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**ЧЕЛЯБИНСКИЙ
ГОСУДАРСТВЕННЫЙ
УНИВЕРСИТЕТ**



ПРАКТИЧЕСКАЯ ГРАММАТИКА

Методические указания

Часть I

НБ ЧелГУ



Челябинск
2003

Целью указаний является формирование навыков по владению грамматической нормой английского языка, использование языковой нормы во всех видах речевой деятельности.

Работа состоит из трех частей. В первой и второй частях содержится краткий теоретический материал и упражнения, тексты для закрепления тем "Why do we study Grammar", "Basic Word Order", "Sentence Structure", "Subject-Verb Agreement", "Tenses", "Modals", "Conditionals", "Reported Speech", "-ing-form and the Infinitive", "Relative Clauses". Третья часть включает тесты и варианты экзаменационных билетов.

Одобрено и рекомендовано к печати на заседании научно-методического семинара германского отделения.

Предназначено для студентов 1 курса специальности "Лингвистика и межкультурная коммуникация", специализация – лингвист, переводчик. лингвист, преподаватель.

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Grammar, Why Do We Study Grammar, Parts of Speech, Sentence Patterns, Signals of Grammatical Structure, Subject-Verb Agreement.

I Grammar is a study or science of rules for the combination of words into sentences (syntax) and the forms of words (morphology).

- a book containing the rules of the Grammar.
- essential information about grammatical forms structures one needs to know to speak a Grammar.
- a general reference book or source book of English Grammar.
- an instrument to describe a Grammar.
- a source and instrument to compare grammar forms and structures in different?
- Grammar is the thing that relates grammar structures to meaning, uses, and situations.
- the organizational aspect of communication, that is the way we arrange our thoughts, and the order we put them together.
- a practical instrument in the mastery of good usage and a clear style.

Practical Grammar or Student's Grammar is Grammar where grammar explanations and exercises are combined in a single volume book.

Practical Grammar = a book containing the rules of Grammar and exercises.

Practical Grammar = Reference and Practice through real English combined in a single book.

- a description of a language.
- the way that puts together the words to make meaningful structures in speech and writing.
- a standard of the appropriate use of the spoken and written language.
- all possible alternatives of structures and grammar forms.

A communicative Grammar.

Traditional Grammar.

Historical Grammar.

Transformational Grammar.
order to

- a source of arranging ideas in
communicate effectively.

Structural Grammar.

Comparative Grammar

Theoretical Grammar.

Practical Grammar and Present-Day Grammar

Grammar may be defined as the study of the way words are put together to make meaningful structures in speech and writing.

Grammar may be defined as...

Grammar is ...the system of laws governing the change of grammar forms of words and the building up of sentences.

Why Should You Study Grammar?

If a person already knows how to make meaningful structures, why should he study Grammar?

Well, anyone who graduates from secondary school or from high school will have studied many things that will be of little or no practice value to him later in life. He will have studied art and music, for example, even though he has no intention of becoming an artist or a musician. But though he may not use much of what he learned for any practical purpose, it has helped to make him an educated person. So, one reason for studying grammar is for its own sake.

I. *It contributes to one's education.*

The second reason is more practical. It helps to master the language command. It will help the student to learn

II. *how to speak and write effectively.*

Anyone who wants to say that one thing is correct and another incorrect must have a

III. *standard to measure.*

Linguists believe that there are some standards by which one may judge the appropriateness of Grammar. Modern linguists classify Grammar into standard and substandard.

Standard English is the English actually used by government officials, civic leaders, businessmen, doctors, lawyers, teachers and other such people. People with little or no education use the substandard English.

Linguists also note that there are a number of functional varieties within these two categories.

A person who uses Standard English, for example, does not use the same variety of Standard English at all times. When he is talking to his friends he uses *colloquial* or *conversational* Standard English. On the other hand, if he writes an article, a speech or an essay for a very formal occasion he uses *literary* or *formal* Standard English. Practical grammar classes are organized to give you a helping hand, develop and measure your ability to use language that is appropriate for Standard English.

Next comes the style. The word *style* has many uses. You can talk about styles of dress, automobiles, music, and, of course, you can talk about styles of speech and writing.

Style in Grammar is the manner of expressing. It involves choice between possible alternatives; and the wider a person's awareness of what the lexical and

grammatical alternatives are, the greater the chance that he will choose the best one to communicate his ideas

Language Is Realized Through Speech

It is exercised by means of connected communications in the form of sentences. All words in a sentence are grammatically connected. The main object of grammar as a science is the grammatical structure of the grammar, that is the system of laws governing the change of grammar forms of words and the building of sentences

Parts of Speech In English

According to their lexical meaning, morphological characteristics, syntactical functions and types of word groups they form – all words of every language fall into certain classes called parts of speech. They are *nouns, adjectives, pronouns, numerals, verbs, adverbs, prepositions, conjunctions, and interjections*.

Different parts of speech have different lexical meanings. For example, verbs are words denoting processes or activities (to work, to live); nouns are names of objects (boy, table); adjectives are words expressing properties (good, bad). Some parts of speech have different grammar categories, e.g. verbs have category of mood, tense and aspect, voice, person and number; nouns have the category of number and case; adjectives have degrees of comparison.

Other parts of speech are *invariable* - they have one form. Here belong prepositions, conjunctions, and particles.

The parts of speech differ from each other in their syntactic functions. For example, verbs have the function of the predicate in the sentence, nouns are often used as the subject or the object of the sentence.

Besides, all words may be divided into three main groups: notional, structural and independent elements.

1. *Notional words* have distinct lexical meanings and perform independent syntactic functions in the sentence - verbs, nouns, adjectives, numerals, pronouns and adverbs.

2. *Structural words* - their lexical meaning is of a more general character (in, and, even). Sometimes they are altogether devoid of it (*the, a, conjunction that, of*). Structural words do not perform any independent syntactic function but serve to express various relations between the words in the sentence or to specify (уточняют) the meaning of a word.

3. *Independent elements* - *yes, no, certainly, oh, alas*. They have practically no connection with the sentence in which they occur. (Modal words, interjections, words of affirmation and negation).

But there are words which cannot be classed among any of the above mentioned parts of speech (*please, anyway*).

The division of words into notional and structural is also connected with certain difficulties. For example, verbs include certain words, which serve as structural elements - modal verbs; some other verbs may function either as notional words or as structural words.

He *looked* at me. - a notional verb

He *looked* tired. - a link-verb- a structural word

I *have* a car. - a notional verb

I *have* to do it. - a modal verb

The sentence is the smallest unit of speech conveying a thought and built in accordance with the laws of grammar.

Word order very often serves to indicate which words in a sentence are being used as subject, predicate verb, complement and modifier.

The most commonly used sentence pattern in English has the subject in first position, predicate verb in the second, the complement in the third and the next modifier.

What Is a Normal Sentence Pattern In English?

Subject	Verb	Complement	Modifier
We	Studied	"Present Perfect"	last week
John and I	Ate	a pizza	Yesterday

The subject (S) is the agent of the sentence in the active voice: it is the person or thing that does the action and it normally precedes the verb. Every sentence in English must have a subject (in the case of commands, the subject is understood). The subject may be a single noun. Coffee is delicious. Milk contains calcium. The subject may be a noun phrase. A noun phrase is a group of words ending with a noun.

That new reference grammar reference book is yours.

In some sentences there is no true subject. However, **it** and **there** can often act as pseudo-subjects and should be considered as subjects.

It is a nice day today.

There were many students in the room.

The verb follows the subject: it generally shows the actions of the sentence. Every sentence must have a verb. The verb may be a single word.

John drives too fast.

The verb may be a "verb phrase". A verb phrase consists of one or more auxiliaries & one main verb

She has been learning these sentences for 5 years. Auxiliaries: has/been/+
main: V- learning .

A complement (C) completes the verb. It is similar to the subject because it is usually a noun or a noun phrase. However, it generally follows the verb when the sentence is in the active voice. Every sentence does not necessarily require a complement (The C cannot begin with a preposition). It answers the question What? or Whom?

She wants to drink some water.

We saw John at the movies.

A Modifier (M) tells the time, place or manner of the action. Very often it is a prepositional phrase. A prepositional phrase is a group of words that begins with a preposition and ends with a noun. A modifier of time comes last if more than one modifier is present (in the morning; on the table; at University; in Moscow).

A modifier can also be an adverb or adverbial phrase (last night, outdoors, downtown).

Every sentence does not necessarily require a modifier.

A modifier answers the question When? Where? How?

1. We bought this book at the bookstore (shop).
(M of place)

Where did we buy?

2. Jill was swimming / in the pool/ yesterday/.
/M. of place/ M. of time/.

Where was she swimming yesterday?

When was she swimming in the pool?

The modifier normally follows the complement but not always. It may open the sentence.

Identify the subject, verb, complement and modifiers in the following sentences:

S - V - C - M.

1. George is cooking dinner tonight.
2. We can eat lunch in this restaurant tonight.
3. Trees grow.
4. It was raining at 7 o'clock in the morning.
5. Paul, William & Mary were watching TV a few minutes ago.
6. You opened your books.

Method For Diagramming The Basic Grammar Structures

The most complicated English sentence would contain only the four basic components or (structures) such as a subject, predicate verb, complement and

modifier. We label the subject S and the predicate verb PV; complements and modifiers are identified by writing C and M.

Mary invited her brother and his friends

S - PV - C1 + C2

for her birthday party yesterday.

M

I suddenly saw her.

S - M - V - C

Signals of Grammatical Structure

- 1) The S-V-C pattern is an extremely common pattern in English and the order in which the words come in this pattern is obviously of great importance. So, the WO is one of the signals of English sentences.
- 2) Inflectional endings. English used to have hundreds of such endings. today there are fewer than a dozen in common use, but those that exist are extremely important signals of grammar structures. Eg. "-ed" is used to signal past time when it is attached to predicate verbs.
- 3) Derivational endings. A much larger group of endings that help to signal types of structure are called derivational endings. If a word contains both a derivational ending & an inflectional ending, the inflectional ending must always be the last. Ex:

The ending "-ize" is a derivational ending used with verbs.

The ending "-ed" is an inflectional ending used with verbs.

Words will take both of these endings: *criticized, realized, specialized.*

criticize - critic - critical - criticism

ize - ic - al - ism are all derivational endings.

The ending "-ment" is a derivational ending that is used to distinguish words that can be used as subjects or complements. So, derivational endings do not only help to signal grammar structures, but they also help to build up one's vocabulary.

- 4) Structure words are probably the most useful of all the signals indicating grammar structures. The structure words (a/an/the) work with words that stand as subject and complements.

must/will/would/did/do/ are structure words that work with predicate verbs and help to identify structures of coordination. So, structure words are important in understanding the Grammar Structure of English.

Intonation- by which we mean stresses, pauses, loudness and softness of the

voice is commonly used as a structural signal in speech. To prove it for yourself, try pronouncing the following in such a way that it will mean that demands of the public have changed.

a) Public demands change

S - V

b) Public demands change.

S - V - C

Can you notice the contrast in intonation between the 2 sentences?

Another illustration of how intonation or stress reveals meaning can be seen in the following related pairs of words:

present - present

subject - subject

record - record

Predicated verbs are heavily stressed or accented on the last syllable, but when these words are used as subjects or complements they are heavily accented on the first syllable.

Parts of speech may have a variety of functions within the grammar structures. Names, for example, may be used as subjects, complements, and modifiers. Verbs may be used as S., C., M. and PV. Adjectives and Adverbs may be used in many of these functions. In short, there is no certain connection between the part of speech of a word and its functions.

Subject-Verb Agreement

- 1) The subject and the predicate must agree in person and number.

e.g. The doctor works well.

The doctors work well.

- 2) If the subject and verb are separated by prepositional phrase, the prepositional phrase has no effect on the verb.

e.g. The study of the languages is very interesting.

- 3) If two subjects are used with the conjunction «and» the verb is in plural form.

e.g. The actress and her manager are going to a party tonight.

- 4) Such words as somebody, anything, nowhere, each, everybody and either, neither when used without or, nor are followed by singular predicate.

e.g. Everybody works harder than he.

If either of you takes a vacation, you won't finish the work.

- 5) When either, neither are followed by or, nor the form of the verb depends on the noun following or, nor.

e.g. Neither John nor his friends are going to the beach.

e.g. Either he or she is doing this job

- 6) Nouns that are always plural are followed by plural verb.

e.g. The trousers are on the chair.

- 7) There is / are agrees with the first following noun.

e.g. There is a table, two chairs in the room.

- 8) The verb following a pronoun «who» agrees with its antecedent.

e.g. It is I who am right.

It is they who are right.

1. Read the Grammar points and do the exercises to check the understanding

1) Murphy. English Grammar in Use, for Intermediate Students
Units 105-110 (First Edition), Units 108-112 (Second Edition)

2) Murphy. English Grammar in Use. Supplementary Exercises.
ex. 143-145

3) The Heineman. English Grammar
Un. 126, 130, 131, 132

4) Collins Cobuild Student's Grammar.
Un. 1

2. Additional material and exercises.

M. Dean. English Grammar Lessons. Upper-Intermediate
Units 30, 32

3. Accuracy Practice:

1. Переведите предложения:

- a) Опасность лесных пожаров не должна преуменьшаться
- b) Если не уменьшить обязанности этого офицера, он не сможет выполнить очень трудную работу
- c) Робинс и его жена прибывают сегодня в 6.
- d) Если никто у вас не придёт сегодня, завтра собрание сорвётся.
- e) Никто не работает усерднее, чем Том.
- f) Ни Джон, ни Бил не собираются идти на вечеринку завтра.
- g) Ни директор, ни рабочие не поддержали эту устаревшую программу.

- h) Эти старые, рваные джинсы уже не устраивали маленькую капризную девочку.
- i) На полу, где он упал, была вода.
- j) Ни родители, ни сам Джон не видели этого фильма.

2. Complete the sentences by putting the words in the right order.

- a) We are having _____
time a really here at the moment great
- b) The weather has been brilliant, though _____
some clouds there in the sky were today
- c) The hotel is not too bad, but _____
tourists there are too many fed up are getting the stuff
and
- d) The food, however, _____
is good exceptionally
- e) Tomorrow we hope to go _____
and on a trip organized the local sights some by the hotel
of see

3. Put the adverb given in brackets in these sentences. More than one answer is sometimes possible.

- a) I go to the cinema on my own. (sometimes)
- b) We had finished eating when the door bell rang. (hardly)
- c) She ought not to argue all the time. (really)
- d) Do you want to change your job? (ever)
- e) I will know how he managed to do it. (never)
- f) She takes an afternoon off work. (often)
- g) She is one of the last to leave. (often)

4. Write these sentences with the phrase or phrases in brackets in the right order, and in a correct place in the sentence.

- a) There's a brown file. (the/in/desk/drawer)
- b) I'll see you. (on/here/Monday)
- c) She always criticizes your work. (a/way/in/very/polite)
- d) I ordered a new computer. (ago/a/weeks/ few)
- e) Please put that down. (over/carefully/before/you/there/go)

5. Complete the story using the adverbs below. Use each word once.

far, unhappily, back, everywhere, there, cheerfully, around, never, often

There is a homeless old man living near here who I 1 see in the mornings wandering 2 the field near my house. He 3 goes very 4 from the field. He sleeps 5 too, in a large box under a tree. One day I lost some papers. "I'll just have to do all that work again", I said 6. Then I thought the papers might have fallen out of my case on the way to my house. So I searched 7 in the field but I could not see the papers. I was just on my way 8 home when the old man appeared with the papers. He grinned 9. "There are three mistakes in this report", he said. "How do you now?" I said. "I know a lot about your company", he said. "I used to be the Managing Director."

The Present Simple Tense

- I.** There are no changes to the base form of the verb. But the third person singular adds (s) to the base form of the verb. We use don't and doesn't in front of the base form of the verb in the negative form. Use do or does in front of the subject in the question form.

1. It is used to express an action, which happens again and again, that is a regular or habitual action.

We go to the country every weekend.

Henry always swims in the evening

2. It's used to express a fact that stays the same for a long time, that is a state

We live in Oxford.

He works in a bank.

3. It is used to express something which is always true (this may be about a person, a thing, a phenomenon or about the world).

It rains a lot in Britain.

She comes from Spain.

The Present Simple is often found with adverbs of frequency such as always, usually, generally, often, sometimes, not often, rarely, seldom, never.

The adverb comes between the subject and the main verb. The verb "to be" comes before the adverb.

You are always late for school.

He is never at home when I call.

4. There are certain groups of "state" verbs that are almost never used in the Present or Past Continuous: they are generally used in Present Simple or Past Simple. This is because, by definition, they have the idea of permanency:

I like Indian food

It means: it's not only in the present that I like Indian food, it's also in the past and future.

1. Verbs of the mind:

She knows a lot about astrology.

Do you understand what I'm saying.

What do you think of that book?

Think in this case means opinion, in case of mental activity we use Present Continuous

You are not listening to me. What are you thinking about?

Believe

forget

remember

doubt

2. Verbs of *emotion & feeling*:

Like

love

hate

dislike

prefer

feel

want

care

Like everyone else, you want certain things from life

3. Verbs of the senses: *see, smell, taste, hear, touch*.

They are usually used with can:

I can smell something burning.

4. Verbs of possession: *have, own, belong, possess*

When **have** + **noun** implies an activity, it can be used in continuous.

I can't answer the phone. I'm having a bath.

Some other verbs: *need, depend, seem, consist, cost*.

A newspaper costs 20 rubles.

I need a bath.

Be careful. That bottle contains poison.

5. We use the Present Simple when we are talking timetables, programmes, etc.

The train leaves Portsmouth at 10.30 and arrives in London at 13.45.

The football match starts at 8 o'clock.

6. Present Simple is used to tell of events that happened in the past especially when the speaker or writer wants to make the past more vivid. This is called the historical present.

Radio sportscasters, reporters and announcers use the historical present to describe actions that have already occurred.

Brown gets the ball from the halfback and shakes two backs before he goes down.

After the Revolution, Washington becomes the first President.

7. Present Simple is used to mark separate actions or a succession of actions in narration or stage directions.

They shake hands as she passes. Vivie he shakes hands with her also and bids her good-night.

8. The use of Present Simple is also often found in exclamatory, interrogative, negative sentences.

Oh, dear, how you throw about your money!

How swiftly the years fly!

Why do you talk like that to me?

9. The Present Simple may be used to express future actions.

- a) In subordinate (подчиненный) clauses of time, condition and concession when the action refers to the future as well as an object clauses after "to see to; to take care; to make sure". In such cases we usually find the Future Simple, or modal verbs in the principal clause and the Present Simple in the subordinate. Clauses of time referring to the future may be introduced by the conjunctions:

when, while, till, until, before, after, as soon as, once

Will you wait while I look through the manuscript?

Clauses of condition are introduced by the conjunctions: if, unless, on condition, provided, in case.

I must have the doctor handy, in case she feels worse.

Clauses of concession are introduced by the conjunctions: even if, even though, no matter how, whenever, whatever, however.

Even if he hates me, I'll never do him any harm.

Object clauses are introduced by the conjunction that or joined asyndetically.

Look after her and make sure no harm comes to her.

- b) The use of the Present Simple with reference to the future is also structurally dependent in some special questions:

What do we do next?

Where do we go now?

When do we start?

- c) Present Simple may be used to indicate a future action, which is part of the program or schedule (mainly in speaking about travels and entertainment programmes).

His ship sails tomorrow.

The Present Continuous Tense (The Present Progressive Tense)

The Present Continuous is an analytical form, which is built up by means of auxiliary verb "be" in the Present Simple and the -ing form of the national verb. The same auxiliary is used in the interrogative and negative form.

The Present Continuous is used in following cases:

1. it serves to express an action, which is going on at the present moment. That means that the action is in progress and will continue for some time. Sometimes such adverbial modifiers as "now", "at present", "at the moment" are found.

The eggs are burning! The coffee is boiling over! - cried Adeline.

2. the Present Continuous is also used to express an action going on around the moment of speaking.

The great detective has retired from business. He is growing roses in a little cottage in Dorking.

3. the Present Continuous sometimes is used to express actions generally characterizing the person denoted by the subject, bringing out his or her typical traits. Such adverbial modifiers as "always", "constantly" are found in such sentences.

People are always blaming their circumstances for what they are.

Oh, the English! They are always thinking of tea.

You are constantly complaining that you have too much to do.

This application of the Present Continuous is emotionally coloured.

4. we use the Present Continuous when we talk about changing situations:

The cost of living is rising

Every year things are more expensive.

5. the Present Continuous is used to express actions, which will take place in the near future due to arrangement.

I'm travelling to Glasgow on Monday.

Most English verbs can be used in the Continuous form, some of them, however, do not normally admit of it. This refers to following verbs:

- a) verbs of the mind (or verbs denoting mental processes):

Know	forget	admire	expect	recollect
Understand	remember	appreciate	imagine	regard
Think	mean	assume	recall	suppose
Believe	doubt	consider	recognize	trust

- b) verbs of emotion & feeling:

Like	prefer	desire	care for
------	--------	--------	----------

Love	want	wish	detest
Hate	care	adore	dislike

c) verbs of the senses (or denoting physical perceptions):

<i>Hear</i>	<i>see</i>	<i>touch</i>
<i>Feel</i>	<i>smell</i>	<i>sound</i>
<i>Notice</i>	<i>taste</i>	

d) verbs of possession: *have*, *belong*, *own*, *possess*

e) some other verbs:

Agree	claim	depend	envy	forgive <i>hope</i>
Allow	concern	deserve	fail	interest
<i>Appear (seem)</i>	consist	differ	<i>find</i>	mean
	<i>correspond with</i>		<i>feel</i>	<i>measure</i>
	<i>cost</i>			
Astonish	<i>contain</i>	displease	forbid	need
<i>Please</i>	refuse	require	object	surprise
Prevent	remind	satisfy	value	suit
Puzzle	resemble	succeed	result	<i>weigh</i>
		<i>save</i>		

II. Read the Grammar points and do the exercises to check the understanding

1. Murphy. English Grammar in Use, for Intermediate Students.
Un. 1-4
2. Murphy. English Grammar in Use Supplementary Exercises
Ex. 1-3
3. The Heineman. English Grammar.
Un. 1-3; 26.27
4. Collins Cobuild Student's Grammar
Un. 45

III. Additional material and exercises

1. M. Dean. English Grammar Lessons. Upper-Intermediate
Un. 1
2. L.G. Alexander. Longman English Grammar Practice
Un. 9.1 - 9.2
3. Songs: "Let's Do It" El. Fitzgerald
"Love Song"
"If you go to Rome"; "Mad dogs and Englishmen"

1. Complete the sentences using the verbs in brackets in the Present Progressive or Present Simple.

- 1) Please be quiet. I _____ (try) to read the paper.
- 2) This is a very quiet town. Where _____ (people/go) in the evenings?
- 3) I _____ (work) in a factory until I can find a better job.
- 4) What _____ (you/do) with all that paper and glue?
- 5) I _____ (not/use) the computer at the moment so you can use it.
- 6) _____ (Karen and John/ever/write) to you?

2. Put the verb in brackets in the right form. Use the Present Progressive or Present Simple.

LAURA Hello, George! What 1 (you/do) these days?

GEORGE Hi, Laura. I 2 (learn) French and Spanish at college. What about you?

LAURA Me? Oh, I 3 (work) at a Travel Agency until August.

GEORGE 4 (you/like) it?

LAURA Yes, I do. They 5 (give) me quite a good training. I 6 (work) in the shop most mornings, and three afternoons a week the manager 7 (tell) me about the travel business. I 8 (work) quite long hours. I 9 (not/get) home until six, but I 10 (prefer) that to not having enough to do.

GEORGE Yes, I 11 (work) hard too at the moment. It 12 (become) more and more difficult to get a job using languages. They 13 (ask) for higher and higher exam grades all the time.

LAURA You can do it, George. You 14 (be) clever.

GEORGE Thanks, Laura.

3. Put the verbs between brackets into the Present Continuous OR the Present Simple tense. When the sentence contains the adverb *still*, be careful to put it in the correct position.

- 1) She usually (wear) a blue dress, but today she (wear) a grey one.
- 2) What's your brother doing? He (do) the crossword in the newspaper. He (do) it every day.
- 3) I'm afraid I'll lose this game of chess. I (play) very badly. I usually (play) much better.
- 4) The little boy has just fallen down and cut his knee. It still (bleed).
- 5) What's she doing? She (mend) her husband's socks. She always (mend) them.

- 6) Yes, you can borrow my dictionary. I (use) it a great deal, but I (not use) it at this moment.
- 7) Jack usually (sit) in the front of the class, but this morning he (sit) at the back.
- 8) What's the maid doing? She (make) the beds. She always (make) them as soon as breakfast is finished.
- 9) The bell (ring) at the beginning and end of each lesson, but it (not ring) now.
- 10) Ahmad (do) his homework before supper. Has he finished his homework? No, he still (do) it.
- 11) Where's the old man living now? He (live) with his married daughter. He usually (live) with her for six months every year.
- 12) The sun (set) early in the winter, but now it's June; it's 9 p.m. and the sun (set).
- 13) Henry usually (listen) very carefully to the teacher, but he (not listen) now; he's looking out of the window.
- 14) Where's your father? He's in the bathroom. He (shave). He often (shave) twice a day.
- 15) He's a night watchman. He (work) at night and (sleep) in the daytime. It's now noon and he still (sleep).
- 16) Mr. Brown usually (teach) Class A, but this year he (teach) Class B.
- 17) He wants to buy a car, but first he must learn how to drive, so he (take) driving lessons.
- 18) Why is she so quiet? She (think) of her family. She's away from home, and she often (think) of them.
- 19) Why are you walking so quickly? I (walk) quickly because I'm cold. I never (walk) quickly in the summer.
- 20) It's a beautiful day and the sun (shine).
- 21) What are they talking about? They (talk) about politics. They always (talk) about politics when they see each other.
- 22) He's a very hard worker. He often (work) until midnight. It's 11 p.m. now and he still (work).
- 23) Is Mary ready to come out? No, she still (dress).
- 24) He often (read) detective novels; he (read) a very good one now.

4. Put the verbs between brackets into the Present Continuous tense.

- 1) (Today is December 10th)
The British Prime Minister (fly) to New York on December 13th. He (take) several secretaries with him.
- 2) (It is now 11 a.m.)

My uncle (arrive) this afternoon. He (come) by 3 p.m. train. I meet him at the station.

- 3) (Today is April 1st)

They (get married) on April 8th. They (spend) their honey-moon in Paris.

- 4) (Today is May 15th)

Ahmad (leave) school at the end of June, and he (start) work at the beginning of August.

- 5) (Today is Monday)

I (go) to London on Wednesday morning, and I (stay) here until Saturday.

- 6) (It is January)

My eldest brother (leave) his present job in the spring; he (start) a business of his own in the summer.

- 7) (Today is Tuesday)

Can you come on Friday? It's Mary's birthday, and we (have) a party. About ten people (come).

- 8) (Today is Thursday)

I (go) to the seaside on Sunday if it's fine. Why don't you come with me? I (take) my car.

- 9) (Today is September 5th)

Mary's birthday is on September 15th. Her father (give) her a gold bracelet.

- 10) (Today is Monday)

We (fly) to Beirut tomorrow and (return) Cairo on Friday.

- 11) (It is now 11.30 a.m.)

Have you seen John this morning? No, I (see) him this afternoon. He (come) to tea at five.

- 12) (Today is March 5th)

The next football match is on March 8th. We (play) the new Secondary School.

5. If or when?

Put **if** or **when** into each gap.

- a) _____ you can't do your homework, ask for help.
- b) I'll pay you back _____ I next see you.
- c) I'll come to bed _____ this programme ends.
- d) _____ anyone phones me, tell them I'm out.
- e) Come on! _____ we hurry, we'll catch the bus!
- f) _____ I play tennis with Justin, he always wins.
- g) The shops are full of things to buy _____ Christmas comes.
- h) "I've lost my bag." " _____ I find it, I'll let you know."

6. Combine the following pairs of sentences using words in brackets.

Example

She'll pay me back. She'll get some money. (as soon as)

She'll pay me back as soon as she gets some money

1) I'll wait here. You'll get back. (until)

2) Give me a ring. You'll hear some news. (when)

3) The TV programme will end. I'll do my homework. (after)

4) I'll go to work. I'll have a bath. (before)

5) She'll be in Paris. She'll visit friends. (while)

6) The lesson will end. I'll go home. (as soon as)

7) I won't leave this house. The postman will call. (until)

8) Can you feed the cats? I'll be away. (while)

9) I'll tell you about the holiday. I'll get back. (when)

10) I'll study English. I'll speak it perfectly. (until)

7. Read the text and analyze the use of the Present Simple and Present Progressive:

A life in the day of Linda McCartney

"We live in a two-bedroom house. So as soon as James (2) starts calling 'Mummy, Mummy', around seven every morning, he wakes everyone up. Being his mother, I like to be the first to greet him, so I get up.

I take him downstairs and start getting breakfast ready. Before long the other kids – Heather (almost 17), Mary (10) and Stella (8) – are also down. If Paul is recording or we are touring I try to make sure he's not disturbed. But if he isn't working he gets up at the same time and joins the kids at breakfast. He's an excellent father, very involved and protective towards them.

It seems mad to have moved from a large house in London to a small place on the South Coast. but it's so much cosier. Paul and I are in the kind of business where we can be totally detached from our kids and hardly see them grow up. If you have enough money to live in a big house, one kid could be up in the attic and another could be in the west wing and you'd hardly see them.

The kids travel everywhere with us. When touring abroad we usually rent a house and make it our base so we can return to the kids each night.

We're all vegetarians, so breakfast is eggs laid by our own hens, home-grown tomatoes fried, vegetarian sausages, cereals and whole wheat bread. During the bread strike Paul baked the most beautiful bread!

Quite often Paul comes with me when I drive the girls to school. Mary and Stella go to a local primary school and Heather attends a nearby art school. I drive a Mini because being American I'm used to wide roads, so with a small car I've no fear about scraping it.

I buy most of the kids' clothes at Mothercare. I look at their catalogue or go into the shop and pick out things that are made from natural fibres. I myself feel most comfortable in jeans and T-shirt. I don't really spend that much – even though Paul pays all the bills! Because we live locally I'm regarded as just another mother who takes her children to school and has a house to keep. I try to keep my life close to what it was before we married.

Because we have a big breakfast and a big dinner about six we don't have lunch. So about that time I'm doing jobs around the house. Paul never helps me. He likes tidiness but is not too tidy himself! If I'm working or going out I have a woman in to do the cleaning. But I always do the cooking because I enjoy it. I cook for six every day.

For dinner I make things like quiche Lorraine – without bacon aubergines, spaghetti, salads and Paul's favourites which are pea soup or cream of tomato soup made from home-grown tomatoes and onions. I also make coffee milkshakes which I love. I'm really baby that way!

If I'm lucky during the day I go in a ride on my stallion called Lucky Spot. He's got a lovely temperament. Horse riding is a marvelous form of exercise, both physically and spiritually.

One interest we share closely is football. We rarely get to see matches but we always watch it on television. Paul is a great Liverpool fan, so we support Liverpool.

Because we live in the country we don't socialize that much. We think that's also partly because we are too lazy. There's so much I'd like to

do, especially in the photographic field, but I hate to leave the life I lead in the country unless I absolutely have to do.

I get various offers to take photographs, and sometimes I might find one particularly attractive. But when it comes down to it I just can't bring myself to leave the kids and go to take pictures. So I stay at home and take pictures of them instead.

Most of our evenings are spent in front of the television. I watch *Dallas*, *Top of the Pops*, *Old Grey Whistle Test* and some quiz shows.

Before I turn into the night I always go to the kid's bedroom and give them each a kiss. Trouble is, James often wakes up and doesn't want to go back to sleep."

8. Tick the remaining 12 verbs that can be used in the Progressive. Write twelve sentences using the present progressive with the verbs you have ticked.

admire	Desire	imagine
appear	Detest	matter
believe	Differ	measure
belong	Disagree	need
concern	Disbelieve	own
consider	Dislike	possess
consist	Envy	say
contain	Excel	see
correspond with	Fear	think
cost	Feel	want
deserve	Hope	weigh

0 *John is seeing his dentist on Wednesday.*

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____
- 6 _____
- 7 _____
- 8 _____
- 9 _____
- 10 _____
- 11 _____
- 12 _____

The Past simple Tense and The Past Continuous Tense

I. Read the Grammar points and do the exercises to check the understanding

1. Murphy
Un. 11, 12, 25 (first edition)
Un. 5, 6, 18 (second edition)
2. Murphy English Grammar In Use. Supplementary Exercises.
Ex. 4-12, 34-38
3. The Heineman. English Grammar.
Un. 4, 5, 51
4. Collins Cobuild Student's Grammar
Un. 42, 43

II. Additional material and exercises

1. Alexander. Longman English Grammar Practice
Un. 9.3 - 9.4
2. M. Dean. English Grammar Lessons. Upper-Intermediate.
Un. 4.5
3. Alexander "Practice and Progress"
Un. 79 "By air"
4. Headway Pre-Intermediate. Workbook
Un. 3

III.

1. **Join the sentences using *as, just, while, when* and *ago*. Put the verbs into the past progressive or past simple.**

- 1) I (eat) my dinner. There (be) a knock at the door. (AS)
- 2) Camilla (get) into the car. Henry (shout) a warning. (JUST, WHEN)
- 3) You (dance) at the disco. I (paint) the kitchen at home. (WHILE)
- 4) I (know) her ten years. She (work) for Star Electronics at the same time as I was. (AGO, WHEN)
- 5) James (hear) a noise. He (listen) to the music. (WHILE)

2. **Past progressive or past simple in context. Put in the right form of the verb in brackets. Sometimes either form is possible.**

I 1 (walk) along the street one day when I 2 (see) something very strange. I 3 (notice) a man the same height as me who 4 (have) a beard like mine. He 5 (wear) a blue shirt and an old pair of jeans and he 6 (carry) a bag with some books in it. He 7 (just/ cross) the road ahead of me but he 8 (not/ avoid) me deliberately. I 9 (be) sure of that. As he 10 (go)

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8. Tick the remaining 12 verbs that can be used in the Progressive. Write twelve sentences using the present progressive with the verbs you have ticked.

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believe	Differ	measure
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contain	Excel	see
correspond with	Fear	think
cost	Feel	want
deserve	Hope	weigh

0 John is seeing his dentist on Wednesday.

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____
- 6 _____
- 7 _____
- 8 _____
- 9 _____
- 10 _____
- 11 _____
- 12 _____

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across) the road I 11 (follow) him. I 12 (wonder) whether or not to stop him and ask him whether he had noticed something strange too. I 13 (still/ think) about it when 14 (turn round) suddenly and we 15 (look at) each other. He 16 (look) amazed. "It's unbelievable, isn't it?" I 17 (say) as I 18 (stare at) his face, which 19 (be) just like mine, and at his hair, which 20 (also/ be) just like mine. "You are my double. You look exactly the same as me."

3. These sentences are wrong. Correct them.

1. ~~Last week I used to go to London.~~
2. ~~I often used to see Peter when we used to be in the same football team.~~
3. ~~Sheila used to write to me for six months.~~
4. ~~When I was young I would have only three smart shirts.~~
5. ~~He'll eat with his mouth open, which is very irritating.~~

4. Change any past tense verbs that can be changed to *used to* or *would* + infinitive. Change present tense verbs that can be changed to *will* + infinitive.

Doyle had a hard childhood because Glasgow (1) *was* a hard city. He (2) *got up* every day while it (3) *was* still dark. His day (4) *began* with stealing milk from outside people's front doors and sometimes he (5) *stole* newspapers too. He (6) *threw* them all over the wet streets just as the sun was rising over the tops of the factories. He (7) *was* a bad boy, as he (8) *tells* journalists and anybody else who will listen to him, sitting at his regular table at his favourite bar in the center of the city. He (9) *tells* you his stories every evening. He has stories about how he (10) *drove* to the coast in stolen cars, how he (11) *got into* fights, and how one day the police (12) *arrested* him and (13) *put* him in prison. And, of course, he (14) *tells* you the well-known story of how he (15) *learned* to paint in prison.

5. Put the verbs between brackets into the Past Continuous OR Past Simple tense:

A

When Mr. Black left his office at 6 p.m. it (rain) hard. He (not wear) a rain coat or (carry) an umbrella, so he (run) as quickly as he could to the nearest bus stop. As he (run), he bumped into an elderly woman and nearly

(knock) her over. She was very angry and (ask) him why he didn't look where he (go). He (say) he was sorry and (start) running again. He (get) to the bus stop just as the bus (begin) to move, and (jump) on.

B

One fine summer afternoon, all the Smith family were in the garden. Mr. Smith (lie) on the grass under a tree. He (have) a book in his hand, but he (not-read) it; he (think) about his job. His wife (pick) flowers, and their two children, a boy and a girl, (play) with a ball. After a time, the boy got tired of playing. He (throw) the ball hard at his sister, but she (not look). She (not catch) the ball, and it (break) the sitting-room window.

C

One rainy day, a fat boy (walk) along the street, eating a banana. There was an old gentleman behind him, who (held) an umbrella over his head. The boy (throw) the banana skin on the pavement. The old gentleman (step) on it, and (fall) on his back. He (drop) his umbrella and the wind (blow) it into the road. While he (lie) on the pavement, a bus (run) over his umbrella. A lady, who (pass) helped the old gentleman to his feet, and the fat boy (pick) up his umbrella.

D

It was midnight, and the main street of the small town (be) empty, except for one man. He (stand) outside a shop on the corner of the street. A policeman turned the corner, and when he (see) the man, he (ask) him what he (do). The man (say) he (wait) for a friend, but the policeman (not believe) him. He (ask) him if he lived in the town. The man said no, he (stay) at a hotel for a few days. He (tell) the policeman the name of the hotel.

6. Choose the right verb and/or supply the right form

0. It was our policy to deal with problems as they (arise/rise). 0. arose
1. You shouldn't walk on a field that's just been (sew/sow).
2. Rock bands have (rise/raise/rouse) millions for charity.
3. All the mistakes in my essay have been (ring).
4. The motor (spring) into life at the touch of a button!
5. I don't know how we'll ever cure her of (lay/lie).
6. It looks as though the terrorists had been (lay/lie) in wait.
7. You don't have to go round (lay/lie) down the law!
8. We've all (lay/lie) bets on the favourite.
9. I've lost count of the number of times she's (lay/lie) to me.
10. Why have they (lie/lay) quiet for so long?
11. How long is it since you (wind/wound) this clock?

12. How many soldiers were (wind/wound) in the gun battle?
 13. How many metres down is the (sink) ship?
 14. We'll have to wait till the sun has (rise/raise/rouse).
 15. Wait till everyone has (wake up/awake).
 16. The business was (find/ found) in 1842.
 17. Flood water (fly/flow) right through our house!
 18. How many trees have you (fall/fell) today?
 19. The traitors have been (hang).
 20. Meat needs to be (hang) for a few days to become tender.
7. Read the texts and analyze the use of the Past Simple tense and the Past Progressive tense. Give the three forms of irregular verbs.

The Perfect Flatmate

When I was 21, I came to live in London. I shared a damp basement flat with a beautiful ex-art student from Brighton. Her name was Sam. She had long brown hair and a slim figure that I was madly jealous of. She ate three chocolate bars for breakfast every morning.

I used to lie in bed looking at her eating and getting dressed, wondering how she could possibly consume so much sugar without losing her teeth, her figure or her complexion. She'd put on her make-up in under a minute, throw on whatever clothes happened to be lying around the room, and rush off to work looking like a model on the cover of a fashion magazine. Like me, she was just an art teacher in a secondary school.

I, on the other hand, used to put on weight if I even smiled at a bar of chocolate. I'd already lost several upper teeth, my face was spotty and I looked like a heavy-weight boxer whatever I wore.

My morning reaction to Sam was always the same. I'd shut my eyes, pull the blankets over my head and force myself back to sleep. I knew that I really ought to get up too, and make use of the early start to have a shower, iron my blouse, polish my shoes, paint my nails and eat something for breakfast.

But I have never been what you'd call a morning person. The teaching job I was doing at the time was the only period of my life, thank goodness, that I've had to be anywhere by 8.30 a.m.

Anyway I needed a few extra comforting dreams after the shock of seeing Sam looking so beautiful. Going back to sleep to shut everything out, and using my bed as a favourite means of retreat, became an addiction - my worst habit.

Of course, I overslept and was late for work every single day of the week. Eventually I was told if things didn't improve I might be given the sack. So I gave up my job and got married instead. I blame it all on Sam and her beauty.

A Hard Act to Swallow

Stevie grew up in a children's home in Scotland. Every week, the staff took a proportion of the children's pocket money to pay for holidays. Little Stevie developed a daring strategy to hang on to what little money he had. He laughs about it now "I used to swallow all my coins. That got them really furious, so they'd put me in a room on my own as a punishment. After a few minutes in there, I'd hit myself on the chest and cough the money back up."

Since then, Stevie has turned into Stevie Starr, a professional regurgitator who does up to four shows a day, and can demand fees of £500 – £2000 a show

Everything Stevie swallows comes back dry, except for the goldfish. They swim about in his stomach in the water that he swallows for them first. After ten minutes they resume their normal lives in a goldfish bowl. "They never die," says Stevie.

Medical experts might have a few worries about Stevie. The sight and sound of him swallowing and bringing back a snooker ball causes even normally calm people to panic. He also smokes a cigarette, retains the smoke in his stomach, then swallows some butane gas and mixes the two. Next he swallows some washing-up liquid, blows a huge bubble, brings up a smoke and a gas inside the bubble, cuts the bubble off, gets someone to set light to it, and BANG!

He enjoys watching audience reactions. "I tend to start by swallowing a light bulb. There might be a thousand people watching, but once I've done that, you can hear a pin drop." He loves performing off-stage as well. "I often go into a pub, order a couple of drinks and then cough up the money to pay for them"

Watching his routine is an uncomfortable experience. "I can feel my stomach moving around while I talk to you," says Stevie. He swallows some sugar, followed by a glass of water, and brings the sugar back dry.

He swallows a locked padlock, followed by the key, opens it in his stomach and returns the padlock.

He changes the pattern of a Rubik cube inside his stomach, and regurgitates piles of money selectively. When members of the audience, who have checked the dates of coins beforehand, ask for a 1978 or a 1988 20p, he extracts it from the pile of coins in his stomach and brings it up.

Physically, Stevie doesn't believe he is any different from the rest of the human race, who use their stomachs simply to digest food. "It's all done by muscle control," he says. "Imagine a little pair of hands in their doing everything, controlled by my brain. I'm sure I could teach anyone to do what I do."

8. Crossword (verb search sheet).

K	E	P	T	Q	D	E	R	T	D	R	E	A	M	T
Y	U	I	U	O	P	R	A	S	D	F	G	H	E	W
H	K	L	C	Z	X	C	I	V	B	M	E	E	T	I
I	D	A	B	G	E	I	D	V	O	R	H	V	Y	S
D	A	E	O	R	R	P	K	T	E	W	X	O	W	L
D	M	A	N	B	V	E	C	X	Z	N	A	S	D	E
E	A	T	U	F	E	T	W	Q	W	E	R	T	U	P
N	Y	E	O	P	P	A	S	D	F	S	P	E	N	T
Z	O	K	H	S	F	U	O	P	W	A	P	H	E	Y
M	N	V	B	W	C	X	G	H	J	B	U	Y	O	W
C	A	E	T	O	U	S	G	K	G	O	T	A	T	F
T	A	G	O	N	E	Y	T	N	O	U	G	A	T	T
W	H	T	G	R	S	T	H	O	U	G	H	T	O	F
T	E	M	C	B	O	T	I	Q	E	H	E	Y	O	N
Z	M	X	C	H	V	N	N	O	U	T	N	E	J	K
H	I	H	R	H	A	N	K	S	O	U	D	T	O	T
O	I	R	I	V	U	S	W	I	T	P	F	Z	K	I
Q	W	D	E	D	R	R	Y	P	A	E	G	V	E	L
E	M	E	Y	T	E	A	T	F	D	F	I	N	D	A
C	O	T	T	Y	A	G	I	E	O	K	I	M	P	U
J	O	Z	A	T	U	N	E	U	X	U	P	W	I	E

C A T A L U T N P D O N O R T
 F F A L L O D T U I Q M U N D
 W E R T L A S Y N E M A N U T
 F O F A L L E N Y W I N D L Y

The Present Perfect Simple Tense, The Present Perfect Continuous Tense(The Present Perfect Progressive Tense)

- I. Read the Grammar points and do the exercises to check the understanding.
 1. Murphy English Grammar In Use. for Intermediate students.
Un 13-21, 24(first edition); 7-14, 17 (second edition)
 2. Murphy English Grammar in use. Supplementary Exercises.
Ex 13-28
 3. Heinemann. English Grammar
Un. 6-13, 33, 34
 4. Collins Cobuild. Student's Grammar
Un 41
- II. Additional material and exercises
 1. M. Dean. English Grammar Lesons. Upper-Intermediate
Un. 7, 10
 2. Alexander Longman English Grammar Practice
Un. 9.5
 3. Alexander "Practice and progress"
Un. 52 "A pretty carpet"
 4. Headway Pre- Intermediate. Workbook. Un. 7
- III.
 1. Use the verbs in the list to complete the sentences. Use the Past Simple or Present Perfect Tenses.
leave (3), lose (2), fly (2), have, take, eat (2)
 1. I _____ never _____ from London to Dublin before.
 2. We _____ from London Airport to Dublin yesterday. The flight only _____ two hours
 3. _____ you _____ anything yet or shall I make you a sandwich?

4. _____ you _____ anything at the cafe yesterday or _____ you only _____ a coffee?
5. You won't believe this. Charles _____ Paula! They are getting divorced.
6. Chris _____ Pamela in 1990, but they are still friends.
7. I _____ my wallet! I must have left it on the bus.
8. I _____ my wallet on holiday last year. I _____ it on a bus.

2. Past Simple or Present Perfect in context. Put in the right form of the verb in brackets.

Julia, Sandra and Tom are all students together.

JULIA _____ 1 _____ (you/see) Tom last night?

SANDRA No, but I _____ 2 _____ (just/come) from his house. He's in bed. He _____ 3 _____ (be) very ill in bed for the last three days, actually.

JULIA I'm sorry to hear that. So that's why he _____ 4 _____ (not/go) to the dance last night.

SANDRA Yes. The doctor _____ 5 _____ (see) him twice now. He's coming again tomorrow. Oh, by the way. Tom _____ 6 _____ (send) his love to you when I _____ 7 _____ (see) him.

3. Supply the Simple Present or Present Perfect Progressive.

- 1 a. I...all your letters. The job's done. (type)
- 1 b. I...this report since yesterday and I'm only half way through. (type)
- 2 a. Your mother is still in the kitchen. She...all morning. (cook)
- 2 b. I...a lovely meal which I'll be serving in a couple of minutes. (cook)
- 3 a. We ... this garage ourselves and have just begun to use it. (build)
- 3b. We this garage ourselves and hope to finish it within the next two months (build)

4. Put in the Simple Present Perfect, Present Perfect Progressive or Simple Past.

The Australian salute

Before I (visit) 1...Australia, an Australian friend in London (tell) 2...me I'd learn "the Australian salute". "What's that?" I (ask) 3... "You'll find out when you get there", he (say) 4... I (arrive) 5... in Perth last week. Since then, I (stay) 6...at a nice hotel near a beautiful beach. I (never visit) 7...Australia before and I am enjoying my stay. I (swim) 8...every day from the time I (arrive) 9... Yesterday, an Australian friend (suggest) 10... a tour into "the bush". I (agree) 11 at once. The first thing I (notice) 12...when we (be) 13...in the bush (be) 14...the flies. After a while I (remember) 15...the conversation I

had had in London before I (come) 16...here. "What's the "Australian salute"? I (ask) 17 suddenly, as I waved my right arm to the flies away. "That's it!" my friend said as he (wave) 18...back!

5. Put the verbs in brackets into the Present Perfect OR Past Simple Tense. If there is an adverb in brackets at the end of the sentence, as in Example 1, put it in the right place.

Example 1 I (write) to the manager a fortnight ago, but I've not had a reply, so I (write) again. (JUST)

Answer I *wrote* to the manager a fortnight ago, but I've not had a reply, so I've *just written* again.

Note The adverb is placed between *have* and participle 2.

- 1) Today is Thursday, and John (be) late twice this week: he (be) late yesterday and on Monday.
- 2) I first (meet) George a month ago, and I (meet) him several times since then.
- 3) We're in September now, and we (do) a lot of work this year; we (do) a lot last year also
- 4) She (buy) a coat last winter, but she (not buy) a new dress since 1963.
- 5) It's only the middle of the month, and he (spend) most of his salary; he (spend) £15 yesterday. (ALREADY)
- 6) I (break) my leg in 1960, but I (break) my arm. (NEVER)
- 7) He's over sixty, and he's still working. He (work) hard all his life. When he was a young man, he sometimes (work) all night.
- 8) The postman (come) at eight yesterday, but it's now half past eight and he (not come) yet
- 9) Today is April 23rd. Mary (not be) absent this month, but she (be) absent for three days in March
- 10) He (feel) extremely ill when he went to hospital, but he (feel) much better since he came out of hospital a month ago.
- 11) It's only 11 a.m. and he (smoke) twenty cigarettes: he (smoke) three or four before breakfast. (ALREADY)
- 12) It (rain) very heavily last Monday, but it (not rain) much since then.
- 13) She (not take) her little boy to a theatre yet, but she (take) him to a cinema for a first time a few days ago.
- 14) Henry (play) football at school, but he (not play) since he left school in 1963.
- 15) The headmistress (speak) to Mary about her work at the beginning of the school year, but she (not speak) again since then.
- 16) It's eight o'clock, and the baby (wake) up; it (wake) up much earlier yesterday morning. (JUST)

- 17) He (give) his daughter £1000 when he got married in 1961, but he (not give) her any money since then.
- 18) The author is still young man. He (write) his last book in 1960, but he (not write) anything since then.
- 19) I (fly) non-stop from London to Cairo, but I (fly) non-stop from Rome in September 1963. (NEVER)
- 20) Mr. Jones (drink) a lot coffee when he was working in the Middle East, but he (not drink) much since he came back to England.
- 21) She's going to be married next month. She (choose) her wedding dress yesterday, but she (not choose) any other clothes yet
- 22) This dog is dangerous. It (bite) several people: it (bite) the postman badly yesterday morning. (ALREADY)
- 23) The police (catch) two of the escaped prisoners last night, but they (not catch) the third yet.
- 24) He borrowed £10 three months ago. He (pay) back half of it last month, but he (not pay) back the other £5 yet.

The Past Perfect Simple Tense, The Past Perfect Continuous Tense(The Past Perfect Progressive tense)

- I. Read the Grammar points and do the exercises to check the understanding.
 1. Murphy. English Grammar In Use. for Intermediate Students.
Un. 22, 23(first edition). Un 15-16 (second edition)
 2. Murphy. English Grammar In Use. Supplementary Exercises.
Un. 29-33, 39-40.
 3. Heinemann. English Grammar.
Un. 14, 15
 4. Collins Cobuild. Student's Grammar.
Un. 44, 46.

- II. Additional material and exercises
 1. M. Dean. English Grammar Lessons. Upper-Intermediate Un. 13
 2. Alexander. Longman English Grammar practice.
Un. 9.6

III. 1. Past perfect or past simple? Put in the right form of the verb in brackets.

- 1) When Sarah got off the bus it was raining heavily; she _____ (go) into a shop to buy a new umbrella because she _____ (leave) her old umbrella at home.
- 2) He _____ (retire) from work early, but he _____ (work) hard all his life.
- 3) As soon as he _____ (see) her, he just _____ (laugh).
- 4) As soon as he _____ (visit) her in hospital and knew she was all right, he _____ (catch) the next bus home.

2. Past perfect or past perfect progressive in context. Put in the correct form of the verb in brackets.

- PLAYER My best moment in the match was when I realized the game 1 (finish) and I 2 (become) a tennis champion. I 3 (win)! At that moment I 4 (become) the best tennis player in the world.
- REPORTER And when you won, how long 5 (you / play) tennis?
- PLAYER I started just before I finished school. That means I 6 (play) for about six years when I won Wimbledon.
- REPORTER You 7 (beat) some good players before you won that tournament.
- PLAYER Yes. Even since I started as a tennis professional I 8 (win) games regularly until my injury.
- REPORTER Yes. What did you do to hurt your shoulder so badly?
- PLAYER I 9 (not / hurt) the ball well for some time, so I practiced a lot. Then one day I realized I 10 (damage) my shoulder by trying too hard. I had to give up playing tennis because of it.

3. Supply the Simple Past Perfect or Past Perfect Progressive.

- 1) We ... all day for the party that evening and by 8 o'clock we still weren't ready. (cook)
- 2) John ... a beautiful meal for his guests and they all enjoyed it. (prepare)
- 3) I knew she ... the washing because the machine was still working when I got in. (do)
- 4) I knew she ... the washing because when I got in she was ready to go out. (do)

- 5) By 10 o'clock the children ... their homework and were ready to go to bed. (do)
- 6) The children ... their homework and by 10 o'clock they still hadn't finished. (do)

4. "Put in the past perfect simple or progressive or the simple past. Give alternatives where possible.

Cooking the books?

Old Mr. Williams was very concerned. He and his wife were pensioners and he (spend) 1 ____ the whole morning looking for their pension books. He (look) 2 ____ everywhere, but he (not be able) 3 ____ to find them. Meanwhile, his wife (be) 4 ____ busy. She (cook) 5 ____ all morning. She (prepare) 6 ____ a delicious meal. She (make) 7 ____ soup, followed by a lovely pie, which she (bake) 8 ____ in the oven. Mr. Williams (always enjoy) 9 ____ his food, but he clearly wasn't enjoying his lunch. "What's the matter, Tom?" his wife asked. Mr. Williams (have to) 10 ____ confess that he (lost) 11 ____ their pension books. "I know," Mrs. Williams (say) 12 ____, with a twinkle in her eye. "I've got them". "You've got them?" "Yes-and guess where I (find) 13 ____ them!" Mr. Williams suddenly remembered. "In the oven! I (put) 14 ____ them there for safe-keeping." He (smile) 15 ____ with relief as she (fish) 16 ____ them out of her apron pocket!

Future Reference

- I. The following forms are used to express future
 1. will do
 2. be going to
 3. will be doing
 4. will have done
 5. will have been doing
 6. be to
 7. be about to
 - h) be due to
- II. Read the Grammar points and do the exercises to check the understanding
 1. Murphy. English Grammar In Use, for Intermediate Students
Un. 4-10(first edition), Un. 19-25 (second edition)
 2. Murphy. English Grammar in Use. Supplementary Exercises.
Ex. 41-49
 3. The Heineman. English Grammar.
Un. 16-25, 29
 4. Collins Cobuild. Student's Grammar
Un. 48. 49

III. Additional material and exercises

1. M. Dean. English Grammar Lessons. Upper-Intermediate.
Un. 18, 24
2. Alexander Longman English Grammar Practice.
Un. 9.7 - 9.9

IV.

1. Put the verbs between brackets into the *simple Present or Future tense*:

- 1) I'm afraid the old woman (die) before she (see) her son.
- 2) The teacher said, "I (begin) the lesson as soon as Jack (stop) talking."
- 3) The old gentleman doesn't go out in the winter. He (go) out when the weather (get) warmer.
- 4) I (wait) for the doctor until he (come) back from the hospital.
- 5) Ahmad (not pass) the examination next summer unless he (work) much harder
- 6) He (have) a bad accident if he (not drive) more carefully.
- 7) She's flying to Cairo tomorrow. She (send) her family a telegram as soon as she (arrive).
- 8) She told her guests, "We (have) lunch when my son (come) home from school."
- 9) The teacher said, "I (not retire) before I (be) sixty-five."
- 10) You (be) late unless you (take) a taxi.
- 11) I (not speak) to him again unless he (apologise).
- 12) His father (not lend) him any more money until he (learn) not to waste it
- 13) We (have) a picnic tomorrow if it (be) a fine day.
- 14) I (finish) reading this book before I (go) to bed.
- 15) Mr. Smith is retiring next year. He (have) nothing to do when he (retire).
- 16) She (mend) his socks if he (ask) her to.
- 17) I'm sure he (write) to me as soon as he (know) my new address.
- 18) She's always busy in the house, and never has a rest. She (go on) working until she (drop).
- 19) Yusef has borrowed my dictionary. He (give) it back when he (see) me tomorrow.
- 20) The poor fellow's out of work, but he (pay) his debts as soon as he (find) a job
- 21) The teacher (not let) Mary go home early unless she (have) a good excuse.
- 22) The postman (start) work tomorrow before the sun (rise).

- 23) The little boy (not be) happy until his father (buy) him a bicycle.
- 24) She (wash) my shirts tomorrow if she (have) time.
- 25) We (go) out when it (stop) raining.

2. Put the verbs between brackets into the Present Continuous or Future tense:

- 1) If you (go) abroad next week, I (not see) you again, so I'll say goodbye now.
- 2) She said to her husband, "I (cook) the breakfast while you (shave)."
- 3) The teacher told the class, "While you (answer) the questions, I (write) six more questions on the blackboard."
- 4) She said to her married sister, "I (look after) the baby while you (dress)."
- 5) I (come) with you if you (take) your car. If not I (go) by bus.
- 6) He said to his secretary, "I (make) a few phone calls while you (type) these letters."
- 7) I (come) and see you at six o'clock this evening unless I still (work).
- 8) The teacher said, "This is a difficult question. I hope you (listen) very carefully while I (explain) it."
- 9) Ahmad is living in Beirut now. If you (go) there, you (see) him.
- 10) He told his friend, "Certainly I (lend) you my car tomorrow if I (not use) it myself."
- 11) I told him on the phone, "I (meet) you at the station tomorrow afternoon if you (come) by train."
- 12) I (not go) out this afternoon if it (still rain).
- 13) Mrs. Brown said, "I (get) the supper ready while the children (do) their homework."
- 14) You (need) to take warm clothes with you if you (go) to Russia in the winter.
- 15) I haven't time to read paper now. I (read) it while I (have) lunch.

3. Write complete sentences. Use the Present Progressive or going to. Use both where both are possible.

- 1) I / buy / a car as soon as I have enough money.
- 2) Can you meet Richard at the station, please? He / arrive / at nine o'clock on the train from Oxford.
- 3) Her boyfriend / not / come / until next week.
- 4) You / definitely / pass / the exam.
- 5) / you / work / at home next week?

4. Complete the sentences. Use *will, going to*, the Present Progressive or Present Simple.

- 1) We've agreed that Jim _____ (buy) the food for the party, and I _____ (cook) it.
- 2) Quick! The museum _____ (close) at half past five. It says so in the guidebook.
- 3) I know! I _____ (drive) Tina to the station.
- 4) We _____ (not/know) the answer to that until next week.
- 5) I've made an appointment at the dentist's. I _____ (see) her on Tuesday.
- 6) This train _____ (stop) at every station between here and London.
- 7) Louise can't come with us. She _____ (take) the car to the garage at four o'clock.

5. Complete Darren's letter to Angela. Use *will, going to* or the Present Progressive. More than one answer is possible.

I _____ 1 _____ (not/phone) you any more, because you asked me not to, but I am writing you a quick note as I've got nothing else to do at the moment. _____ 2 _____ (you/go) to the school dance with Richard? I _____ 3 _____ (not/go). Or at least may be I _____ 4 _____ (go) but I probably _____ 5 _____ (not/dance) with anybody. I've decided that I _____ 6 _____ (not/play) any more *Deep Pit* records because I think of you every time I hear one. I _____ 7 _____ (stop) now. The lesson _____ 8 _____ (start) soon. I am sure that you and Richard _____ 9 _____ be really happy together. I _____ 10 _____ (phone) you next week, if that's OK.

6. Tina Bradshaw is the Managing Director of a computer company. Here are some notes from her business diary for Monday morning.

- 1) 8.00 talk to Mrs. Lewis about the Compact order
- 2) 8.30 breakfast with the architect – discuss the new building
- 3) 9.15 telephone Tom in New York to wish him a Happy Birthday
- 4) 9.30 dictate letters
- 5) 10.00 have a meeting with J and M about the Compact order
- 6) 11.00 talk to the new trainees
- 7) 11.30 write a report of the J and M meeting

8) 12.30 lunch with the new Sales Manager

On the Friday before, the Personnel Manager telephoned Miss Bradshaw's secretary. He wanted to have a meeting with Miss Bradshaw on Monday morning. What did the secretary say?

Example: (1) I'm sorry. Miss Bradshaw's diary is full. She will be talking to Mrs. Lewis about the Compact order at eight o'clock.

7. Put in the future perfect of the verb in brackets.

By the next century perhaps we 1 (learn) to read each other's minds. Perhaps we also 2 (discover) how to move objects through space using our minds only. But some things we are now looking for so hard, we 3 (not/find) at all, just as in the Middle Ages we never discovered how to turn metal into gold. And 4 (we/contact) other forms of life on other planets? 5 (we/learn) to communicate with them? Yes! Definitely! Yes!

8. Match the sentences on the left with the functions on the right.

A

- We'll have a thunderstorm tonight. I'm sure. _
- Will there be a general strike? _
- I'll send you a card from Florida. _
- Will you write to me? _
- Shall I go to the post office for you? _
- Shall we take a drive into the country later? _
- I'll report you to the police next time. _
- The wedding will take place next Friday. _
- I hope you'll come and see us again. _
- Tell them again. Perhaps they'll understand. _
- Will you have lunch with us on Sunday? _
- I'll be seeing John at the meeting tomorrow. _

B

- a) making a formal announcement
- b) making a request
- c) stating a planned arrangement
- d) making a prediction
- e) making an invitation
- f) asking for a prediction
- g) promising/stating intention
- h) expressing future hope
- i) expressing future uncertainty
- j) threatening
- k) offering
- l) making a suggestion

9. Put in the simple future, the future progressive or the future perfect simple.

Flying Junk

By the middle of the 21st century we (build) 1 ___ space stations which (circle) 2 ___ the earth and (probably circle) 3 ___ the moon. (oo. We (establish) 4 ___ bases

on planets like Mars. At present, we use radar to "watch" nearly 8,000 objects in space. In addition, there are at least 30,000 bits of rubbish from the size of marbles to the size of basket balls flying round the earth. These (increase) 5 ____ in number by the year 2050 and (orbit) 6 ____ the earth. All these bits and pieces are watched by NORAD (North American Radar Defence Command). NORAD (have) 7 ____ more and more rubbish to watch as the years go by. Some bits fall back to earth, like the Russian satellite C954, which crashed in the Northern Territories of Canada in 1978. Crashing junk could give us a bad headache. Most of the stuff (stay) 8 ____ up there (we hope)! The sad fact is that we who are alive today (not clear up) 9 ____ our own junk tomorrow. Perhaps we (just watch) 10 ____ from some other safe place as it goes round and round the earth!

10. Supply the correct forms of the verb phrases in brackets.

- 1) The conference delegates ... meet again later today. (to be to)
- 2) You ... take these new tablets four times a day. (to be to)
- 3) They ... open their instructions until midnight. (not to be to)
- 4) You'll have to hurry. The train ... leave. (to be (just) about to)
- 5) I can't talk now. I ... go out. (to be (just) about to)
- 6) There's not much longer to wait. Their plane ... land in ten minutes. (to be due to)
- 7) Don't be so impatient. She is ... arrive until teatime. (not to be due to)

11. Supply suitable future forms (will, going to, etc.). Alternatives are possible.

The adventures of Orlik

The plane had been privately hired to transport Orlik the bull from one part of the country to the other. "What (do) 1 ____ with him, sir?" the co-pilot asked. "We (deliver) 2 ____ him to a farm in Wales," the captain said. "I (just check) 3 ____ the wooden crate," the co-pilot said. A few minutes later, he reported that it looks safe. "I've just heard from Ground Control," the pilot said. "Our flight (be) 4 ____ due in ten minutes. We (take off) 5 ____ from Runaway Number 7". Little did both men know how dramatic their flight (be) 6 ____ . They couldn't have imagined that when they were in the air, Orlik the bull (break) 7 ____ loose from his crate and smash his way into the flight cabin! "I (take over) 8 ____ , sir!" the co-pilot cried as the captain grabbed Orlik's nose and pulled him away. The co-pilot made an emergency landing in a field. Both men jumped to safety, while Orlik crashed about inside the tiny plane, smashing everything to pieces!

12. Read the text and state different ways of future reference:

Long Life

Scientists are finally beginning to unlock the secret everyone has been dying to know: just how long can we live? They confidently predict that in the 21 century people will be living to the incredible age of 130. And this is just the start. Experts studying the process of aging believe it is possible that people will live long enough to have great-great-great-great-great-grandchildren. This prediction is based on research and on the fact that the centenarian population is mushrooming as our general health improves. There are around 4000 people of over 100 in Britain – ten times more than 30 years ago.

Dr. Vijg, a Dutch biologist, is the co-ordinator of a project which is studying the growing senior citizen population. Dr. Vijg and his colleagues are looking at our genes, which, they believe, hold the key to what kills us, early or late in life.

A century ago average life expectancy in Europe was 45. Today, providing we look after ourselves, drive our cars carefully, and cut down on things like butter, alcohol and cigarettes, we can add nearly 30 years to that figure. Dr. Vijg reckons that by the year 2000 we will all have added a couple more years to our lives.

But that is nothing compared to what will happen once scientists have cracked the secret of our genes. Some of the problem genes have already been tracked down, like those that cause haemophilia and muscular dystrophy. Dr. Vijg says, "Nobody dies from old age – just from diseases that affect people as they get older." And he forecasts that within 30 years, science will be preparing people for a longer life. "Already the killer diseases are being eradicated", he says. "About 50% of cancers are curable, and I really believe that this will increase to 80%."

There are also encouraging developments in the fight against Aids, and although a vaccine will not be available for some time, the experts are cautiously hopeful that by early in the next century the disease will have been brought under control. Doctors believe that the death rate from the biggest killers - diseases of the circulatory system – will decline as man comes to his senses by giving up smoking and eating more healthily. Dr. Vijg points to experiments with animals in laboratories. "Those given less food, but of a higher quality, lived to the human equivalent of 150 years."

Dr. Vijg believes that as life span increases, so will other expectations. Women will be having babies at an older age. "More and more women are having their first child when they are over 30," he says. "In another ten years people might think it normal for a woman of 50 to be having her first child."

What about living forever? Will eternal life ever become a reality? "So far, that is science fiction," says Dr. Vijg. "Theoretically it is possible, but it will be

another hundred. perhaps two hundred years before we know all the secrets of our genes."

**Практическая грамматика
Методические указания
Часть 1**

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Подписано в печать 10.10.02. Формат 60x84 1/6.

Бумага газетная. Печать офсетная.

Усл. печ. л. 1.3 Уч.-изд. л. 1.4 Тираж 100 экз.

Заказ 36 Бесплатно

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