak need live | + Affirmative: You lived in Italy. + Affirmative: She watched a movie. ? Question: Did you live in Italy? ? Question: Did she watch a movie? |
|--|---|---|---|---|---|

* The base form of the infinitive = to go, to need, to speak, to live. The verb is not in the past tense in questions. "Did" tells us we are asking a past tense question.

www.grammar.cl
www.woodwardenglish.com
www.vocabulary.cl

PAST SIMPLE: USES



We use Past Simple to talk about:

✓ ***something that happened once in the past:***

I met my wife in 1985.

We went to Spain for our holidays.

They got home very late last night.

✓ ***something that happened several times in the past:***

When I was a child, I walked a mile to school every day.

We swam a lot while we were on holiday.

They always enjoyed visiting their friends.

✓ ***something that was true for some time in the past:***

I lived abroad for ten years.

He enjoyed being a student.

She played a lot of tennis when she was younger.

✓ ***several actions that were completed in the past.***

I finished work, walked to the beach and met my friends.

He got in his car, switched on the engine and drove to work.

I woke up, had a shower and prepared breakfast.

✓ ***we often use expressions with ago with the Past Simple:***

I met my husband a long time ago.

PRACTICE MAKES PERFECT!

Exercise 1. Put the verbs in the following sentences into (a) the negative, (b) the interrogative.

1. The Chinese invented printing.
2. Aristotle was a Greek philosopher.
3. My daughter drew this picture.
4. Mozart wrote a lot of beautiful music.
5. They set out early enough.
6. He arrived half an hour ago.
7. My mother chose my name.
8. They lent you enough money.
9. Elizabeth taught Japanese.
10. The weather was nice yesterday.
11. His son wrote a novel.
12. They flew to New York.
13. Moscow hosted the 1980 Summer Olympics.
14. Jenny left school in 1995.
15. They published my first book a month ago.
16. I did a lot of work yesterday.
17. The film won 5 Oscars.
18. Ian lived in Dublin for 15 years.
19. My job interview was really successful.
20. Hough won his first competition a week ago.

Exercise 2. Write the following in the Past Simple Tense.

Fanny points to the tree and Nob looks up there. He sees Fanny's cat high up in the tree. It can't get down and is looking as unhappy as Fanny is. Nob goes over the garden wall and climbs up the tree and carries the cat down safely. Fanny is so pleased to get her cat again that she puts her arms round Nob's neck and gives him a kiss. This pleases Nob very much. This is certainly what he likes.

He wants the cat to climb up the tree every day. So that night he waits until it is dark and then he climbs the tree. He carries a hammer and nails and a fish in his hand. He nails the fish to the tree. If the cat goes up the tree the next day he hopes to get another kiss.

Reading

Read the text and grasp its main idea.

LAST SUMMER HOLIDAY



Last Summer I went to Nice. It's a great place to have a holiday. People are very friendly and hospitable. Especially, the port of Nice is a fantastic place to visit. On the first day, we went to a restaurant with a terrace. It had a wonderful view of the sea. Also, the dishes were absolutely delicious. On the second day, we went to two museums. First, we went to an art museum. There weren't many pictures, but there were many contemporary art productions. I didn't like them a lot. Second, we went to a very unusual museum of bric-à-brac. There was a lot of old bric-à-brac from different places of the World. It was really interesting to see. After visiting the museums, we returned to our hotel room as we were really tired. Finally, we spent a whole day at the great beaches of Nice. We swam, sunbathed and had a great time on the beach of Nice. It was a short but very entertaining and relaxing holiday. I definitely want to go to Nice again.

Exercise 1. Are they true or false according to the text?

1. The author liked the food in the restaurant.
2. He went to an art museum after the bric-à-brac's museum.
3. He had a long holiday there.
4. He spent the last day at the beach.
5. He only went to two museums on the second day.

Exercise 2. Describe your most remarkable summer holiday.

Let us play!

Do the crossword to practice irregular verbs.

<https://www.montsemorales.com/gramatica/34irregverbs.htm>

Speaking

Exercise 1. Picture Prompts



1. Questions for discussion.

2. What do you think happened in this place?
3. When did it happen?
4. What was the house owner doing at that time?
5. Had the owner left the house when the criminal broke into?

Exercise 2. Let us play! Divide in groups of 3-4 people. Take turns and make sentences using past tenses. The first letter of the verbs must follow the sequence of the alphabet.

Example:

A – Peter arrived in London at 6 pm last Sunday.

B – He immediately bought a ticket to Oxford.

UNIT 8. THE PAST CONTINUOUS TENSE



PAST CONTINUOUS CHART



Positive +

| subject | + was / were | + verb- <i>ing</i> |
|---------|--------------|--|
| I | was | eating dinner when they called. |
| You | were | watching TV at midnight. |
| He | was | sleeping all night. |
| She | was | playing golf when it started to rain. |
| It | was | snowing while we were walking home. |
| We | were | dancing until 2 am. |
| You | were | making a lot of noise last night. |
| They | were | standing over there a minute ago. |

Negative -

| subject | + wasn't / weren't | + verb- <i>ing</i> |
|---------|----------------------|--|
| I | wasn't / (was not) | listening when the teacher said it. |
| You | weren't / (were not) | sleeping for long. |
| He | wasn't / (was not) | driving very fast at the time. |
| She | wasn't / (was not) | being friendly at all. |
| It | wasn't / (was not) | raining when we woke up. |
| We | weren't / (were not) | playing football yesterday. |
| You | weren't / (were not) | having your lunch then. |
| They | weren't / (were not) | sitting there a minute ago. |

Question ?

| was / were | + subject | + verb- <i>ing</i> ? |
|------------|-----------|---|
| Was | I | sleeping when you came home? |
| Were | you | working last night? |
| Was | he | studying went you went up to his room? |
| Was | she | living in Milan this time last year? |
| Was | it | snowing last night? |
| Were | we | skiing last February or March? |
| Were | you | working together last week? |
| Were | they | doing a school project at the time? |

PAST CONTINUOUS: USES

✓ *Events happening at a particular time in the past*

We generally use the past continuous to talk about actions and states in progress (happening) around a particular time in the past. It can emphasise that the action or state continued for a period of time in the past:

A: Where was Donna last night?

B: I'm not sure. I think she was visiting her family. (*action*)

I remember that night. You were wearing that beautiful dress. (*state*)

✓ *Background events*

When one event is more important than another in the past, we can use the past continuous for the background event (the less important event) and the past simple for the main event:

[*background event*] [*main event*]

Lisa **was cycling** to school when she **noticed** her best friend.

[*background event*] [*main event*]

What **were** you thinking about when you won the race?

✓ *Reasons and contexts for events*

We often use the past continuous to give a reason or context for an event:

A: I can't believe you met Fran and Dave in Portugal.

B: It was funny. They were staying in the hotel next to ours. (giving a reason / context for meeting them)

I didn't make the meeting last week; I was travelling to Rome.

✓ *Ongoing and repeated events*

We can use the past continuous to talk about repeated background events in the past. It can suggest that the situation was temporary or subject to change:

She was feeding her neighbours' cat every morning while they were on holiday. Then one morning, it was gone.

The neighbours were making so much noise, night after night. We had to complain eventually.

✓ ***The past continuous and definite time***

We sometimes use the past continuous to refer to a definite period of past time. This usually emphasises the event continuing over a period of time:

We were cooking all morning because we had 15 people coming for lunch.

Lots of us were working at the office on Saturday because we had to finish the project by Monday.

- ✓ Adverbs such as **always, constantly, forever** are used with the past continuous when we ***talk about repeated, unplanned or undesired events***:

We were always spending so much time in traffic. That's the main reason why we decided to move to the country and work from home. My boss was constantly phoning me in my last job. I hated it. She was forever losing her keys.

Warning:

We only use the past continuous for repeated background events. If they are repeated main events, we use the past simple:

I phoned you four times last night. Where were you?

Not: ~~I was phoning you four times last night.~~

We don't use the past continuous in the same way as *used to* when we talk about things in the past which are no longer true:

We used to go on holiday to Yorkshire every year when I was little.

Not: ~~We were going on holiday ...~~

PRACTICE MAKES PERFECT!

Exercise 1. Ask and answer questions.

Where were you, and what were you doing:

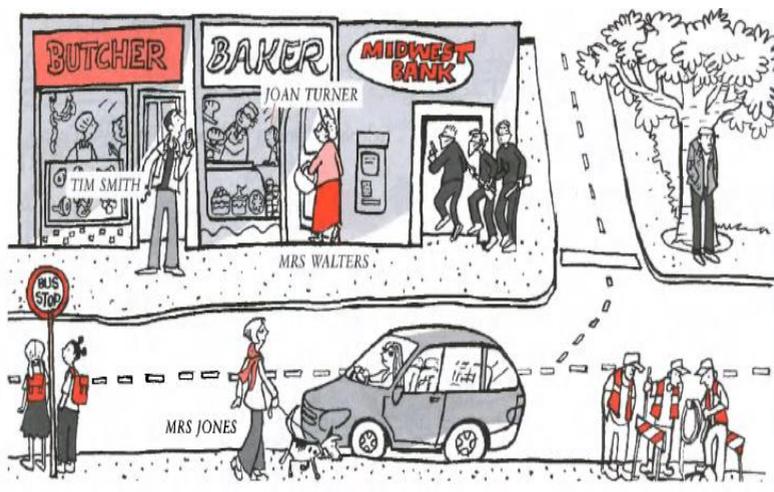
- At three o'clock this morning?
- At eight o'clock this morning?
- Two years ago?
- In August last year?
- This time yesterday?

Example. I was in bed / reading...

Exercise 2. Put the verbs into the correct form, Past Continuous or Past Simple.

1. Jane _____ (*wait*) for me when I _____ (*arrive*).
2. "What you _____ (*do*) this time yesterday? – "I _____ (*work*) on the project."
3. _____ (*you / go*) out last night? – "No. I _____ (*be*) too tired."
4. "_____ (*be*) Helen at the party last night?" – "Yes. She (*wear*) a really nice dress."
5. How fast you _____ (*drive*) when the accident _____ (*happen*)?
6. John _____ (*take*) a photograph of me while I _____ (*not look*).
7. We (*be*) in a very difficult position. We _____ (*not know*) what to do.
8. I haven't seen Alan for ages. When I last _____ (*see*) him, he _____ (*try*) to find a job in Beijing.
9. I _____ (*walk*) along the street when suddenly I _____ (*hear*) footsteps behind me. I was frightened and I _____ (*start*) to run.
10. When I _____ (*be*) young, I _____ (*want*) to be a politician.

Exercise 3. At 10 o'clock yesterday morning, there was a robbery at the Midwest Bank. You're a police officer and you're asking Tim Smith some questions about what was he doing, what other people were doing, and what he saw. Write the questions. Use *was / were, the Past Simple (Did you do, etc.) / the Past Continuous (Were you doing, etc.)*.



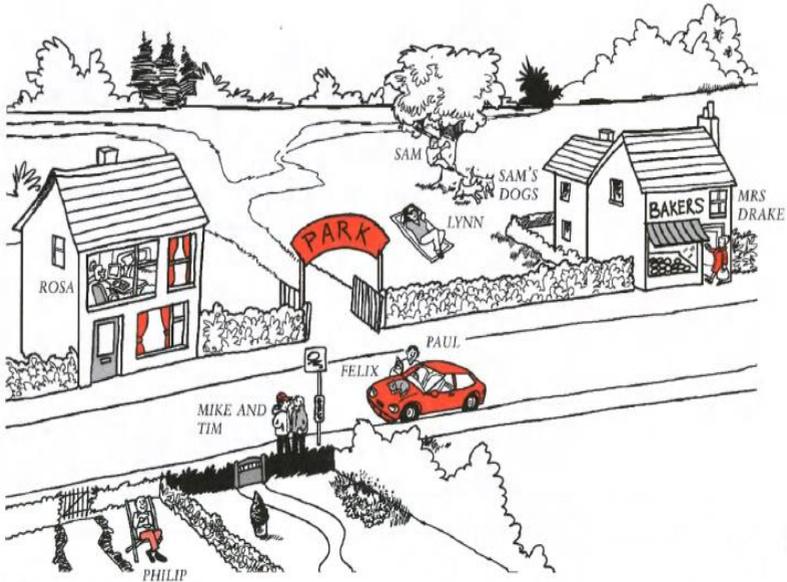
'Now then, Mr. Smith, I know you saw the robbery yesterday. I would like to ask you some questions.

1. What / you / do at 10 o'clock? _____?
2. Where / Joan / Turner? _____?
3. What / Mrs. Jones / do? _____?
4. Where Mrs. Walters go? _____?
5. The robbers / carry / guns? _____?
6. Where / the big car / wait? _____?
7. Driver / a man / or a woman? _____?
8. You / see / a man / on the corner? _____?
9. Some men / repair / the road? _____?

10. Anyone / wait / at the bus stop? _____?
11. You / phone the police? _____?

'Thank you, Mr. Smith. That was very helpful.'

Exercise 3. Look at the picture. This was Rosamund Street at 10.30 yesterday morning. What was happening? Write Sentences. Use the Past Continuous.



At 10.30 yesterday morning

1. Rosa was working in her room.. _____.
2. Sam _____.
3. Sam's dog _____.
4. Lynn _____.
5. Mrs. Drake _____.
6. Philip _____.
7. Mike and Tim _____.

8. Felix _____.

9. Paul _____.

Reading

Past Continuous in Sherwood Forest



It was midday in Sherwood forest and Robin Hood and his friends were doing different things. The weather was fantastic. The sky was blue and the birds were singing in the trees even the butterflies were very happy and were flying in circles in the air. Two frogs were jumping in the river and, of course, Robin's dogs were also jumping because at last Robin and Marion were together. Everything was perfect. John was fishing in the river because there was going to be a party to celebrate Robin and Marion's union. Tim and Bob were preparing the saucepan to cook the fish which John was trying to fish. Ben was washing the clothes to wear at the party that night. Marion was brushing her hair to pull it up in a bun. Paul was riding his horse because there was going to be a competition and he wanted to win it. Robin was reading a book but he felt asleep under a tree. Everything was ready for that night's celebration. I am sure that they had a fantastic time with all the preparations.

Answer the following questions about the text.

1. What time was it?
2. Where were these people?
3. What was Marion doing?
4. What was Robin doing?
5. What were Bob and Tim doing?
6. What was Paul doing?
7. Where were the butterflies?
8. What were the birds doing?
9. What was the weather like?
10. Where were the birds?

Write True or False.

1. It was midnight in the forest.
2. The name of the forest was Nottingham.
3. The frogs were swimming.
4. Bob was fishing.
5. Tim was cooking.
6. Ben was washing the clothes.
7. Robin Hood was writing a letter.
8. Marion was dressing up.
9. The butterflies were flying.
10. The dogs were sleeping.

Speaking

Exercise 1. Past news.

- a) Work in pairs. Ask your partner about his / her favorite celebrities. Their task is to search their name and random dates to find out what they were doing on that day and make sentences in **Past Continuous**. For example: *Jennifer Aniston was still dating Brad Pitt in 2004.*
- b) Open their social media page and choose a random picture to describe it.

Exercise 2. Give me a good reason
Study the list of strange situations.

- shadow boxing
- spinning round your chair
- slapping yourself around the face
- standing by the water cooler and chatting with all the people who went past
- sharpening every pencil in your department
- changing the age on your student ID
- putting your trainers in the microwave
- sticking bubblegum to your shoe

Choose one of the situations and make up a sentence. And address it to your partner. For example: *“When I saw you, you were slapping yourself around the face”*. Your partner needs to explain why they were doing it. For example, *“I was trying to catch the fly”*. Try to be as creative as possible.

Feeling

Here is the list of descriptive feeling words.

- starving
- astonished
- broken hearted
- shocked
- excited
- pleased
- depressed
- freezing

Choose one of these words without saying what you have chosen. Then think of an imaginary person doing some actions which can make your groupmates think that this imaginary person was feel-

ing that way. For example: “*He was sitting on a settle and spinning a phone round*”. The group guesses the adjective. “Was he feeling depressed?” If it isn’t a correct guess, please add some more information. “*I don’t think so. He was also staring at the girl who was standing not far from him*”.

What you didn’t do

Make a list of what you did and didn’t do yesterday. Share your list with your partner. Your partner will ask you about the things you didn’t do. For example: “*Why didn’t you go to school?*” The task is to answer using **Past Continuous**, “*I didn’t go to school because instead I was playing football*”. Change the roles.

UNIT 9. THE PAST PERFECT TENSE



Past Perfect Tense

| | Positive | Negative | Question |
|-----------|--|---|--|
| Structure | I – You – He – She – It – We – They + had + verb (past participle) | I – You – He – She – It – We – They + had not / hadn't + verb (past participle) | Had + I – You – He – She – It – We – They + + verb (past participle) |

| | Positive | Negative | Question | Negative question |
|------|-------------------|--------------------------------|--------------------|--------------------------------------|
| I | I had gone out | I had not / hadn't gone out | Had I gone out? | Had I not / hadn't I gone out? |
| You | You had gone out | You had not / hadn't gone out | Had you gone out? | Had you not / hadn't you gone out? |
| He | He had gone out | He had not / hadn't gone out | Had he gone out? | Had he not / hadn't he gone out? |
| She | She had gone out | She had not / hadn't gone out | Had she gone out? | Had she not / hadn't she gone out? |
| It | It had gone out | It had not / hadn't gone out | Had it gone out? | Had it not / hadn't it gone out? |
| We | We had gone out | We had not / hadn't gone out | Had we gone out? | Had we not / hadn't we gone out? |
| They | They had gone out | They had not / hadn't gone out | Had they gone out? | Had they not / hadn't they gone out? |

THE PAST PERFECT TENSE: USES

We use the Past Perfect tense to talk about:

- ✓ *an event that finished before another event in the past (often Past Simple). We usually use the Past Perfect to make it clear which action happened first.*

When we arrived, the film had started (= *first the film started, then we arrived*).

We had bought the cake before we went to the party.

I had eaten dinner so I was not hungry.

- ✓ *an event that finished before a specific time in the past.*

She had published her first poem by the time she was eight.

We had finished all the water before we were halfway up the mountain.

Had the parcel arrived when you called yesterday?

- ✓ *something that started in the past and continued up to another action or time in the past.* The Past perfect tells us 'how long', just like the present perfect, but this time the action continues up to a point in the past rather than the present. Usually we use 'for + time'. We can also use the past perfect continuous here, so we most often use the past perfect simple with ***stative verbs***.

When he graduated, he had been in London for six years. (= *He arrived in London six years before he graduated and lived there until he graduated, or even longer*).

On the 20th of July, I'd worked here for three months.

PRACTICE MAKES PERFECT!

Exercise 1. Make one sentence out of the given two ones using the Past Perfect Tense. Make use of the conjunctions: after, before, when, till, until, when.

Example. They came. She finished her work.

*They came after she **had finished** her work.*

1. The children returned from school. Mother cooked dinner.
2. They went for a walk. It stopped raining.
3. The frosts began. She made winter things for her children.
4. I waited. She did the room.
5. He took his bath. His wife laid the table for breakfast.
6. Nick left for school. Nelly was ready.
7. The children fell asleep. The parents came back from the pictures.
8. Mother waited. The children went to the skating-rink.
9. The bell rang. He went to bed.
10. She called on them. They went to the pictures.
11. They came to the skating-rink. The snow began.
12. It grew dark. The children went home.
13. The man sitting next to me in the plane was very nervous. He did not fly before.
14. I was ready to go. The sun set.
15. I didn't understand the law. He explained it.
16. She went to the post-office. She wrote the letter.
17. Hough did not want to go to the cinema with us. He saw the film already.
18. We arrived at the stadium. The game started.
19. Peter worked as a builder. He began to study architecture.
20. Ann couldn't leave for home. She did not do everything.

Exercise 2. Put the verbs into the correct form, Past Simple or Past Perfect.

1. ‘ _____ (*be*) Tom at the party when you arrived? – ‘No, he _____ (*go*) home.
2. I _____ (*feel*) tired when I _____ (*get*) home, so I _____ (*go*) straight to bed.
3. The house _____ (*be*) very quiet when I _____ (*get*) home. Everybody _____ (*go*) to bed.
4. Sorry I’m late. The car _____ (*break*) down on my way here.
5. I _____ (*invite*) my friend to the cinema but she couldn’t come because she (*arrange*) to do something else.
6. Sally was embarrassed because she _____ (*forget*) her friend’s birthday.
7. We were driving along the road when we _____ (*see*) a car which _____ (*break*) down, so we _____ (*stop*) to see if we could help.
8. At first I _____ (*think*) I _____ (*make*) a mistake, but I soon _____ (*realize*) I _____ (*do*) the right thing.
9. I _____ (*offer*) Jenny something to eat, but she (*be / not*) hungry because she (*just / have*) breakfast.
10. _____ they (*study*) English before they went to the USA?

Speaking

Exercise 1. Study the following past situations and try to explain them using Past Perfect sentences. Share your ideas with the group.

Her hair was wet.

Suzie didn't feel at all hungry at dinner.

The plane was three hours late.

There was a red stain on the carpet.

Sarah was red in the face when she arrived on the fifteenth floor.

When I took my ‘white’ shirts out of the washing machine, they were pink.

When I came back from my summer holiday, I got an electric bill for \$3,000.

The house was a mess on Sunday morning.

Kate was late for work yesterday.

Exercise 2. Interview your partner. Report the results to the group.

1. What had you hoped to accomplish before turning 18?
2. What had you studied before applying for university?
3. Had you learned any foreign languages before studying English?
4. What had your parents advised you to do before you made a big decision?
5. What had you dreamed of becoming before you chose your current profession?
6. What had you known about other cultures before traveling abroad?
7. What had your friends told you before you made your career choice?
8. What had you known about university life before you started your studies?
9. What had you wished for before blowing out the candles on your last birthday?
10. Had you decided on your career path before entering university?
11. Had you researched your favorite university before applying?
12. What had your teachers encouraged you to do before finishing high school?
13. What had you hoped for before applying to your dream university?
14. What had you achieved before you started focusing on your long-term goals?
15. What had your parents told you before your last big life decision?

Reading

Read the text. Identify Past Perfect verb forms.

One of those days



Hi! Have you ever had one of those days when everything seemed to go wrong? I'm sure, you have; I know I have.

I remember one particular day, I'd been invited to a party and there was someone going I'd never met but I really want to meet, so I was quite excited about going to this party, and I maybe spent too long getting ready and I was a bit late when I was leaving the house, but not too late. But then I looked down and saw I had a hole in my tights! So, I had to go back inside, change my tights, come out again, so I was getting a little bit late for the party, but not too bad.

I got in my car, started driving, about half way to the party my car stopped. I couldn't understand what the matter was until I looked at the petrol gauge: I had run out of petrol! Why? Because. I'd lent my car to my son the day before and he'd used the petrol and he hadn't filled the car up! So, I thought I would ring the AA. I looked in my handbag to find my mobile phone, but I couldn't find it! Why? Because I'd left it next to my bed charging. So even though it was pouring with rain, I had to get out of my car, in my party clothes, walk to the petrol station and come back with petrol.

By which time I was 2 hours late. So, I was so flustered about being late, I started to drive and I just took a wrong turn and I ended up on this one-way system, totally lost, driving round and round for at least 45 minutes before I managed to get my bearings. So finally, I arrived at the party over 3 hours late and when I arrived the person I wanted to meet had just left, all the food had gone, and my host had already gone to bed. I was so disappointed that I just turned around and left and went back home.

Exercise 1. Answer the following questions.

1. Why was Sofia excited about the party?
 - a) She was bored.
 - b) She was late.
 - c) She wanted to meet someone there.
2. Why did she have to go back to change her clothes?
 - a) It was raining.
 - b) She had a hole in her tights.
 - c) Her shoes were dirty.
3. Why did her car stop?
 - a) It had run out of petrol.
 - b) It had a flat tyre.
 - c) It broke down.
4. Where had her mobile phone been?
 - a) Her mobile phone had been in her handbag.
 - b) It had been on the floor.
 - c) It had been next to her bed, charging up with electricity.
5. How late was she for the party?
 - a) 45 minutes.
 - b) More than 3 hours.
 - c) About 2 hours.

6. When she finally arrived at the party, where was the person she wanted to meet?
- a) He had just gone.
 - b) He was eating all the food.
 - c) He had just arrived to.
7. What did she decide to do when her car ran out of petrol?
- a) She phoned her son and asked him to help.
 - b) She phoned her friend to inform about her being late.
 - c) She wanted to ring the AA.

UNIT 10. THE PAST PERFECT CONTINUOUS TENSE



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Past Perfect Continuous / Progressive Tense

| | Positive | Negative | Question |
|-----------|--|---|---|
| Structure | I – You – He – She – It – We – They + had + been + verb (ing) | I – You – He – She – It – We – They + had not / hadn't + been + verb verb (ing) | Had + I – You – He – She – It – We – They + been + verb verb (ing) |

| | Positive | Negative | Question | Negative question |
|------|--------------------------|---------------------------------------|---------------------------|---|
| I | I had Been cycling | I had not / hadn't been cycling | Had I been cycling? | Had I not / hadn't I been cycling? |
| You | You had been cycling | You had not / hadn't been cycling | Had you been cycling? | Had you not / hadn't you been cycling? |
| He | He had been cycling | He had not / hadn't been cycling | Had he been cycling? | Had he not / hadn't he been cycling? |
| She | She had been cycling | She had not / hadn't been cycling | Had she been cycling? | Had she not / hadn't she been cycling? |
| It | It had been cycling | It had not / hadn't been cycling | Had it been cycling? | Had it not / hadn't it been cycling? |
| We | We had been cycling | We had not / hadn't been cycling | Had we been cycling? | Had we not / hadn't we been cycling? |
| They | They had been cycling | They had not / hadn't been cycling | Had they been cycling? | Had they not / hadn't they been cycling? |

THE PAST PERFECT CONTINUOUS: USES

We use the Past Perfect Continuous to talk about:

- ✓ *something that started in the past and continued up to another action or time in the past.* The past perfect continuous tells us 'how long', just like the present perfect continuous, but this time the action continues up to a point in the past rather than the present. Usually we use 'for + time'. (We can also use the past perfect simple here, often with stative verbs.)

She had been working at that company for a year when she met James.

I'd been walking for hours when I finally found the house.

We'd been living in Berlin for three months when we had to leave.

It was so difficult to get up last Monday for school. I had been working on my essays the night before and I was very tired.

- ✓ *something that finished just before another event in the past.* This is usually used to show a result at a time in the past. It's very similar to the present perfect continuous, but the action finishes before another time in the past, rather than finishing before the present.

The pavement was wet, it had been raining. (The rain had finished before the time I'm describing in the past. We could see the result of the rain.)

The children had been playing and so the room was a mess!

I'd been working before I saw you and that's why I was really tired.

PRACTICE MAKES PERFECT!

Exercise 1. Put the verbs into the correct form. Use Past Perfect Continuous.

1. you _____ (*wait*) before the taxi arrived?
2. We _____ (*try*) to open the door for five minutes when Jane found her key.

3. It _____ (*rain*) hard for several hours and the streets were very wet.
4. you _____ (*study*) English for a long time before you went to London?
5. Frank bought a new car. He _____ (*look*) for one since last year.
6. Her friends _____ (*think*) of calling the police when she walked in.
7. They were annoyed a bit because they _____ (*wait*) for me for hours.
8. She was so excited because she _____ (*plan*) her trip to Italy for a long time.
9. you _____ (*research*) the problem for long when you found the solution?
10. They needed a change. They _____ (*live*) in New York for a long time.
11. Carol _____ (*work*) as a waitress for five years when she went back to university.
12. How long Tom and Julie _____ (*date*) before they decided to get married?
13. I was so frustrated. I _____ (*write*) my story for two weeks when I lost my notebook.
14. How long you _____ (*wait*) when the plane landed?
15. We were so tired when we arrived at the hotel. We _____ (*walk*) all day.
16. We _____ (*enjoy*) the each when it started to rain.
17. Sarah _____ (*look*) for work for months when a big company hired her.
18. the car _____ (*work*) well before the accident?
19. They _____ (*travel / not*) since the baby was born.
20. She _____ (*work*) overtime because she needed money.
21. We _____ (*wait*) for one hour before the restaurant opened.
22. When I arrived home, they _____ (*talk*) for more than two hours by phone.

23. Children looked very tired because they _____ (*play*) football for so long.
24. She was covered in flour because she _____ (*make*) a cake.
25. David _____ (*teach*) at the international school for more than a year before he left for France.
26. Florence failed the final test because she _____ (*not / revise*) enough.
27. I _____ (*wait*) in the office for more than two hours before the boss arrived.
28. She _____ (*work*) for that company for five years before it went out of business.
29. How long you _____ (*study*) Spanish before you moved there?
30. We _____ (*go out*) for three years before we got married.

Exercise 2. Put the verb into the most suitable form, Past Continuous, Past Perfect or Past Perfect Continuous.

1. It was very noisy next door. Our neighbours _____ (*have*) a party.
2. We were good friends. We _____ (*know*) each other for a long time.
3. John and I went for a walk. I had difficulty keeping up with him because he _____ (*walk*) so fast.
4. When I arrived everybody _____ (*sit*) round the table with their mouths full. They _____ (*eat*).
5. When I arrived, everybody _____ (*sit*) round the table and _____ (*talk*). Their mouths were empty but their stomachs were full. They _____ (*eat*).
6. When I arrived, Kate _____ (*wait*) for me. She was rather impatient because I was late and she _____ (*wait*) for a very long time.
7. Mary _____ (*sit*) on the ground. She was out of breath, She _____ (*run*).
8. Jim was with his hands and knees on the floor. He _____ (*look*) for his contact lens.

9. I was sad when I _____ (sell) my car. I _____ (*have*) it for a very long time.
10. We were extremely tired at the end of the journey. We _____ (*travel*) for more than 24 hours.

Reading

Read the article about Alex Honnold. What big risk did he take to fulfill his dream? Identify Past Perfect and Past Perfect Continuous verb forms.

Daring. Defiant. Free.

A new generation of super climbers is pushing the limits in Yosemite. Alex Honnold free soloing in Yosemite National Park, California



Every rock climber who has come to Yosemite has a dream. Alex Honnold's dream was to free solo Half Dome, a 2130-foot (649-meter) wall of granite. Free soloing means climbing with only rock shoes and some chalk to help keep the hands dry. Honnold couldn't use a rope or anything else to help him stick to the slippery stone. The few people who had climbed Half Dome before had used ropes, and it had taken them more than a day to do the climb.

On a bright September morning, Honnold was clinging to the face of Half Dome, less than 100 feet (30 meters) from the top. He had been climbing for two hours and forty-five minutes, but all of a sudden he stopped. Something potentially disastrous had occurred – he had lost some of his confidence. He hadn't felt that way two days before when he'd been racing up the same rock with a rope. That climb had gone well. Today though, Honnold hesitated. He knew that even the slightest doubt could cause a deadly fall, thousands of feet to the valley floor below. He knew he had to get moving, so he chalked his hands, adjusted his feet, and started climbing again. Within minutes, he was at the top.

Bloggers spread the news of Honnold's two-hour-and-fifty-minute free solo, and climbers were amazed. On this warm fall day, 23-year-old Alex Honnold had just set a new record in one of climbing's biggest challenges.

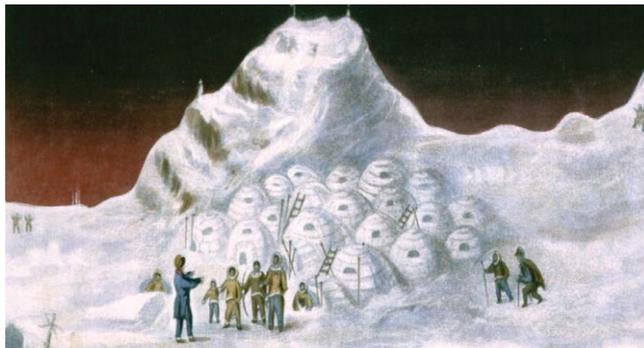
Exercise 1. Circle the correct answer to complete each statement.

1. When you free solo, you climb without *shoes / rope*.
2. Alex Honnold's free solo of Half Dome *was / wasn't successful*.
3. Honnold lost his *confidence / rope* for a moment on his way up Half Dome.
4. *No / Some* climbers before Honnold climbed Half Dome in under three hours.

Exercise 2. Work with a partner. Read the sentences about the article. Write 1 above the underlined action or situation that happened first. Write 2 above the one that happened second.

1. Honnold climbed Half Dome without a rope. Others had climbed it with rope.
2. He had been confident until he got near the top.
3. This time was different from the last time. The last time he had used a rope.
4. He climbed the fastest. Nobody had ever climbed so quickly.

Read the paragraph about an expedition to the Canadian Arctic. Find and underline the Simple Past, Past perfect, and Past perfect Progressive verb forms.



By the mid-nineteenth century, Europeans had been trying to find a quick way to travel to Asia for hundreds of years. They had been looking for a waterway through the icy Canadian Arctic since the sixteenth century; however, no one had ever found it. Then in 1845, Sir John Franklin tried. He set out on the risky journey with an expedition of 128 men. Two years passed by, but Franklin did not return. What had happened to him and his men? Had their ship sunk? Had they gotten lost? A rescue team went to find out.

Work with a partner. Read the questions about the text. Discuss the answers with your partner and then your class.

1. What had the Europeans been trying to find since the sixteenth century?
2. Why do you think they wanted to find it?
3. What did Sir John Franklin do?
4. What do you think happened to Franklin and his men?

Read the text by a traveler on Safari. Find and correct nine errors with the Simple Past, Present Perfect, Past Perfect, or Past Perfect Progressive.

Mason's Travel on Safari



It had always been our dream to travel to southern Africa, and we'd make a lot of plans for our trip. I wanted to take a lot of wild-life photographs, so my friend has recommended that I bring two cameras. When I got to Namibia, I had panicked. One camera had been missing. Luckily, I was finding it later.

The next day, we had started out on our safari with a tour. By the end of our tour, we saw some amazing things. One time, when we stopped to take pictures, we were only a few feet away from a cheetah. Amazing!

We had never bothered the animals at night. However, we heard their various calls and other noises outside our tent every night. At first, I had been afraid of the sounds,

but not by the end of the trip. It was really the most incredible trip I've ever been taking.

Speaking

Exercise 1. Take turns to take a card and read out the sentence written on it. The other students in the group must form a response explaining the situation on the card using the Past Perfect or Past Perfect Continuous.

Example:

Student A: "When I saw you, you were sweating"

Student B: "Because I had been playing badminton with Kenko."

Student C: "Because I had eaten a spicy curry."

Student A will then decide who gave the best/funniest/most imaginative answer and award the card to that student. The student with the most cards at the end of the game is the winner.

| | | |
|---|---|---|
| When I saw you yesterday, why were you shouting at a baby? | When I saw you yesterday, why were you fishing in the toilet? | When I saw you yesterday, why were you eating a lemon? |
| When I saw you yesterday, why were you hiding in a bush? | When I saw you yesterday, why were you dancing in the street? | When I saw you yesterday, why were you chasing an old lady? |
| When I saw you yesterday, why were you asleep in my garden? | When I saw you yesterday, why were you holding toilet paper? | When I saw you yesterday, why were you so drunk? |

| | | |
|---|---|---|
| When I saw you yesterday, why was there blood on your shirt? | When I saw you yesterday, why were you holding a knife? | When I saw you yesterday, why were you wearing a swimsuit in the supermarket? |
| When I saw you yesterday, why were you crying? | When I saw you yesterday, why did you smell so terrible? | When I saw you yesterday, why were you climbing a tree? |
| When I saw you yesterday, why were you holding a fish and laughing? | When I saw you yesterday, why were you breaking a car window? | When I saw you yesterday, why were you eating paper? |
| When I saw you yesterday, why were you holding cheese? | When I saw you yesterday, why did you look so happy? | When I saw you yesterday, why were you sweating? |

Exercise 2. Work in a group. Imagine what went wrong on the camping trip in the photo.



Follow the instructions below.

1. Discuss what happened and why.
2. Complete the chart below with the five most interesting ideas from your discussion. Use the chart from exercise A as a guide.
3. Share your answers with the class.

| What Happened | Why It Happened |
|---------------|-----------------|
| 1. _____ | 1. _____ |
| 2. _____ | 2. _____ |
| 3. _____ | 3. _____ |
| 4. _____ | 4. _____ |
| 5. _____ | 5. _____ |

UNIT 11. PAST TENSES. REVIEW

PAST TENSES



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Read the text “Japanese ‘forgetting’ lessons of Hiroshima”. Pay attention to the verbs in the Past Tense.

Japanese ‘forgetting’ lessons of Hiroshima By Colin Joyce in Hiroshima



For a generation of Japanese, the image of a young boy laughing and crying in Hiroshima’s ruins defined war’s suffering and warned of the dangers of militarism.

But the comic artist who created the boy fears that 60 years after the first atom bomb exploded those lessons are being forgotten as its survivors pass into history.

“At 66, I am one of the youngest of the people who suffered the atom bomb but I may not be here in 10 years’ time,” said Keiji Nakazawa. “Soon there may be no one left to tell.

“We can see signs of militarism re-emerging. Politicians are moving to the Right, textbooks are changing and there are people who say we did nothing wrong.”

The story of Barefoot Gen is based on Mr Nakazawa’s own boyhood. Like Gen, he lost his father, brother and sister to the bomb but, though less than a mile from the blast’s epicenter, he survived.

The artist’s pictures showed with shocking clarity the devastation caused by the first atomic bomb. They first appeared in a children’s comic in 1972 and in book form ran to more than 1,000 pages, its first volume selling more than six million copies.

But Barefoot Gen, the comic, does not just blame the Americans for the inferno of Hiroshima. It leaves no doubt that Japan was the war’s aggressor.

“I wrote Gen in anger and I am still angry,” said Mr Nakazawa. “The Americans experimented on us, dropping a uranium bomb on Hiroshima and a plutonium bomb on Nagasaki three days later. They wanted to compare the effects on people.

“But Japan’s leaders started the war. There would have been no bomb without that.”

Last week a nationalist took a hammer and chisel to the inscription on the war memorial at Hiroshima reading: “Rest in peace for the mistake will never be repeated.”

After his arrest he told police he objected to the word “mistake”. Many fear that the country is distancing itself from a clear acknowledgement of its wartime guilt. This week it toned down its apology on the sixtieth anniversary of the war’s end, removing mention of “colonial rule.”

Many school textbooks no longer refer to comfort women – Asians forced to become prostitutes for the Japanese Imperial Army. Best-selling history books now attempt to show the past’s “bright side”, stressing that Japan helped liberate Asia from British and other Western imperialists.

In Gen's heyday, Hiroshima was a symbol of a commitment to pacifism. But Japan is now strengthening its military and discussing amending its constitution, which renounces war forever. A small minority even believe they should consider developing their own nuclear deterrent.

According to Mr Nakazawa, amid the rewriting of history it is the family that should hold on to the truth about what really happened.

He complained: "Today's parents don't talk to their children about the war."

Hiroshima's A-Bomb Dome, the building at the center of the explosion left in ruins as a monument, seems to get smaller each year, it is said.

Make up questions, using the following expressions from the text:

- a) warned of the dangers of militarism;
- b) the first atom bomb exploded;
- c) lost his father, brother and sister to the bomb;
- d) the artist's pictures showed;
- e) was the war's aggressor;
- f) experimented on us;
- g) wanted to compare;
- h) started the war.

Exercise 1. Complete the profile of Rowan Atkinson (Mr. Bean) with the verbs in brackets in the correct Grammar Tense.



“Rowan (*to be*) very shy with a rubbery face, just like the one he has now,” says his former headmaster. “The other boys (*to make*) him pull funny faces. I’m sure they (*to be*) imitations of me and my colleagues,” adds headmaster Grove.

Rowan (*to be born*) in 1955, the youngest of three sons. By the time he was thirteen, he (*to win*) a scholarship to a private school. After he (*to study*) there for a while, he got involved in acting. By the time he was seventeen, he (*to act; already*) in a play at the Edinburgh Festival. His teachers (*to predict*) a future in acting, but despite this, Rowan still (not; *to plan*) a career in entertainment.

He eventually (*to go*) to Oxford to do a science degree. He (*previously study*) electronic engineering at Newcastle University and (*to believe*) that was there his future lay. But while he (*to study*) at Oxford, he (*to meet*) a group of friends who are his partners to this day.

A happy accident finally unlocked Rowan’s talents while he (*to practice*) a script in 1976. He (*to play*) around pulling faces for ten minutes in front of a mirror when he realized what he (*to do*). “I discovered my face,” he said later. John Lloyd, a BBC producer, says, “It was one of those things which happen very rarely in your life, when you realize you are in the presence of genius. I (*to be sure*) he would be more famous than Chaplin.”

Exercise 2. Picture Story.

Work in groups of 3-4 people. Use the given picture sequences to make up a story in Past Tenses and act it out.



Exercise 3. Work in pairs and expand on the headlines. Use Past Tenses.

“Hamster case” solved.

Cows lose their jobs as milk prices drop.

Thursday is cancelled.

Voters to vote on whether to vote.

UNIT 12. THE FUTURE SIMPLE TENSE



Future Simple Tense (Will)

| | Positive | Negative | Question |
|-----------|---|---|---|
| Structure | I – You – He – She – It – We – They + will + verb | I – You – He – She – It – We – They + will not / won't + verb | Will + I – You – He – She – It – We – They + verb |

| | Positive | Negative | Question | Negative question |
|------|------------------------------|--|----------------------------|--|
| I | I will give classes | I will not / won't give classes | Will I give classes? | Will I not / won't I give classes? |
| You | You will give classes | You will not / won't give classes | Will you give classes? | Will you not / won't you give classes? |
| He | He will give classes | He will not / won't give classes | Will he give classes? | Will he not / won't he give classes? |
| She | She will give classes | She will not / won't give classes | Will she give classes? | Will she not / won't she give classes? |
| It | It will give classes | It will not / won't give classes | Will it give classes? | Will it not / won't it give classes? |
| We | We will give classes | We will not / won't give classes | Will we give classes? | Will we not / won't we give classes? |
| They | They will give classes | They will not / won't give classes | Will they give classes? | Will they not / won't they give classes? |

THE FUTURE SIMPLE TENSE: USES

We use the Future Simple tense:

✓ **to talk about future events and plans**

Julia will move out of the dormitory by the end of the week.

I will give your book back on Wednesday.

Note:

We can use the Future Simple tense with 'will' if we have a *firm plan or decision* when the main verb is “**be**”. Remember, we usually use other tenses or expressions to refer to a firm plan or decision in the future (such as Present Continuous, or to be going to) unless the main verb is 'be.'

I'll be in London tomorrow.

Will you be at work tomorrow?

✓ **to talk about spontaneous decisions decided at the moment of speaking.**

Wait here. I'll go get some help.

I forgot to call my boyfriend. I'll do it after dinner.

✓ **to make a prediction about future facts and for uncertain situations (i.e. what we think will happen but we are not totally sure about it).**

I think the weather will be nice later.

I think Mr. Jackson will give the speech.

I think Helen will like the present we ought to her.

✓ **to talk about requests**

Will you marry me?

Will you press the button to start the game?

Will you explain the rule again?

✓ **to make an offer or to promise something**

I'll help you with your homework.

I will do it tomorrow.
I won't lie to you again.

✓ **to give orders using the 'tag questions.'**

Help me! Will you?

Close the window! Will you?

PRACTICE MAKES PERFECT!

Exercise 1. Read what George says about his life at the moment and his future.

At the moment, I have to work very hard. I study at home every night. It's Friday today, but I'll be at home as usual this evening. I'll be in my bedroom with my books. But tomorrow is Saturday – no college and no work! So tomorrow morning, I'll probably be in the city centre. I want to buy some clothes. College finishes next month, so at the end of the month I'll be on holiday in Paris with my friends. A few years from now, I'll probably be married. In 2030, I'll be 40 years old. My children will probably be at school. I don't know where I'll be in 2050.

Now correct the sentences that are not true. Use will and won't.

1. George will be at the cinema this evening.
2. He'll be in his bedroom.
3. Tomorrow morning, he'll be at college.
4. Next month, he'll be in Paris.
5. He'll be on holiday on his own.
6. A few years from now, he'll probably be married.
7. He'll be 30 in 2030.
8. His children will probably be at university in 2030
9. He'll be in Paris in 2050.

And what about you? Where will you be? Write sentences about yourself. Use I'll be / I'll probably be / I don't know where I'll be. Share your ideas with the class.

1. This evening _____.
2. Tomorrow morning _____.
3. Next month _____.
4. A few years from now _____.
5. In 2030 _____.

Exercise 2. What do you say in these situations? Write two sentences for each situation. Use I think I'll / he'll etc. and I don't think they'll / she'll etc.

Example:

Your favourite baseball team, the Milton Reds, are playing very well at the moment. The last time they were beaten was two years ago.

They have a match on Saturday.

I think the Milton Reds will win the match.

I don't think they will lose.

1. You have to go out tonight, but you've hurt your foot so it's difficult to walk. You could go by car.

I don't think _____.

I think _____.

2. Your brother has got a history exam tomorrow. He likes history and he's done a lot of work.

I don't think _____.

I think _____.

3. Your grandparents don't like the cold winters in Scotland. They want to move to a warm country. They're thinking about Australia.

I think _____.

I don't think _____.

4. Kim doesn't like her job at the garage. She's been talking about changing jobs for a long time, but she's still at the garage.

I think _____.

I don't think _____.

5. Jana wants to sell her old computer and buy a new one. The problem is she doesn't have enough money for a new one.

I don't think _____.

I think _____.

Reading

Jill's trip to Japan



Next month I am going to visit Japan! I am so excited, it's my first time visiting an Asian country! I'm going to travel with 2 my best friends, Sarah and Hanna. Our plane leaves on November, 12 at 5:00 am! We will wake up early and take a taxi to the airport. We will arrive in Tokyo in the evening on November, 12! We will be very tired from travelling all day so we will go to our hotel, take showers and sleep. This is our schedule to our visit to Japan:

November, 13: On this day we will see some famous attractions in Tokyo. We are excited to try sushi and ramen! We will go to a sushi restaurant where there is no server because you order the su-

shi on the computer! So cool! We will also go to the famous art museum and Senso-Ji temple.

November, 14: We will go to the amusement park, Disney Sea! I am so excited because I love Disney movies and roller coasters! My friend Sarah does not like roller coasters but she is excited to eat a lot of delicious snacks! We will wake up early and take the subway to the amusement park. We want to e there early so we have enough time to see and do everything!

November, 15 – We will go to Mount Fuji on this day! Again, we will wake up early and take a very fast train to a town called Hakone. The trip will take 2 hours. We will go to the store and pack a lot of snacks for the ride. I think it will be very nice to look out the window and listen to music. In Hakone we will go to see Mount Fuji. Mount Fuji is near a lake and the scenery is so beautiful! I am going to take a lot of photos!

November, 16 – On this day we will go shopping! I am going to buy some souvenirs to take home to my family. We will also go to a shop that is famous for green tea ice cream and desserts. In the evening we will go to the hotel and pack our suitcases.

November, 17 – on this day we will leave Japan. We will e very sad to leave! The airplane will leave at 8:00 am so we will wake up, eat breakfast, and take a taxi at the airport. Goodbye Japan, see you again!

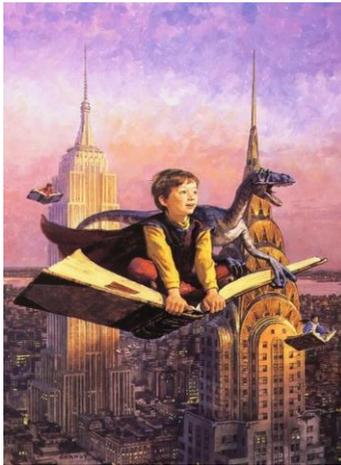
Are the following statements true or false?

1. Jill will travel to Japan with her family.
2. Jill and her friends will travel many hours to go to Japan.
3. Jill often travels to Japan.
4. Jill will never eat fish.
5. Restaurants in Japan always have servers.
6. Jill will travel to Japan in early fall.
7. Jill and her friends will take a taxi to Disney Sea.
8. Jill likes roller coasters but Sarah does not.

9. Jill and her friends will take a bus to Hakone.
10. Jill hates train rides.
11. They are excited to visit Senso-Ji one of the most famous art galleries in Japan.
12. They will visit Disney Sea on their third Day in Japan.
13. The trip to Mount Fuji will last two hours.
14. They will have to get up early every day during their trip in order to have enough time to see and do everything.
15. Jill would not like to visit Japan again.

Speaking

Exercise 1. Picture Prompts with “Going to” and “Will”



Questions for discussions:

1. What places do you think the boy and the dragon are going to visit?
2. What will the weather be like there, in your opinion?
3. How are they going to spend their time there?
4. Will you join them? Why (not)?

Exercise 2. “Going to” vs “Will”

One student is saying what he / she is planning to do and the other students comes up with ways to help.

For example:

Student A:

– *I’m going to have a picnic on Saturday morning.*

Student B:

– *Oh, that’s a great idea. I will bake some cookies then.*

The winner is either the person who has the best idea or the last person to come up with an acceptable idea when everyone else has run out.

Exercise 3. Exercise 2. Interview your partner. Report the results to the group. Try to continue your discussion naturally.

1. Will this year be a good year?
2. Will you wear the same clothes tomorrow?
3. Will being able to speak English still be a useful skill in the future?
4. What will you do with your English skills in the future?
5. Who will be the next leader of the country?

UNIT 13. FUTURE CONTINUOUS



Future Continuous Tense

The Future Continuous Tense is used to express a continuous or ongoing action that we expect to happen in the future.



Structure & Examples



Subject + will be + verb (ing) + object.

You will be studying.



Subject + will not + be + verb (ing) + Object.

You will not be studying.



Will + Subject + be + Verb (ing) + Object?

Will you be studying?

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FUTURE CONTINUOUS: USES

We use the Future Continuous:

- ✓ *to talk about an action in the future that overlaps another, shorter action or a time. The action in the future continuous usually starts before and might continue after the second action or time.*

I'll be waiting when you arrive.

At eight o'clock, I'll be eating dinner.

- ✓ *to refer to temporary actions and events that will be in progress at a particular time in the future.*

This time next week, I'll be taking photographs with my new camera.

I'll post your letter for you. I'll be passing a post-box.

Next week they will be flying to Australia from Saudi Arabia.

She will be working on Tuesday.

- ✓ *to talk about something that will happen if everything happens as we expect. This is sometimes called future as a matter of course. It's usually possible to choose the Future Simple as well, but we often choose the future continuous because then it's clear that we are not making a request or offer.*

The Government will be making a statement later.

When will you be leaving? (This is more polite than 'when will you leave?' because it's definitely not a request for you to leave.)

PRACTICE MAKES PERFECT!

Exercise 1. Complete the sentences with the verbs in the box in the Future Continuous.

display rebuild introduce compete attempt
not / appear report not / apologise attract
own avoid revise carry marry

1. The movers _____ the furniture into the new house all day tomorrow.
2. By next year, she _____ her own successful travel agency.
3. The museum _____ a collection of Michelangelo's paintings next year.
4. Due to the changes in the schedule, the singer _____ on stage this weekend.
5. The teacher _____ a new language topic in class tomorrow.
6. He _____ his girlfriend on the beach next summer.
7. The company _____ the damaged bridge for the next few months.
8. The scientists _____ to send the new rocket into space this week
9. This amazing product _____ a lot of customers to the store.
10. We _____ our history essays all afternoon.
11. The journalist _____ live from the scene of the accident.
12. I _____ to him as I didn't do anything wrong.
13. We _____ heavy traffic by leaving for work early tomorrow.
14. The athletes _____ in the Olympic Games for the next two weeks.

Exercise 2. Complete each sentence with the verb in brackets in the future continuous tense using the positive or negative form as appropriate.

1. The band _____ (*perform*) their new songs at the festival.
2. She _____ (*quit*) her job and starting her own business next month.

3. The company _____ (*advertise*) its new product on television.
4. I _____ (*delete*) all the old emails from my inbox this evening.
5. They _____ (*explore*) the city's amazing sights all afternoon.
6. The factory _____ (*produce*) cars anymore because of low sales.
7. We _____ (*organise*) a trip this weekend because of the bad weather.
8. We _____ (*decorate*) the house for the party this weekend.

Exercise 3. Use the Future Continuous to complete the sentences with true information about what you will be doing at the times shown. Then, pair up and write sentences, guessing what you think your partner will be doing at the same times.

1. After the lesson, I _____.
I think my partner _____.
2. At 8 p.m. this evening, I _____.
I think my partner _____.
3. On Saturday night, I _____.
I think my partner _____.
4. For dinner today, I _____.
I think my partner _____.

Exercise 4. Now, ask your partner what they will be doing at each of the times above. Award yourself one point for each correct guess.

Reading

Complete the text with the words below. Make up 3-5 questions to the text.

feeling cooking be (x2) won't (x2) will (x2)



Every year, my family and I go on holiday to Spain. This year, however, we (1) _____ be staying in a hotel like we usually do. Instead, we (2) _____ be camping, and sleeping in tents near the sea. It won't be as comfortable as staying in a hotel, but there is a beach nearby, so I will (3) _____ spending my days swimming in the sea, sunbathing, and learning to surf. In order to save money, we won't (4) _____ going to restaurants. Instead, we will be (5) _____ all our meals over a fire and washing our dishes at the campsite. My parents want to stay in Spain all summer, so we (6) _____ be returning until the end of August. After two months of camping, I (7) _____ be looking forward to sleeping in a bed even though I will be (8) _____ sad that the summer is over, and that it is time to go back to school.

Speaking

Exercise 1. Discuss the following questions with the future continuous verb tense. Try to continue your discussion naturally.

1. Will the economy be growing or shrinking next year? What makes you think so?
2. What hobby will you be enjoying in your old age?
3. How will humans be getting from place to place in 2050?
4. Which corporations will be making the most money 5 years from now?
5. Will you be exercising regularly next year?
6. Will you be attending any events this weekend?

7. Will you be installing any new devices in your home next month
8. Will you be watching the news tonight?
9. Will you be following any current events this time next year?
10. What global issues will you be reading about in the next few months?
11. Will you be learning a new skill next year?
12. What hobbies will you be exploring in the coming months?
13. What will we be driving in 100 years?
14. Will we be using petrol in 100 years?
15. Will we be using some new means of communication in the near future?

Exercise 2. Futurologists

Make statements about things humans will still be doing and things that will have replaced some of those things at a certain point in time (2035), then get them to compare and discuss their predictions. Then set up as a roleplay debate, with one person having to say optimistic things and the other pessimistic ones, or one person having to predict huge changes and the other saying that things will more or less stay the same.

UNIT 14. THE FUTURE PERFECT TENSE



Future Perfect Tense

Future Perfect Tense is used to express an action, expected to be completed before a certain time in the future.

| POSITIVE (+) | NEGATIVE (-) | QUESTION (?) |
|-------------------------------|-----------------------------------|-------------------------------|
| I will have started | I will not have started | Will I have started |
| You will have started | You will not have started | Will you have started |
| He will have started | He will not have started | Will he have started |
| She will have started | She will not have started | Will she have started |
| It will have started | It will not have started | Will it have started |
| We will have started | We will not have started | Will we have started |
| You will have started | You will not have started | Will you have started |
| They will have started | They will not have started | Will they have started |

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| Positive Sentences | Negative Sentences | Question Sentences |
|--|--|--|
| <ul style="list-style-type: none"> By next week, we'll have earned lots of money. I will have prepared breakfast by the time the children wake up. The rain'll have stopped by tomorrow. They won't have been married by next year. They'll have relaxed by night. | <ul style="list-style-type: none"> He will not have received enough score by the summer. They will not have been married by next year. The rain will not have stopped by tomorrow. My mother will not have prepared breakfast by the time my father and brother wake up. | <ul style="list-style-type: none"> Will you have graduated from the university before I graduate? Will he have learned all information about this job by May? Will she have graduated from high school by July? Will he have finished his work by 5 o'clock? |

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THE FUTURE PERFECT TENSE: USES

We use the Future Perfect Continuous

- ✓ *to talk about something that will be completed before a specific time in the future.*

In three years' time, I'll have graduated from university.

By the time we arrive, the kids will have gone to bed.

I'll have finished the report by lunchtime

- ✓ *to say 'how long' for an action that starts before and continues up to another action or time in the future. Usually we need 'for'. We can also use the Future Perfect Continuous here so we often use the Future Perfect Simple with stative verbs.*

On 10 January we'll have been married for 50 years.

At 4 o'clock, I'll have been in this office for 24 hours.

When we get married, I'll have known Robert for five years.

PRACTICE MAKES PERFECT!

Exercise 1. Make the Future Perfect.

1. I _____ (*leave*) by 5.30.
2. _____ (*you / finish*) the report by the deadline
3. I _____ (*not / finish*) the essay by the weekend
4. We _____ (*not / complete*) the project by August.
5. _____ (*we / arrive*) by the time it gets dark?
6. We _____ (*be*) in London for three years next week
7. When _____ (*you / complete*) the work?
8. How long _____ (*you / be*) in this company when you retire?
9. How long _____ (*you / know*) your boyfriend when you get married?
10. _____ (*she / finish*) her exams when we go on holiday?

Exercise 2. Choose the correct forms of the Future Continuous and Future Perfect for the sentences below.

1. When we arrive in Los Angeles, we'll need to rest, because we _____ about 800 miles.
 - a) will be driving
 - b) will have driven
 - c) will drive

2. By the time you arrive, I _____ something spectacular and dinner will be on the table waiting for you.
 - a) will cook
 - b) will have cooked
 - c) will be cooking

3. When you get off the train, we _____ for you on the platform.
 - a) 'll wait
 - b) 'll be waiting
 - c) 'll have waited

4. We _____ on the first train next Monday.
 - a) 'll be leaving
 - b) 'll have left
 - c) 'll leave

5. When I travel to England next year, I _____ English for over four years, so I think I'll be ready.
 - a) will study
 - b) will be studying
 - c) will have studied

6. I'm sure when you call him, he _____ TV. He's always in front of the TV!
 - a) 'll watch
 - b) 'll be watching
 - c) 'll have watched

7. Please, come at 8. By that time, I _____ my report and we can go out.
- 'll finish
 - 'll be finishing
 - 'll have finished
8. In less than 2 years, my grandparents _____ for 50 years. We are going to celebrate it.
- will have been married
 - will be married
 - will be getting married
9. I'm cleaning the kitchen. By the time you arrive, it _____ spotless.
- will be
 - will being
 - will have been
10. We are visiting a new city every week. By the end of the summer, we _____ all the most important cities in Europe.
- will visit
 - will be visiting
 - will have visited

Exercise 3. Read about Colin. Then you have to tick the sentences that are true. In each group of sentences at least one is true.

Colin goes to work every day. He leaves home at 8 o'clock and arrives at work at about 8.45. He starts work immediately and continuously until 12.30 when he has lunch (which takes about half an hour). He starts work again at 1.15 and goes home at exactly 4.30. Everyday he follows the same routine and tomorrow will be no exception.

1. At 7.45:
 - a) He'll be leaving the house.
 - b) He'll have left the house.
 - c) He'll be at home.
 - d) He'll be having breakfast.
2. At 8.15:
 - a) He'll be leaving the house.
 - b) He'll have left the house.
 - c) He'll have arrived at work.
 - d) He'll be arriving at work.
3. At 9.15:
 - a) He'll be working.
 - b) He'll start work.
 - c) He'll have started work.
 - d) He'll be arriving at work.
4. At 12.45:
 - a) He'll have lunch.
 - b) He'll be having lunch.
 - c) He'll have finished his lunch.
 - d) He will have started his lunch.
5. At 4 o'clock:
 - a) He'll have finished work.
 - b) He'll finish work.
 - c) He'll be working.
 - d) He won't have finished work.
6. At 4.45:
 - a) He'll leave work.
 - b) He'll be leaving work.
 - c) He'll have left work.
 - d) He'll have arrived home.

Reading

Read the text and choose answer the questions choosing the correct option. Identify Future Perfect verb forms.

Hello, my name is Albert and through this text I want to decide a plan for the time when I buy my farm. I'm working hard so I think I will have bought a country house by the time of 5 years. The first six months I will have invested my whole money to build a beautiful home for dogs, horses, ducks, hens, and roosters, among other animals. Before I raise the animals, I will have bought a car and I will have decided to work from home as a call centre agent, and by 2035 I will have retired. Finally, when I'm 80 I will have enjoyed my life close to my animals and nature as always I have loved.

1. By what time will Albert have bought a farm house?
 - a) Albert will have bought a farm by the time of half a year
 - b) By the time of five years, Albert will have bought a country house.
 - c) By 2035, Albert will have bought a country house.
2. What will Albert have done before he raises the animals?
 - a) Albert will have built a home for animals and bought a car.
 - b) Albert will have decided to work from home and invested his money.
 - c) Albert will have bought a car and decided to work from home.
3. What will Albert have enjoyed when he is 80?
 - a) Albert will have enjoyed his retirement from work.
 - b) Albert will have enjoyed his work, animals and nature.
 - c) Albert will have enjoyed his life close to his animals and nature.

Speaking

Exercise 1. An Interview with Richard Branson

Role-play a telephone conversation about arranging an interview with Richard Branson. In pairs, one student takes on the role of Richard Branson's secretary, and the other student is a journalist for the Wired magazine. The task is to use the Future Continuous and Future Perfect to help them arrange a one-hour slot for an interview when both Richard and the journalist are free. Then act out the role-play and arrange a mutually convenient time for the interview.

Exercise 2. Interview your partner. Share your findings with the class. Try to continue your discussion naturally.

1. Which countries will you have traveled to by the age of 70?
2. What interesting experience will you have had by the age of 50?
3. What will have developed in your country by 2035?
4. What will you have achieved by the end of this year?
5. How much work experience will you have gained by the time you graduate?
6. What new movies will you have seen by the end of this year?
7. How many books will you have read by the end of this month?
8. Will you have achieved work-life balance by the time you turn 35?
9. Will you have learned any new hobbies by the time you are 35?
10. Will you have completed all your personal projects by the time you turn 50?
11. Will you have expanded your knowledge of your field by the end of the next decade?
12. Will you have achieved your dream lifestyle by the time you turn 50?
13. Will you have met your financial targets by the time you reach 35?

14. Will you have gained enough experience to become an expert by the time you retire?
15. Will you have met all your career goals by the time you retire?

Exercise 3. Five Year Plan.

Have you heard the expression ‘Five Year Plan’? What does this concept mean? Work in groups of 3-4 people and create a plan of your own. Share your Five Year Plan with the class.

Exercise 4. To Do List.

Make a To Do List for today, this week or this month. Once your To Do Lists are complete share with partners the things you will have done.

UNIT 15. THE FUTURE IN THE PAST



Future in the Past

| | Активный залог | Пассивный залог |
|--|---|---|
| Future Simple in the Past | would + глагол <i>I said that I would do.</i> | would + be + 3я форма глагола) <i>I said that It would be done.</i> |
| Future Continuous in the Past | would + be + глагол с окончанием -ing <i>I said that I would be doing.</i> | — |
| Future Perfect in the Past | would + have + 3я форма глагола) <i>I said that I would have done.</i> | would + have been + 3я форма глагола <i>I said that It would have been gone.</i> |
| Future Perfect Continuous in the Past | would + have been + глагол с окончанием -ing <i>I said that I would have been doing.</i> | — |

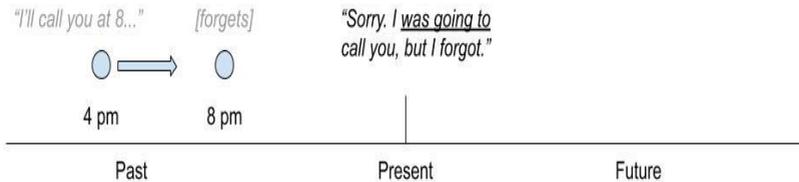
THE FUTURE IN THE PAST: USES

The Future in the Past is used:

- ✓ *to discuss something in the past that you thought would happen in the future.* It not important if you were correct or not or whether the action ultimately ended up happening.

Use future in the past to discuss a plan or a promise that was made in the past.

FORMS: [*would + VERB*] or [*was / were + going to + VERB*]



The "would" form is used when volunteering or making promises. The "was / were + going to" form is used when making plans. Sometimes, either form can be used.

Examples:

A: I thought that you said that you were going to be at last night's party. I didn't see you there.

B: I was going to go, but my colleague phoned and asked to help him with the project.

We thought everything was going to be all right, but we had to change our plans all of a sudden.

A: Mary promised me that she would go to that same party, and I didn't see her there, either.

B: She told me the opposite. She said that she would not (wouldn't) go because Steve was going. Mary hates Steve.

Other Verb Forms that Express the Future in the Past

Although using [would + VERB] or [was / were + going to + VERB] are the primary ways of expressing the future in the past, there are still other methods. Here are a few examples of all of the methods that Anglophones use to refer to the Future in the Past:

| Utterance Made in the Present Referring to a Future Event or Action | Reference to a Past Utterance That Referred to a Future Event or Action |
|--|--|
| <p>will <i>We <u>will meet up</u> with you later on today after we've had some time to rest.</i></p> | <p>➤ was / were going to <i>We <u>were going to meet up</u> with you later on today after we'd had some time to rest, but we ended up sleeping through the entire day.</i></p> |
| <p>will <i>Through thick and through thin, I <u>will stay</u> by your side for the rest of your life.</i></p> | <p>➤ would <i>I promised that I <u>would stay</u> by your side for the rest of your life, but I changed my mind when I found out that you slept with my brother.</i></p> |
| <p>is / are going to <i>He <u>is going to eat</u> at a fancy restaurant tonight.</i></p> | <p>➤ was / were going to <i>He <u>was going to eat</u> at a fancy restaurant last night, but he cancelled his reservation because he lost his credit card.</i></p> |
| <p>present continuous verb tense <i>I <u>am writing</u> my mathematics exam soon, so I need some personal time to study.</i></p> | <p>➤ past continuous verb tense <i>I was writing my mathematics exam soon, so I needed some personal time to study.</i></p> |
| <p>future continuous verb tense (will be + ing) <i>I <u>will be flying</u> home via Air Canada.</i></p> | <p>➤ would be + ing <i>I told you that I <u>would be flying</u> home via Air Canada, but I was put on standby and made to come home via British Airways.</i></p> |

| | |
|---|--|
| future perfect verb tense (will have + past participle) <i>Doug says he <u>will have eaten</u> all of the hot dogs by the time we even get a chance to sit down at the table.</i> | ➤ would have + past participle <i>Doug said he <u>would have eaten</u> all of the hot dogs by the time we even got a chance to sit down at the table. So, we rushed to get to the table.</i> |
|---|--|

Other Methods of Expressing the Future in the Past

In addition to verb forms, Anglophones also use certain expressions to describe the Future in the Past:

| | |
|---|--|
| is / are about to <i>The train <u>is about to</u> arrive.</i> | ➤ was / were about to <i>The train <u>was about to</u> arrive, but a faulty track signal caused it to stop.</i> |
| is / are due to + infinitive <i>The buildings <u>are due to be</u> destroyed next week.</i> | ➤ was / were due to + infinitive <i>The buildings <u>were due to be</u> destroyed three weeks ago, but public protests forced the construction company to delay its work..</i> |
| is / are... on the brink of / on the verge of / on the point of <i>Society <u>is on the verge of</u> vital changes.</i> | ➤ was / were... on the brink of / on the verge of / on the point of <i>The current spiral of the stock market made several people believe that society <u>was on the verge of</u> vital changes.</i> |
| is / are to + infinitive <i>Companies with unionized employees <u>are to close</u> on this upcoming May 1st.</i> | ➤ was / were to + infinitive <i>Companies with unionized employees <u>were to close</u> on May 1st; however, negotiations with management ended up being successful.</i> |

PRACTICE MAKES PERFECT!

Exercise 1. Make sentences with:

“I thought he / she / it was going to ...”

“I had no idea we / you / they were going to ...”

Example.

film / so good

I had no idea the film was going to be so good.

- a) stamps for your collection
- b) friend at the weekend
- c) new comedy / so interesting
- d) concerts / so good
- e) the places of interest in Moscow
- f) customers at the Trade Delegation
- g) letter to the Seller
- h) only one baby
- i) a new car
- j) books in a month

Exercise 2. The Future seen from the Past. Do the quiz.

1. We _____ on holiday together, but two people cancelled at the last minute.
 - a) were to go
 - b) were to have gone
 - c) would go
2. I was _____ into the water when I saw the shark warning.
 - a) going to dive
 - b) to have dived
 - c) on the verge of diving
3. We _____ call you, but someone said you were away.
 - a) would
 - b) were going to
 - c) were supposed to

4. I could never have guessed that my dream _____ come true in the end.
- a) was meant to
 - b) was to have
 - c) would
5. Originally the work _____ completed in April, but there were delays due to bad weather.
- a) was to have been
 - b) was about to be
 - c) was on the verge of being
6. I _____ leave the house when I realised it was a holiday and I didn't have to go to work.
- a) was meant to
 - b) was about to
 - c) would
7. We _____ last week but we couldn't find time.
- a) were on the point of meeting
 - b) were supposed to meet
 - c) would meet
8. The party _____ a surprise for Janet, but unfortunately Tim told her.
- a) was on the point of being
 - b) was meant to be
 - c) would be
9. His boastful words _____ come back to haunt him later.
- a) were to have
 - b) were going to
 - c) would

10. She _____ regret her rudeness later when Maria was promoted above her.
- a) was about to
 - b) was supposed to
 - c) would

Exercise 3. Future in the Past with Donald Trump quotes.

Donald John Trump (born June 14, 1946) is the 45th and current president of the United States. Before entering politics, he was a businessman and television personality.



We will make America strong again. We will make America proud again. We will make America safe again. And we will make America great again.

As your president, I will do everything in my power to protect our LGBT citizens from the violence and oppression of a hateful foreign ideology.



Every decision on trade, on taxes, on immigration, on foreign affairs, will be made to benefit American workers and American families. We will protect our borders [...] Protection will lead to great prosperity and strength.

Donald Trump said that

Donald Trump promised that

Donald Trump declared that



The American People will come first once again. My plan will begin with safety at home – safe neighborhoods, secure borders, and protection from terrorism.

[to American citizens] You will never be ignored again. Your voice, your hopes, and your dreams will define our American destiny. And your courage and goodness and love will forever guide us along the way.

In November, the American people will have the chance to re-declare their independence. Americans will have a chance to vote for trade, immigration and foreign policies that put our citizens first.

Donald Trump promised that

Donald Trump ensured that

Donald Trump mentioned that

Donald Trump promised that



I will build a wall. It will be a great wall. People will not come in unless they come in legally. Drugs will not pour through that wall.

We`re going to build a wall, folks. We`re going to build a wall. That wall will go up so fast, your head will spin.

I will build a great, great wall on our southern border and I will make Mexico pay for that

Someday, when I`m no longer around, they will call at the Trump wall. It`s got to be the greatest wall.

Donald Trump promised that

Donald Trump ensured that

Donald Trump mentioned that

Donald Trump promised that

Reading

Read the text carefully.

A few weeks before Christmas the old millionaire told his young girl friend that he was going to give her “a little present”. It is Christmas morning now. He has just given her the present. In fact, he has not given her “a little present” at all. He has just given her a large diamond ring. The girl is very surprised. “I never realised you were

going to give me a diamond ring. I thought you were going to give me a watch, or something like that!” she is saying.

Answer the questions.

1. What did he tell her a few weeks ago?
2. What day is it now and what has he just done?
3. Why is the girl so surprised?

Correct the statements in full sentences.

1. The girl thought he was going to give her a car.
2. The girl realised two weeks ago he was going to give her the ring.

Let us play!

Future in the Past. Speaking practice.

Deal out cards at random from a shuffled deck.

<https://wordwall.net/resource/77228324/ing1%C3%A9s/future-in-the-past-speaking>

Work in group of four. Match sentence beginnings and endings. Each sentence beginning is compatible with more than one sentence ending. Take five cards each and take a minute or so to read them without showing the other students. The first player should lay down a card with a sentence beginning. The player with a matching ending card should then lay it down to complete the sentence. If the group agrees that this is grammatically correct, the player keeps the pair of cards. The game continues until all the cards have been used. The player with the most pairs of cards at the end of the game is the winner.

| | |
|--|---|
| I was going to email you about that ... | ... but then he decided to learn Spanish instead. |
| I was going to get married on Saturday ... | ... but when I phoned to book there were no tickets left. |

| | |
|---|--|
| We were going to have a picnic yesterday ... | .. but then I got a new job. |
| I was going to phone him last night ... | ... but I forgot. |
| We were going to go to France as well as Spain ... | ... but my fiancé ran off with someone else. |
| We were going to go to the concert on Friday ... | ... but now I think it would be better if you knew about it. |
| I wasn't going to tell you this ... | ... but we ran out of money. |
| She wasn't going to go to the party next Sunday ... | ... but it rained all day. |
| We weren't going to move house ... | .. but I got home too late. |
| He was going to study French ... | ... but now she's decided to come. |

UNIT 16. FUTURE TENSES. REVIEW



Exercise 1. Which is right? Will vs Going to. I am doing / I am going to do / I'll do

Hi Mark

I know *you're working / you'll work* in Sweden in June, but what *are you doing / do you do* for the first two weeks in July? Hannah and I *are going / will go* to the Czech Republic for a holiday, and we want you and Sue to come with us! I don't think Hannah *will fly / files* to the Czech Republic, because she hates planes, so *are we going / shall we go* by train? What do you think?

We can spend a few days in Prague and then go to the mountain area and do some walking. *We're not going to camp / we won't camp* this year. I think *we'll probably stay / we're probably staying* in small hotels.

Good plans? Anyway, Hannah's calling me. We're going to have / we will have dinner but I'll phone / I'm phoning you later this evening,

Jack

Exercise 2. Are these sentences OK? Correct the verbs that are wrong. I am doing / I am going to do / I'll do.

1. The new road shall be open in the summer.
2. The exam starts at 9.00 tomorrow.

3. I've got an appointment. I will see the dentist tomorrow.
4. Come in, Joe. You look cold. Sit down. I'm making you a cup of tea.
5. What time is the sun rising tomorrow?
6. Where do you go for lunch tomorrow?
7. Shall we learn Spanish next year?
8. Do you think it is snowing later?
9. I can't come because I'll be on holiday.
10. (*on the phone*) You need to speak to Ann.
11. Just a moment, please. I'm going to call her.
12. Don't worry about me, Mum. I'll email you every day from New Zealand.

Exercise 3. What do you say in the following situations? Use will (will go/do etc.) or the Present continuous (am going / is doing etc.).

1. Jane tells you she cannot play tennis tonight because her partner is ill. You offer to play with her. What do you say?
_____.
2. Your young brother has broken his favourite toy train. He's very sad. You offer to buy him another one. What do you say?
_____.
3. You and your sister have arranged to go shopping tomorrow. A friend invites you to lunch. What do you say?
I can't come, I'm afraid _____.
4. You're flying to Athens this afternoon. Your mother wants to know that you have arrived safely. You offer to telephone her this evening. What do you say?
_____.
5. Your brother, Tony, and his wife, Rachel, come to dinner once a week at your house. Tonight is the night. What do you say to your mother? What do you say to your mother?
Don't forget that _____.

6. Franco wants to go to the cinema to see 'Black Nights'. It's a horror film and you know he doesn't like horror films. What do you say to him?

I don't think _____.

7. Julia wants to know about your weekend plans. What does she ask you?

_____ at the weekend?

8. You've arranged to go to the seaside for the weekend. What do you say to Julia?

_____ for the weekend.

Exercise 4. Put the verbs in brackets in the Future Continuous or Future Perfect tense. Write the name of a classmate at the beginning of each statement that you think the prediction will come true for. Then find out if your statements are true or are likely to become true by asking questions to your classmates

1. _____ will (*live*) in a different place a year from now.
2. _____ will (*make*) a phone call by 9 p.m. tonight.
3. _____ will (*wake up*) at 7 a.m. tomorrow morning.
4. _____ will (*travel*) the world by the time he / she is 50.
5. _____ will (*study*) at 3 p.m. tomorrow.
6. _____ will (*sleep*) by 11 p.m. tonight.
7. _____ will (*get married*) within the next five years.
8. _____ will (*make*) something before the end of the week
9. _____ will (*spend*) time with friends on Friday night
10. _____ will (*work*) as a teacher this time next year.
11. _____ will (*play*) a sport by the end of the day.
12. _____ will (*watch*) TV at 8 p.m. this evening.
13. _____ will (*buy*) some new clothes this month.
14. _____ will (*clean*) his / her room this weekend.
15. _____ will (*live*) in a different country in five years.
16. _____ will (*exercise*) by the time they sleep.

17. _____ will (*update*) social media status by tonight.
18. _____ will (*meet*) a friend after class.

Exercise 5. Translate the sentences from Russian into English.

1. В следующем году будет пять лет, как я учу китайский язык.
2. Когда начинается новый учебный семестр?
3. Я уверена, что тебе понравится этот фильм.
4. Следующий поезд до Мадрида отправится через час.
5. Обещаю, что позвоню, как только приеду.
6. Она закончит отчет к пятнице.
7. Скоро они начнут работу над своим новым проектом.
8. Они собираются переехать в новый дом в следующем месяце.
9. Ты будешь присутствовать на конференции на следующей неделе?
10. Я думаю, что она будет работать допоздна сегодня вечером.
11. К следующему году они завершат строительство новой библиотеки.
12. Завтра в это время я буду готовиться к экзамену, поэтому не смогу с тобой встретиться.
13. Компания, вероятно, объявит о выпуске нового продукта на следующей неделе.
14. Пока я буду готовить ужин, они будут накрывать на стол.
15. Мы посетим пять стран к концу нашего путешествия.

Reading

Look at the headlines below. What do you think they mean?

- *From Astrology to Futurology*
- *The Future Business*
- *Tomorrow's World*
- *A Perfect Future.*

Read the article carefully and choose the best title for it. Identify Future verb forms. Which of the predictions would you like or not like to come true? Why?

Futurology

Hannah Jones gazes into the future of futurology

I confess I am obsessed with the future – and I am not the only one. Over the centuries, people have used the stars, cards, crystal balls and even tea-leaves to look into the future. I still read my horoscope every day. ‘When you get home on Friday, you will receive some very good news.’ or ‘At the weekend, after you’ve done the shopping, you will have a pleasant surprise.’ I never do have a pleasant surprise in supermarket car park, but who knows? One day I might!

This weekend, however, we will get a surprise because hundreds of futurologists are meeting at Newcastle University. The conference starts on Thursday and experts will be discussing the impact of technology on the future. The future is now big business. I logged on to the websites and found these predictions:

- The technology already exists, so very soon all of us are going to use our voices to give instructions to computers.
- In the next few years, we will be communicating with our friends around the world using life-sized video images on large screens in our living rooms.
- By the year 2020, computers will already have become more efficient and powerful than the human brain both in terms of intelligence and the amount of information they can store.
- By the year 2030, genetic engineering and nanotechnology will enable us to live for at least 150 years. Using nanotechnology, tiny, insect-like robots may be sent around our bodies to carry out repairs and keep us healthy.

• By the middle of the century, computers, millions of times smarter than us, will have been developed. By this time, we will be linking our brains with ‘ultra-smart computers.’ A new species might have developed – ‘Homo Cyberneticus.’

• By the end of the century, we will have colonized our solar system and will be looking for ways to colonize deep space.

Much more interesting than horoscopes, I am sure you will agree! I’ve decided I’m going to give up astrology and take up futurology – I’ll be there in Newcastle this weekend. At nine o’clock on Saturday morning, I’ll be sitting in the front row and listening to the Great Duke Willard talking about the future of my brain. If you can’t beat the future, join it!

Match the sentences from the text (1-8) with the uses (a-g).

1. I *might get* a pleasant surprise one day.
2. This weekend hundreds of futurologists *are meeting* at Newcastle University.
3. The conference *starts* on Thursday.
4. All of us *are going to use* our voices to give instructions to computers.
5. Tiny robots *may be sent* around our bodies.
6. I’m sure *you’ll agree*.
7. *I’m going to give up* astrology.
8. *I’ll be* there in Newcastle this weekend.

- a) an arrangement for the future;
- b) a future fact;
- c) a firm prediction based on speaker’s / writer’s opinion;
- d) a weak prediction (×2)
- e) an intention;
- f) a spontaneous decision;
- g) a prediction based on observable evidence.

Which of the predictions expressed in the text:

1. Are definitely going to happen (we can see evidence now)?
2. Will probably happen (this is your opinion)?
3. May happen in your lifetime (there is a chance they will happen)?
4. Might happen in your lifetime (there is a small chance that they will happen)?

Speaking

What the Future Holds

Our world is constantly changing, and people can make predictions about it. Work in groups of 3-4 people. Start with talking about one year from now. What will be different? What will be the same? Then move on to five years, ten years, and fifty years. Share your predictions with the class and discuss them.

For example:

In 20 years...

- *we'll all be using solar power to heat our houses.*
- *we'll have stopped using petrol and we will be using electric cars.*

UNIT 17. PASSIVE VOICE



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PASSIVE VOICE. TABLE TO BE + V3 (V-ED)

| | Simple | Continuous | Perfect | Perfect continuous |
|----------------|-----------------------------------|--|--|--------------------|
| Present | Am, is, are + V-ed/V3 | Am, is, are, + being + + V-ed/V3 | Have(has) + been + +V-ed/V3 | |
| Past | Was, were + V-ed/V3 | Was, were + being + + V-ed/V3 | Had + been + + V-ed/V3 | |
| Future | Will(shall) + be + V- ed/V3 | | Will(shall) + have + +been + V- ed/V3 | |

PASSIVE VOICE: USES

- ✓ We use the passive voice *to change the focus of the sentence.*

This book was written by Angela Davis. (passive – focus on *this book*).

Angela Davis wrote this book (active – focus on *Angela Davis*).

- ✓ When we prefer *not to mention who or what does the action* (for example, it's not known, it's obvious or we don't want to say).

Oranges have been grown here for centuries.

- ✓ So that we can **start a sentence with the most important or most logical information.**

The signs were put up last week.

- ✓ In more *formal or scientific writing.*

Samples were collected from five countries by our research team.

The markets are influenced by political changes.

Google Translate was launched in 2006.

- ✓ *If we are not sure that the information is 100 per cent true,* we can use the passive to put “distance” between ourselves and the statement.

He is said to be the richest man in England (but I do not know that this is accurate).

He was thought to have left the country (but I'm not sure if this is true).

Tips for Writing in an Active Voice



- ✓ Replace “to be” verbs with active verbs.
- ✓ Start sentences with the subject performing the action.
- ✓ Use strong, active verbs like “designed,” “created,” or “produced.”
- ✓ Attribute statements or findings to specific sources or individuals.
- ✓ Emphasize the main point of your sentence using the active voice.
- ✓ Focus on who or what is performing the action.
- ✓ Differentiate between transitive and intransitive verbs; active voice works well with transitive verbs.
- ✓ Incorporate personal pronouns (e.g., “I,” “you,” “we”) for immediacy.
- ✓ Create a sense of urgency or action to engage readers.
- ✓ Read your writing aloud to spot passive constructions and convert them to active voice.

PRACTICE MAKES PERFECT!

Exercise 1. Use the words in the following list to complete the sentence. All of the sentences are passive. Use any appropriate tense.

Build

cause

confuse

divide

expect

frighten

invent

save

offer

order

report

spell

surprise

surround

wear

1. The electric bulb _____ by Thomas Edison.
2. An island _____ by water.
3. The – ing form of “sit” _____ with double “t”.
4. Even though construction costs are high, a new dormitory _____ next year.
5. The class was too large, so it _____ into two sections.
6. A bracelet _____ around the wrist.
7. The building burned down. According to the inspector, the fire _____ by lightning.
8. Al got a ticket for reckless driving. When he went to traffic court, he _____ to pay a fine of \$100.
9. I read about a hunter who _____ by a wild animal.
10. The expedition’s results _____ in the newspaper yesterday.
11. Last week I _____ a job at a local bank and I accepted it.
12. I didn’t expect Lisa to come to the meeting last night, but she was there. I _____ to see her there.
13. Could you try to explain this rule again? Yesterday in class I _____ by the professor’s explanation.
14. The children _____ in the middle of the night when they heard strange noises in the house.
15. Is the plane going to be late? – No. It _____ to be on time.

Exercise 2. Change the active into passive.

1. We will take care of all formalities.
2. Closed circuit cameras are monitoring this area.
3. My daughter drew this picture.
4. The professor explained this theory yesterday.
5. Shirley has suggested a new idea.
6. Kathy had returned the book to the library.
7. Mr. Andrews hasn’t signed those papers yet.
8. His trick won’t fool me.
9. Someone made this antique table in 1734.
10. Beckham scored the winning goal.

Exercise 3. Use Active or Passive in any appropriate tense for the verbs in parentheses.

1. It's noon. The mail should be here soon. It (*deliver, usually*) between noon and one o'clock.
2. According to a recent survey, out of every dollar n American spends on food, thirty six cents (*spend*) at restaurants.
3. I'm sorry. I'm late. I (*hold up*) by the rush hour traffic. It (*take*) thirty minutes for me to get here instead of fifteen.
4. Before she graduated last May, Susan (*offer, already*) a position with a law firm.
5. According to many scientists solar energy (*use*) extensively in the XXIst century.
6. Right now a students' trip to planetarium (*organize*) by Mrs. Hunt. You can sign up for it at her office.
7. He is a man whose name will go down to history. He (*forget, never*).
8. When you (*arrive*) at the airport tomorrow, you (*meet*) by a friend of mine. He (*wear*) a red shirt and blue jeans. He (*be*) fairly tall and (*have*) dark hair. He (*stand*) near the main entrance.

Exercise 4. This text would be improved if at least seven of the verbs were passive. Rewrite the sections of the text that should go into passive.

Solving the Mystery of Hieroglyphics



For almost two thousand years the symbols and inscriptions which people had carved onto the great monuments of ancient Egypt were a complete mystery. They were obviously a kind of writing, but nobody knew what they meant.

Then, in 1799, a French officer discovered a strange stone in the small Egyptian town of Rosetta. It had three types of writing carved into its surface. One of the languages was Greek but the other two were unknown. A year later the British captured the stone and the British moved it to the British Museum in London.

For twenty years the stone lay gathering dust in the museum. Then in 1822 somebody asked a French scientist named Jean Francois Champollion to look at the stone. He immediately recognized that some of the symbols matched those he had seen on monuments in Egypt. By comparing the Greek words with the Egyptian symbols he was able to work out the meaning. The Egyptian symbols were hieroglyphs, a type of writing in which pictures represent sounds and meanings.

Once somebody had solved the puzzle of their written language it became possible for scholars to decipher the inscriptions on all the great monuments. Thus people finally unlocked the mysteries of Egypt's fabulous history and culture.

Exercise 5. Translate the given sentences from Russian into English.

1. Эта статья написана одним из известных английских журналов.
2. Музей закрыли неделю назад, но он будет открыт уже через месяц.
3. Такую обувь нельзя носить в плохую погоду.
4. Не говори таких вещей, а то над тобой будут смеяться.
5. Нас попросили прийти как можно раньше.
6. Когда была открыта Австралия?

7. Для чего используется серебро?
8. В США выборы Президента проводятся раз в четыре года.
9. Большая часть поверхности Земли покрыта водой.
10. Это важное открытие было сделано в прошлом веке.

Speaking

Exercise 1. Name three. Pick up a card and make a ‘Name three’ question sentences by filling in the gaps with the Passive form of the verb. Then the student reads out the question and address it to one of your groupmates.

Name three ingredients that _____ (use) in baking a birthday cake.

Name three vegetables that _____ (grow) in China.

Name three books that _____ (make) into films.

Name three countries that _____ (situate) in Asia.

Name three languages that _____ (speak) in the ancient times.

Exercise 2. Change the objects.

Divide into two groups. Choose one student from each group and ask them to go out of the classroom. Other members of the group change the places of the objects in the classroom putting them into unusual places. For example, they can put their classmate’s bag on the teacher’s desk, the chairs – next to the board, the textbook – on the floor, etc.

Exercise 3. Research race.

Brainstorm as many different inventions as possible. Then in 10 find details about these inventions — who invented them, where were they invented, when were they invented, etc. Report the information about these things using Passive Voice, e.g. *“The wheel was invented by Mesopotamians around 3500 B.C.”*, *“The earliest compasses were made of lodestone in China between 300 and 200 B.C.”*.

UNIT 18. CONDITIONALS



Conditionals

Zero conditional is used to express general truths that are always real and scientific facts where the condition is certain to happen.

| | |
|---------------------------------------|-----------------------------|
| If-clause: if / when + present simple | Main clause: present simple |
| If you touch boiling water, | you get burned |

First conditional is used to express possible events in the present or future.

| | |
|--------------------------------|--|
| If-clause: if + present simple | Main clause: future simple (will) / modal verbs (can, may, might, should, could, must) + bare infinitive |
| If I go to Japan, | I will bring you souvenirs |

Second conditional is used to express an unreal event that is not certain to happen in the present or future.

| | |
|---|--|
| If-clause: if + past simple / past continuous | Main clause: would / might / could + bare infinitive |
| If I had more time, | I would attend the event. |

Third conditional is used to express an unreal event in the past and their imagined result.

| | |
|------------------------------|---|
| If-clause: if + past perfect | Main clause: would / might / could + have + past participle |
| If I had trained harder, | I would have won. |

PRACTICE MAKES PERFECT!

Exercise 1. Put the verbs into the correct forms.

1. If you (*find*) a wallet in the street, what would you do with it?
2. A: Why do you read newspapers?
B: Well, if I (*not / read*) newspapers, I wouldn't know what was happening in the world.
3. I am sure we would have got lost if we (*not / have*) the map.
4. If you (*have*) enough money to go anywhere in the world, where would you go?
5. If Bill Gates hadn't been in the right place at the right time, Microsoft (*not / become*) a household name.
6. I'd be surprised if Jane (*talk*) behind somebody's back.
7. Cities would be nicer place to live, if local authorities (*pay*) more serious attention to planting of greenery.
8. If the printing press had not been invented, much of our history (*be*) unknown to us.

Exercise 2. Use your own ideas to complete the sentences.

1. If I were you
2. I wouldn't have been able to get tickets for this rare concert if.....
3. If it hadn't been for my friend's good sense of humour.....
4. If I could read people's mind,.....
5. If I had been born in a different country,
6. Who would you phone if.....
7. If I had started learning English earlier in my life,
8. If there was no penicillin.....

Exercise 3. Some of the following sentences contain a mistake. Find them and correct mistakes.

1. If the bill is passed by both parliamentary houses, then it becomes law.

2. If I was offered this job, I think I would have taken it.
3. Sarah would read much more, if she had had more free time.
4. If you press the “record” button, the green light comes on.
5. If the authorities had built new homes as planned, we had fewer homeless people on our streets today.
6. If I would know you were busy, I wouldn't have disturbed you.
7. If it wouldn't be Travis's initiative, we didn't get to this concert.
8. I'm sure Hough understood you, If you would explain the situation to him.

Exercise 4. Translate the following sentences from Russian into English.

1. Если мне необходимо расслабиться, то я обычно слушаю классическую музыку.
2. Если бы ты родился в 19 веке, как бы изменилась твоя жизнь?
3. С чего бы ты начал, если бы тебе предложили возглавить политическую партию?
4. На твоём месте я бы выбрала именно эту школу для ребенка.
5. Если бы не твои лидерские качества, мы бы не смогли убедить их в правильности принятого решения.
6. На твоём месте, я бы не оказывала эту «медвежью услугу».
7. Если бы тебе предложили назвать 5 самых значимых событий в истории России, что бы ты отметил?
8. Если бы мы были внимательнее к урокам истории, в мире не было бы столько конфликтов.

Reading

Read the text “Don’t Fear Artificial Intelligence”.

Don’t Fear Artificial Intelligence

Two great thinkers see danger in AI. Here's how to make it safe

By Ray Kurzweil



Stephen Hawking, the pre-eminent physicist, recently warned that artificial intelligence (AI), once it surpasses human intelligence, could pose a threat to the existence of human civilization. Elon Musk, the pioneer of digital money, private spaceflight and electric cars, has voiced similar concerns.

If AI becomes an existential threat, it won't be the first one. Humanity was introduced to existential risk when I was a child sitting under my desk during the civil-defense drills of the 1950s. Since then we have encountered comparable specters, like the possibility of a bioterrorist creating a new virus for which humankind has no defense. Technology has always been a double-edged sword, since fire kept us warm but also burned down our villages.

The typical dystopian futurist movie has one or two individuals or groups fighting for control of “the AI.” Or we see the AI battling the humans for world domination. But this is not how AI is being integrated into the world today. AI is not in one or two hands; it's in 1 billion or 2 billion hands. A kid in Africa with a smartphone has more intelligent access to knowledge than the President of the United States had 20 years ago. As AI continues to get smarter, its use will

only grow. Virtually everyone's mental capabilities will be enhanced by it within a decade.

We will still have conflicts among groups of people, each enhanced by AI. That is already the case. But we can take some comfort from a profound, exponential decrease in violence, as documented in Steven Pinker's 2011 book, *The Better Angels of Our Nature: Why Violence Has Declined*. According to Pinker, although the statistics vary somewhat from location to location, the rate of death in war is down hundredsfold compared with six centuries ago. Since that time, murders have declined tensfold. People are surprised by this. The impression that violence is on the rise results from another trend: exponentially better information about what is wrong with the world – another development aided by AI.

There are strategies we can deploy to keep emerging technologies like AI safe. Consider biotechnology, which is perhaps a couple of decades ahead of AI. A meeting called the Asilomar Conference on Recombinant DNA was organized in 1975 to assess its potential dangers and devise a strategy to keep the field safe. The resulting guidelines, which have been revised by the industry since then, have worked very well: there have been no significant problems, accidental or intentional, for the past 39 years. We are now seeing major advances in medical treatments reaching clinical practice and thus far none of the anticipated problems.

Consideration of ethical guidelines for AI goes back to Isaac Asimov's three laws of robotics, which appeared in his short story "Runaround" in 1942, eight years before Alan Turing introduced the field of AI in his 1950 paper "Computing Machinery and Intelligence." The median view of AI practitioners today is that we are still several decades from achieving human-level AI. I am more optimistic and put the date at 2029, but either way, we do have time to devise ethical standards.

There are efforts at universities and companies to develop AI safety strategies and guidelines, some of which are already in place.

Similar to the Asilomar guidelines, one idea is to clearly define the mission of each AI program and to build in encrypted safeguards to prevent unauthorized uses.

Ultimately, the most important approach we can take to keep AI safe is to work on our human governance and social institutions. We are already a human-machine civilization. The best way to avoid destructive conflict in the future is to continue the advance of our social ideals, which has already greatly reduced violence.

AI today is advancing the diagnosis of disease, finding cures, developing renewable clean energy, helping to clean up the environment, providing high-quality education to people all over the world, helping the disabled (including providing Hawking's voice) and contributing in a myriad of other ways. We have the opportunity in the decades ahead to make major strides in addressing the grand challenges of humanity. AI will be the pivotal technology in achieving this progress. We have a moral imperative to realize this promise while controlling the peril. It won't be the first time we've succeeded in doing this.

Kurzweil is the author of five books on artificial intelligence, including the recent New York Times best seller How to Create a Mind.

TIME. December 29, 2014-January 5, 2015

<https://time.com/3641921/dont-fear-artificial-intelligence/>

Exercise 1. Use arguments and counter – arguments to agree or disagree with the ideas touched in the text.

The argument: key words

1. AI: a threat to the existence of human civilization.
2. AI: like the possibility of bioterrorist creating a new virus.
3. Technology: a double-edged sword.
4. AI: battle for world domination.
5. AI is not in one or two hands.

6. AI enhances conflicts among groups of people.
7. Different strategies to keep technologies like AI safe.
8. No significant problems to keep the field safe.
9. Ethical guidelines for AI.
10. Mission of each AI program; safeguards to prevent unauthorized uses.
11. A human – machine civilization.
12. Grand challenges of humanity.
13. AI: pivotal technology in achieving the progress.

The counter – argument: key words

1. We have no choice: AI is imposed on people.
2. AI is desirable for obvious reasons.
3. We should recognize the fact and adjust ourselves.
4. Who is to decide whether AI is a threat or advantage?
5. Aren't computer technologies dangerous?
6. There are elements of danger in all spheres of life.
7. Technology requires professionals not amateurs.
8. Increasing understanding of universe, earth, our bodies and minds, our origins.
9. Social welfare systems widespread.
10. Modern people too sophisticated for simple pleasures.
11. Supreme tests of human skill.
12. Best solution: make AI safe.
13. Glorification of AI on screen.

Exercise 2. Continue the following sentences.

1. If artificial intelligence (AI) surpasses human intelligence _____.
2. If humanity is introduced to existential risk _____.
3. If AI doesn't continue to get smarter _____.
4. If there are no strategies to keep emerging technologies like AI safe _____.

5. If we consider ethical guidelines for AI _____.
6. If there are no efforts at universities and companies to develop AI safety strategies _____.
7. If we take the most important approach to keep AI safe _____.
8. If AI is not the pivotal technology in achieving the progress _____.

Speaking

Exercise 1. Work in groups of 3-4 people. Discuss the following situations and share your ideas with the class.

If you governed your country ...

Where would you build your palace?

What laws would you change?

What new laws would you bring in?

What would you spend most money on?

What would you tax?

What would you ban?

Who would you appoint as your ministers?

What would you have named after you?

Exercise 2. Look at the pictures below and suggest “If” sentences.





c)



d)



e)



f)

Exercise 3. Give advice to the following people. Use: “If I were you, I’d ...”

Example.

A student who doesn’t work very hard.

Advice: If I were you, I’d work a bit harder.

1. A person who is going to start to learn a foreign language.
2. A person who has just won a lot of money.
3. A person who is looking for a job.
4. A person who is going to study abroad and live in a host family for one year.
5. A person who is going to have a job interview.

Exercise 4. Write 2 true “If” sentences and one false “If” sentence about yourself. Read them and let the group find the false fact.

UNIT 19. ARTICLES



ARTICLES

| a / an | the | ----- |
|---|---|---|
| <p>1) with countable nouns in the singular in a general sense: A man and a boy are on a bus.</p> | <p>1) with the words when it is clear which thing we mean: He is in the garden.</p> | <p>1) with uncountable nouns: We bought bread, milk, cheese and meat.</p> |
| <p>2) 'a/an' is used for the first mention of an item, followed by "the" for the second mention of the item: They took a train to Reno. The train was very clean and comfortable.</p> | | <p>2) with meals: I had a sandwich for breakfast. 3) with games and sports: She has lunch at school. She plays tennis.</p> |
| <p>3) with names of jobs: He is an artist.</p> | <p>3) with the adjectives in the superlative degree: This is the nicest day in my life.</p> | |
| <p>4) with a predicate noun: There is a table in the room. It was a nice trip.</p> | <p>4) to refer to things that are unique: the sun, the moon, the world</p> | <p>4) with names of people: Charles Dickens</p> |
| <p>5) instead of 'one': a hundred Wait a minute!</p> | <p>5) with ordinal numerals: on the second floor</p> | <p>5) with the names of days and months: on Monday in May</p> |
| <p>6) instead of 'every' naming units of time: We have 7 lessons a day.</p> | <p>6) with musical instruments: the piano, the guitar</p> | <p>6) for general ideas: I like pop music. Food is necessary.</p> |
| <p>7) with 'few' and 'little' in the meaning 'some at least': a few friends</p> | <p>7) with adjectives, to refer to a whole group of people: the Italians, the poor</p> | <p>7) with names of languages and science: Latvian, English, history ! but the English language</p> |
| <p>8) with 'piece / bar / bottle / cup / loaf / glass of' + uncountable noun: a piece of cheese a bar of chocolate</p> | <p>8) with decades, or groups of years: John grew up in the sixties. Jazz became popular in the 1920's.</p> | <p>7) in some expressions: in case on foot by car / train from time to time in fact at hand at school at home at work go to bed / to hospital go home at midnight / at night on TV</p> |
| <p>9) in some expressions: half an hour it is a pity it is a shame as a result have a good time in a hurry for a long time to take a walk to go for a walk</p> | <p>9) with 'only' in the meaning of 'vienfgais': He is the only child in the family.</p> <p>10) with names denoting the whole family: The Andersons moved to a new flat.</p> <p>11) with names of the parts of the day: in the morning in the afternoon in the evening</p> | |
| | <p>12) in some expressions: at the moment by the way on the whole on the one hand on the other hand on the right / on the left on the radio</p> | |

PRACTICE MAKES PERFECT!

Exercise 1. Complete each sentence with a/ an; the or no article.

1. Like many children, I learnt to play piano when I was child.
2. It is commonly accepted today that brown bread is good for health.
3. Mohammed Ali was voted greatest sports personality of the XX century.
4. Julianne studied for seven years to become criminal lawyer.
5. I like people I work with.
6. African elephants have larger ears than Indian elephants.
7. My close friend prefers to listen to news on radio rather than to watch it on TV.
8. Is there school in the village or do children have to go to the town?
9. film wasn't very good but I liked music.
10. You'll find information you need at top of page 15.
11. I don't usually have lunch but I always eat good breakfast.
12. Times is probably one of the most reliable mass media in United Kingdom.

Exercise 2. How good is your geography? Put the following names to fill in the sentences. Decide if you need "the".

| | | |
|----------------|----------------|----------------|
| Andes | Pennsylvania | Lake Michigan |
| Anglesey | River Seine | United Kingdom |
| Mount McKinley | Irish Republic | Italy |
| South of Cuba | Brussels | North |

1. Dublin is in
2. Harrisburg is the capital of

3. is in the USA.
4. Sicily is a part of
5. are a mountain range in South America.
6. is England, Scotland, Wales and Northern Ireland.
7. is an island of the north coast of Wales.
8. Jamaica is an island in
9. flows through Paris.
10. is the capital of Belgium.
11. Leeds is in of England.
12. is the highest mountain in the USA.

Exercise 3. Complete the following text with a / an; the where necessary.



A tourist in _____ (1) Africa was walking by the sea when he saw _____ (2) man in _____ (3) simple clothes dozing in a fishing boat. It was _____ (4) idyllic picture, so he decided to take a photograph. The click of _____ (5) camera woke _____ (6) man up. _____ (7) tourist offered him _____ (8) cigarette.

“The weather is great. There are plenty of _____ (9) fish. Why are lying around instead of going out and catching more?”

____ (10) fisherman replied: “Because I caught enough this morning.”

“But just imagine,” ____ (11) tourist said. “If you went out there three times every day, you would catch three times as much. After about ____ (12) year you could buy yourself ____ (13) motor-boat. After ____ (14) few more years of ____ (15) hard work, you could have ____ (16) fleet of ____ (17) boats working for you. And then ...”

“And then?” asked the fisherman.

“And then,” ____ (18) tourist continued triumphantly, “you could be calmly sitting on the beach, dozing in ____ (19) sun and looking at ____ (20) beautiful ocean.

(Based on a short story by Heinrich Böll)

Reading

Read the following text. In most lines there is a mistake in the usage of articles. Identify the mistake and write down the correct variant. Some lines are correct.

Magnum: Past and Present



Magnum is a cooperative of nearly sixty photographers with offices in New York, London, Paris and Tokyo. A co-operative was founded in 1947 by the photographers Robert Capa, Henri Cartier-Bresson, George Rodger and David Seymour. All of them had been involved in the Second World War. Rodger had walked hundred

of miles through forest to escape Japanese in the Burma. And Seymour received a medal for his work in American intelligence.

However, all of founders of Magnum had been photographers for some time. Photographic work they were famous for dated back further. Capa's photos of the Spanish Civil War were called "finest pictures of front-line action ever taken".

They all appreciated an importance of showing the world what really happens during these major conflicts and world crises, so they decided to produce the best documentary photography at this time. Cartier-Bresson once commented "Some photographers tell news step by step as if making an accountant's statement." He and Magnum, on the other hand, felt that news had to be shown in that way that would engage most the people who are unable to experience world-changing events at first hand."

Tragically, within a decade of the start of Magnum, the half of its original founders died while covering other wars. However, agency had started to employ other top-class photographers and its work was sure to continue. Today, Magnum is goal for many young photographers. It still produces the finest documentary photography of world events. Recent coverage has included the events in Balkans and the tribal wars in East Africa, and while Magnum photographers cover these events, we will all be able to appreciate both best and worst of humanity.

Exercise 5. Translate the following sentences from Russian into English.

1. Это моя настольная книга. Я перечитываю ее раз в месяц.
2. Белый дом – это единственная резиденция главы государства, которая открыта для публичных посещений.
3. Моцарт был великим композитором.
4. Историк – это человек, который доверяет только фактам.

5. Мой брат – это человек, который всегда готов помочь другим.
6. Ты часто слушаешь классическую музыку?
7. Ты помнишь день, когда мы впервые встретились?
8. Тейлоры всегда во всем поддерживают друг друга.
9. Я уверена, что она сказала тебе правду.
10. У меня есть несколько близких друзей.

Speaking

Ask and answer the questions in pairs or groups. pay attention to and repeat as much as possible, the use of articles with the words and expressions used.

Generalising

Do you generally prefer the company of men or women?

Do you think that men and women are better at different jobs?

Do you think that children behave worse than in the past?

Do you think that old people should be allowed to drive?

What jobs do you think are paid too much? What jobs do you think are not paid enough?

Jobs

Do you know anyone who is ...

a teacher?

a doctor?

a police officer?

What jobs do people in your family do?

Do you think that footballers are paid too much?

Do you think that politicians can be trusted?

Stereotypical Places in the City

Do you ever go to the theatre? When was the last time that you went to the theatre?

How often do you go to the cinema? Do you prefer watching films at the cinema or at home? Why?

How often do you go to the museum? When was the last time you went to the museum?

How often do you go to the art gallery? When was the last time that you went to the art gallery?

How often do you go to the park? What type of things can you do in the park?

Frequency

What do you do at least once a day?

What do you do various times a day?

What do you do at least once a week?

What do you do at least once a year?

Countries & Nationalities

Have you ever visited the United States? Would you like to?

What is the stereotype of Americans?

Have you ever visited any countries in the United Kingdom? Have you visited England, Scotland, Wales or Northern Ireland? Would you like to?

What is the stereotype of the British?

Have you ever visited any countries in Europe?

Let us play! Practice your articles: a / an; the.

<https://wordwall.net/ru/resource/19458659/%D0%B0%D1%80%D1%82%D0%B8%D0%BA%D0%BB%D0%B8-articles-a-an-the>

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CONTENT

| | |
|--|-----|
| ОТ АБТОРОБ | 3 |
| UNIT 1. THE PRESENT SIMPLE TENSE | 6 |
| UNIT 2. THE PRESENT CONTINUOUS TENSE | 19 |
| UNIT 3. TO BE GOING TO DO SOMETHING | 26 |
| UNIT 4. THE PRESENT PERFECT TENSE | 32 |
| UNIT 5. THE PRESENT PERFECT CONTINUOUS TENSE | 39 |
| UNIT 6. PRESENT TENSES. REVIEW | 44 |
| UNIT 7. THE PAST SIMPLE TENSE | 56 |
| UNIT 8. THE PAST CONTINUOUS TENSE | 62 |
| UNIT 9. THE PAST PERFECT TENSE | 72 |
| UNIT 10. THE PAST PERFECT CONTINUOUS TENSE | 80 |
| UNIT 11. PAST TENSES. REVIEW | 91 |
| UNIT 12. THE FUTURE SIMPLE TENSE | 96 |
| UNIT 13. FUTURE CONTINUOUS | 104 |
| UNIT 14. THE FUTURE PERFECT TENSE | 110 |
| UNIT 15. THE FUTURE IN THE PAST | 118 |
| UNIT 16. FUTURE TENSES. REVIEW | 131 |
| UNIT 17. PASSIVE VOICE | 138 |
| UNIT 18. CONDITIONALS | 145 |
| UNIT 19. ARTICLES | 154 |
| REFERENCES | 161 |

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